


CICERO DENOUNCES CATTILINE







CHAPTER
59

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Chapter Overview

This chapter continues the reading of Cicero's oratory, begun in Chapter 58, with selections from the famous *In Catilinam* I. An introductory essay provides more information about the conspiracy of Catiline, to complement what students learned at the beginning of Chapter 55 and make it easier to read the selections featured in this chapter. Students should gradually become more comfortable with Cicero and further develop their appreciation of the stylistic features that made his oratory so effective. The Reading Notes cover two figures of speech commonly found in Cicero as well as four grammatical points.

Resources

-  Student's Book III, pages 66–79
-  Online Activities: www.PHSchool.com; Web Code: jgd-0005
-  Teacher's Site
-  CD-ROM, sense units for Chapter 59
-  Language Activity Book III
-  Standards for Classical Language Learning: 1.1, 1.2, 3.2

Readings

Background

The essay on pages 66–67 provides the information that students need before starting the text. Note that there was no standing army kept in Italy at this time, which partly explains why Catiline hoped he could successfully seize power.

Teaching Suggestion

Read the essays on pages 66–67 with students and answer any questions they have before beginning the Latin text. Set the scene in as dramatic a way as possible: rumors flying around the city, armed guards around the meeting of the Senate, and an accusation against Catiline in the first words of Cicero's speech. The text of this speech is slightly more difficult than the selection from the *Verrines* in Chapter 58, so you will want to continue using the sense unit versions found on the CD-ROM. And, as with all the selections from Cicero's speeches in this book, students should present dramatic readings after they have finished working through the text.

CICERO DENOUNCES CATILINE

A. Cicero's indignation

Quo usque tandem abutere, Catilina, patientia nostra?
 Quam diu etiam furor iste tuus nos eludet? Quem ad finem sese effrenata iactabit audacia? Nihilne te nocturnum praesidium Palatii, nihil urbis vigillae, nihil timor populi, nihil concursus bonorum omnium, nihil hic munitissimus habendi senatus locus, nihil horum ora vultusque moverunt? Patere tua consilia non sentis, constrictam iam horum omnium sentia teneri conurbationem tuam non vides? Quid proxima, quid superiore nocte egeris, ubi fueris, quos convocaveris, quid consilii ceperis, quem nostrum ignorare arbitraris?

Notes: Reading A

1. abutere (1): The deponent verbs that take the ablative will be presented in a Reading Note in Chapter 61, page 100.
2. boni (2): This word, like the term optimates, was used by the conservative senatorial party to describe themselves, in contrast to the populares.
3. habendi senatus (4): Gerundives will be presented in Chapter 63, so treat this simply as a vocabulary item for the time being.
4. nihil . . . nihil . . . moverunt (2-4): Anaphora is presented in the Reading Note on page 71. Students may need help with the fact that moverunt, which comes at the end of the series of phrases, is the gapped verb for all of them.
5. constrictam (5): Note the emphatic placement of this word at the beginning of the indirect statement.
6. Quid proxima . . . ceperis (6-7): Cicero hammers away at Catiline in this series of short indirect questions with no connecting words (asyndeton).

Reading Notes

Rhetorical Questions (page 69)

Students have undoubtedly encountered rhetorical questions in their lives without realizing this is a recognized rhetorical device. Ask students to create other rhetorical questions that they might use in situations that they would face, or to think of ones that they have actually used or heard in conversations with their parents or friends.

1. abutor, abuti, abusus sum + abl. to abuse (compound verb of utor)

2. facto, are to toss around

se lactare to show off

vultus

vultus

3. os, oris N. mouth, face

4. vultus, us M. face, expression

5. confuratio, confurationis F. conspiracy

6. proximus, a, um nearest, most recent, last

7. superior, superius higher, earlier, previous

8. consilium, consilii plan

9. arbitrator, arbitrari, arbitratus sum to think, judge

o tempora, o mores! Senatus haec intellegit, consul videt;

hic tamen vivit. Vivit? Immo vero etiam in senatum venit,

fit publici consilii particeps, notat et designat oculis

ad caedem unum quemque nostrum. Nos autem fortes viri

satis facere rei publicae videmur, si istius furorem ac tela

vitemus. Ad mortem te, Catilina, duci iussu consulis

lam pridem oportebat, in te conferri pestem, quam tu

in nos omnes iam diu machinaris.

7. notat . . . nostrum (9-10): An example of hyperbole, a figure of speech that will be presented in a Reading Note in Chapter 62 (page 111). Catiline was plotting to assassinate some senators, but clearly not all of them.

8. vitium (11): It is best not to comment on this mixed condition, with the *if*-clause in the subjunctive; simply use the translation in the note and move on. Conditional sentences will be taught in Chapter 60.

9. in te (12): This same use of *in* is also found in the titles of speech, such as *In Catilinam* = *Against Catiline*.

1. mos, moris M. custom, habit; pl. morals

2. immo adv. rather, on the contrary

3. noto, are, etc. to mark, mark out

4. iam pridem adv. a long time ago

5. in + acc of a person or personal pronoun = against

e. g. In Verrem Against Verres

6. confero, conferre, contuli, collatus to bring together, bestow, apply

7. pestis, pestis F. plague, destruction, death

8. machinor, machinari, machinatus sum to design, scheme, plot

cf. machination (scheme) in English

B. Catiline's Plans

O di immortales! Ubinam gentium sumus? In qua urbe vivimus?

Quam rem publicam habemus? Hic, hic sunt in nostro numero,

patres conscripti, in hoc orbis terrae

sanctissimo gravissimoque consilio, qui de nostro omnium interitu,

qui de huius urbis atque adeo de orbis terrarum exitio

cogitent! Hos ego video consul et de re publica

sententiam rogo et, quos ferro trucidari oportebat,

eos nondum voce vulnero! Fuit igitur apud Laecam

illa nocte, Catilina, distribuisti partes Italiae,

statuisti quo quemque proficisci placeret, delegisti, quos

Romae relinqueres, quos tecum educeres, descripsisti

urbis partes ad incendia, confirmasti te ipsum iam esse

exiturum, dixisti paulum tibi esse etiam nunc morae,

quod ego viverem.

Notes: Reading B

1. qui . . . cogitent (3-4): Another example of hyperbole; notice the gapping of the verb cogitent.

2. Hos (4): The placement of this word at the beginning of the sentence emphatically summarizes all that Cicero has said about the evil conspirators, and contrasts strongly with the "good guy" Cicero (ego consuli).

3. sententiam rogo (5): The presiding consul would ask various members of the Senate for their opinions as debate on a particular topic progressed.

4. oportebat (5): Note the use of infinitive phrases as the subject of this impersonal verb, similar to A:11-12.

5. quos . . . eos (5): The note in the Student's Book points out that the relative clause comes before its antecedent, which is the main source of difficulty for students. This is in fact an instance of the use of *qui*, which is presented in the Reading Note on page 79 of the Student's Book. The word order used here allows Cicero to achieve greater emphasis on the fact that he has not yet taken steps to actually end the threat posed by the conspirators.

6. Fuisse (5): Observe the change in style in lines 5-9. Cicero moves from a series of general statements, with some lengthy clauses and heavy-sounding superlatives, to a direct attack on Catiline, using second-person verbs in a series of short, staccato clauses.

7. quod . . . viverem (9): *viverem* is subjunctive because Cicero is stating what he claims to be Catiline's reason. This use of the subjunctive to state a reason other than the writer's own is not taught in Book III. It need not be discussed unless students ask.

Voc. List 59 B

1. ubi nam where (in fact) read the note on p. 72 about nam

2. patres conscripti enrolled fathers

3. interitus, us M. death

4. exitium, exitii N. destruction, ruin

5. sententia, ae F. feeling, opinion

6. trucidō (1) to slaughter, kill

7. deligo, deligere, delegi, delectus to choose

8. paulum, i N. a small amount, a little

9. mora, ae F. delay

Reading Notes

Dative of Possession (page 72)

This structure, which is very unlike anything in English, will need some practice. See the accompanying activity in the Language Activity Book.

Reperiti sunt duo equites Romani, qui te ista cura liberarent et sese illa ipsa nocte paulo ante lucem me in meo lectulo interfectoros esse pollicerentur. Haec ego omnia vixdum etiam coetu vestro dimisso comperi; domum meam maioribus praesidiis muniti atque firmavi; exclusi eos, quos tu ad me salutatum mane miseras, cum illi ipsi venissent, quos ego iam multis ac summis viris ad me id temporis venturos esse praedixeram.

Quae cum ita sint, Catilina, perge, quo coepisti, egredere aliquando ex urbe; patent portae; proficiscere. Nuntium dū te imperatorem tua illa Manliana castra desiderant. Educ tecum etiam omnes tuos, si minus,

quam plurimos; purga urbem. Magna me metu liberabis, dummodo inter me atque te murus intersit. Nobiscum versari iam dūtius non potes; non feram, non patiar, non sinam.

Partitive Genitive (page 73)

This Reading Note provides an opportunity to review a structure that students have seen many times before, as the references given in the text of the note make clear. It is not necessary to do anything other than read the note with students and watch for examples of it in the future. It is always useful to remind students that the essential function of the genitive is to make a noun act like an adjective, i.e., describe another noun. Students always want to think of the genitive as indicating possession, which it does, but there is more to it.

8. *te, sese*: (10): Students may think that these pronouns are ablative, because of the adjacent forms *ista* and *ipsa*, rather than accusative.
 9. *ista cura*: (10): Translated and identified in the note. The ablative of separation is not formally taught in Book III. There is probably no need for any additional discussion, but you might point out the similarity to the use of the ablative (without preposition) with the names of cities/towns and words such as *domus* and *rus*.

10. *qui . . . liberarent et . . . pollicerentur* (10-11): Probably best understood as a relative clause of characteristic, which was presented in Chapter 58 (see the Reading Note on page 59 of the Student's Book). Note, however, that it might be taken as a relative clause of purpose (presented in Chapter 72). The distinction between characteristic and result is not clearcut here; Catiline found the type of men who would kill Cicero in order to get it done.

11. *Haec ego omnia . . . comperi* (11-12): Note how Cicero keeps stressing that he knows all about Catiline's activities (cf. A:5-8 and B:6-9). Since he did not yet have sufficient legal evidence to prosecute Catiline, Cicero hoped to force him to leave the city by exposing his activities, as he suggests in lines 15-17.

12. *eos, quos . . . miserat*: According to Appian, *Civil Wars* II.3, it was Lentulus and Cetheus who were sent to assassinate Cicero at his home, in the expectation that the former's rank as praetor would easily gain them admission to the house.

13. *salutatum* (13): The supine expressing purpose will be presented in a Reading Note in Chapter 70 (page 207 in the Student's Book). Treat it as a vocabulary item for now.
 14. *proficiscere* (16): The note in the Student's Book calls attention to the form *egredere* in line 15, which should enable students to recognize *proficiscere* as another imperative.

15. *desiderant* (16): Here the present tense expresses an action begun in the past and continuing into the present time—in English we would say *have been missing*. There is no need to discuss this with students now.

16. *si minus, quam plurimos* (17): The note in the Student's Book provides a translation that will get students through this difficult sentence. With a stronger group, you might take them through the explanation of how we know what words are gapped; this might not be helpful for a weaker group.

17. *non feram, non patiar, non sinam* (19): The first example in the book of a tricolon, * a rhetorical figure which is presented in the Reading Note on page 221 of the Student's Book (Chapter 72).

1. reperio, reperire, repperi, repertus to find syn. invento

2. polliceor, polliceri, pollicitus sum to promise syn. promitto

3. vixdum scarcely then

4. coetus, us M. assembly, meeting

5. pergo, pergere, perrexi, perrectus to continue, go ahead, proceed

6. aliquando adv. at some time, now, finally

7. metus, us M. fear syn. timor

8. dummodo conj. + subj. provided that

9. sino, sinere, sivi, situm to allow

C. Cicero's Personal Danger p. 77

Magna dis immortalibus habenda est atque huic ipsi

Iovi Statori, antiquissimo custodi huius urbis, gratia,

quod hanc tam taetram, tam horribilem tamque infestam rel publicae

pestem totiens tam effugimus. Non est saepius

in uno homine summa salus periclitanda rel publicae.

quam diu mihi consuli designato, Catilina, insidiatus es,

non publico me praesidio, sed privata diligentia defendi.

Cum proximis comitis consularibus me consulam in campo

et competitores tuos interficere voluisti, compressi

conatus tuos nefarios amicorum praesidio et copis

nullo tumultu publice concitato; denique, quotienscumque

me petisti, per me tibi obstiti, quamquam videbam

pernicem meam cum magna calamitate rel publicae

esse conjunctam.

Notes: Reading C

1. huic (I): Since the meeting of the Senate at which Cicero delivered this speech was held in the temple of Jupiter Stator, Cicero would presumably have gestured toward the statue of the god as he said this. Students may remember the painting by Maccari shown on page 13 of the Student's Book. Maccari either did not know, or chose not to portray, the historically correct location of this meeting.

2. Iovi Statori (I): The exact location of this temple is not certain; several spots in the Forum have been suggested.

Notes: Reading C continued

3. *non est saepius . . . rei publicae* (3-4): The meaning of this sentence is not completely certain. Some editors think *uno homine* refers to Catiline, giving the sense that a single individual must not be allowed to risk the safety of the state too often. We think it makes more sense if the reference is to Cicero, given the context with the meaning that the safety of the state should not depend upon the safety of a single individual, i.e., Cicero himself. Cicero was not known for his modesty and he did not hesitate to represent himself as the only one preventing Catiline from carrying out his schemes—and therefore Catiline's chief target.

4. *mihī . . . insidiatus es* (4): Here and in the following lines Cicero returns to the theme of how Catiline tried to murder him. Cicero often overstated his own achievements, but there is no doubt that his life was in jeopardy during the Catilinarian conspiracy.

5. *proximis* (5): The word has the same meaning, *last, most recent*, as it does in A.7.

Reading Note

Cum with the Indicative (page 76)

Students first met *cum* as a conjunction in Chapter 22, where it introduced a temporal clause. In Chapter 42, *cum* circumstantial was introduced, but there was no discussion of the difference between temporal and circumstantial uses of *cum*. Since *cum* with the subjunctive was featured in the second half of Book II and in the review of subjunctive structure in Chapter 57, as well as the Reading Note on *cum* circumstantial (page 58), students may have forgotten that *cum* is also found with the indicative. Emphasize to students that when they see *cum* completed by an indicative verb, the meaning must be *when* or *after*; if completed by a subjunctive verb, they must look at the context to see whether *when/after* or *since/because* gives better sense. If students ask why *when/after* work both with indicative and subjunctive verbs, you can give a simple explanation of time versus circumstances. But it is better not to spend time on this unless students ask. The Reading Note on page 201 will provide an opportunity later to consolidate all the meanings of the conjunction *cum*.

Voc. List 59C

pernicies

pernicies

1. taeter, taetra, taetrum disgusting, foul

2. totiens adv. so often

3. quam diu as often as

4. competitor, competitoris M. political rival

5. comprimō, comprimere, compressi, compressus to repress, check

6. conatus, us M. attempt

7. quotienscumque adv. however often, as often as

8. obsto, obstare, obstiti + dat. to stand in the way of, oppose, hinder

9. pernicies, pernicies F. ruin, destruction

D. Catiline Must Leave the City

Nunc iam aperte rem publicam universam petis, templa deorum immortalium, tecta urbis, vitam omnium civium, Italiam totam

ad exitium et vastitatem vocas. Quare, quoniam id, quod est

primum, et quod huius imperii disciplinaeque maiorum proprium

est, facere nondum audeo, faciam id quod est ad severitatem

lenius et ad communem salutem utilius. Nam si te interfici iussero

residebit in re publica reliqua coniuratorum manus;

sin tu, quod te iam dudum hortor, exieris, exhaurietur

ex urbe tuorum comitum magna et perniciosa sentina rei publicae.

Quid est, Catilina? Num dubitas id me imperante facere,

quod iam tua sponte faciebas? Exire ex urbe iubet consul hostem.

Interrogas me, num in exilium; non iubeo, sed, si me consultis, suadeo.

Notes: Reading D

1. quoniam id . . . utilius (12-14): The notes in the Student's Book call attention to the parallel structure, using texts in sense units will make this parallelism clearer and will be helpful as students make their way through this long, complex sentence.
2. utilius (14): Make sure that students remember that this is a neuter comparative adjective.
3. iussero (14) and exieris (15): Both are future perfect tense in an *if*-clause, normally translated by the present tense in English. Students met clauses such as this in Chapter 24 and occasionally in later chapters. Chapter 60 features a complete presentation of conditional sentences, so you may choose not to remind students of this use of the future perfect now, reserving these as additional examples for use when discussing future conditions in the next chapter.
4. te interfici iussero (14): Cicero probably could not have had Catiline executed—at least not legally, and without incurring the anger of many senators—since at this time he lacked the kind of evidence that would have justified such action. But he uses the threat as part of his attempt to make Catiline leave Rome. Later on, after he had obtained written proof, Cicero did have the conspirators whom he had caught in the city executed. He was subsequently indicted by Clodius on charges of having put Roman citizens to death without proper trial and exiled.
5. exhaurietur . . . rei publicae (15-16): Catiline did leave the city, but Cicero's prediction that he would take his conspirators with him did not prove true.
6. faciebas (17): An example of the inceptive imperfect. This sense of the imperfect was presented in Chapter 14 when the imperfect was taught, but students have seen very few examples of it. So it is translated and explained in the note.

N. B. In line 12 p. 79 maiorum proptrium means appropriate to (our) ancestors

Reading Note

The Construction *is qui* (page 79)

This is a common construction and not difficult, except when the antecedent is omitted. Note the example on page 73 of the Student's Book, B:5, where the relative pronoun precedes the antecedent *eos*, as well as the one in line B:13 (the latter is the one we ask students to locate).

Voc. List 59D

1. aperte openly
2. vita, ae F. life
3. exilium, exilii N. destruction
4. vastitas, vastitatis F. emptiness, wasteland; devastation
5. quoniam since, because
6. audeo, audere, ausus sum semi-deponent + inf. to dare to
7. ad in regard to, in reference to
8. lens, e soft, gentle, mild
9. reliquus, a, um the rest, the remaining, the other

Voc. List 59DD

1. manus, us F. hand, band, group
2. sin but it
3. Iam dudum for some time now
4. hortor, hortari, hortatus sum to encourage, urge
5. comes, comitis M. companion
6. sentina, ae F. dregs, scum; bilge-water
7. dubito (I) to doubt, hesitate
8. sponte, abl. F. of one's own accord, voluntarily
9. suadeo, suadere, suasi, suasurus to propose, suggest, urge