EXERCITĀTIŌ: Express the purpose ideas in the following sentences
3 other ways.

    e.g. We went to the market to buy hogs.

        Ad Forum īvimus ut porcōs emerēmus.
                          ad porcōs emendōs.
                          quī porcōs emerēmus.
                          porcōrum emendōrum gratiā.
                          porcōrum emendōrum causā.
                          porcōrum emendōrum ergō.
                          porcōs ēmptum. (This is the supine,
                                            the easiest method, but
                                          used only after verbs o
                                          motion.)

                      porcōs ēmptūrī

1. Cicerō is coming to see the tribune.
    Cicerō venit ut tribūnum videat.

        _____

        _____

2. They have come to seek peace.
    Vēnerunt ad pācem petendam.

        _____

        _____

3. The final decree of the Senate was passed to protect the
                                                        state

    Senātūs cōnsultum ultimum factum est
                              rei pūblicae cōnservandae grātiā.

        _____

        _____

        _____

4. We were sent to set the captive free.
    Missī sumus captīvī līberandī causā.

        _____

        _____

        _____

5. The Assembly elects consuls to preserve the laws.
    Comitia consulāria creant cōnsulēs quī lēgēs cōnservent.

        _____

        _____

7. Octāviānus et Antōnius in Graeciam ad pugnandum īvērunt.

_____

8. Fuitne Cicerō vir idōneus gubernandō?

_____

Chapter 59: Gerundives and Gerundives of Obligation

Using the information on pages 48–49 and 61–62 and in the readings of Chapter 59, give the Latin for:

1. Clodius made an attack against Milo for the sake of killing his enemy.

_____

2. The jurors gathered in the Forum in order to condemn Milo.

_____

3. Many Romans thought that Milo must be condemned for the sake of preserving the state.

_____

4. Has a quarrel ever been ended by fighting?

_____

5. Certain slaves, having drawn their swords, were hurrying towards the carriage in order to defend their master.

_____

| CHAPTER 59 | PRACTICE WITH GERUNDS AND GERUNDIVES |

Select (if required), read aloud, and translate:

1. Lānuvium (ā Milōne, Milōnī, Milō) eundum erat.

_____

2. Exiitne Rōmā Clōdius ad decuriōnēs Arīciae alloquendōs aut ad īnsidiās in Milōnem collocandās?

_____

advocātus, -ī, m., _lawyer_

3. Mīlitēs in Forō (Pompeiō, ā Pompeiō, Pompeiī) positī sunt ad iūdicēs advocātōsque dēfendendōs.

_____

4. Milō crēdēbat Clōdium vulnerātum sibi interficiendum esse.

_____

convincō, convincere, _to convict (of a crime)_

5. Cicerō dīcit iūdicibus Milōnem līberandum esse; aliī autem adsunt Milōnis convincendī causā.

_____

N. B.   The F. P. P. C. (Gerundive of obligation) is used with the <u>dative of agent.</u>

        e. g.   These sentences <u>must</u> be translated by us.
            Hae sententiae <u>nobīs</u> convertendī sunt.

<u>discipulīs</u>	by the students
<u>rhētorī</u>	by the speech teacher.

e. g. Scelestī <u>iudicibus</u> pūniendī sunt.   The criminals must be punished by the jury.

e. g. Epistula erat scrībenda <u>mātrī</u>.   Mother had to write a letter.

e. g. Sacrāmentum <u>servō</u> dīcendum erit.   An oath will have to be sworn by the slave.

PRACTICE WITH GERUNDS

Exercise 1
Form gerunds (accusative case) from the following verbs: Use <u>AD</u> in front of each gerund form:

cōnspicere _____

monēre _____

collocāre _____

venīre _____

vehere _____

redīre _____

arripere _____

orīrī _____

cōnārī _____

pellere _____

Exercise 2
Read aloud and translate:

1. Milō Rōmā profectus est Lānuvium eundī causā.

    _____

2. Cicerō spērābat sē posse Milōnem adiuvāre dīcendō in Forō.

    _____

3. Cicerō ad Forum īvit ad loquendum.

    _____

4. Impetū in Milōnem factō, complūrēs servī adiuvandī grātiā ad raedam cucurrērunt.

    _____

5. Magister omnia explicandō discipulōs adiūvit.

    _____

6. Octāviānus erat cupidus imperandī.

    _____

B. Case usage:

1. Genitive

   a. The gerundive + its noun in the genitive case are used with
       causā, gratiā, ergō (all meaning for the sake of and usually
       postpositive as to the gerundive object) to express purpose.*

       e.g. Ad scholam īmus linguae Latīnae ēdiscendae grātiā.
             We are going to school to learn Latin thoroughly.

   b. With nouns as an objective genitive (the text does not present
                                                               this)
       e.g. Ceausescu populī regnandī cupiditāte afficiēbātur.
             Ceausescu was influenced by a desire of ruling the people.

   c. With certain adjectives which pattern with the genitive:
       cupīdus, plēnus, perītus, etc.

       e.g. Ad ecclēsiam cupīdī hymnōrum cantandōrum īvimus.
             We went to church eager to sing hymns.

2. Dative:
    The gerundive and its noun is used after certain verbs requiring
    the dative and adjectives such as aptus, ineptus, idoneus, par,
    utilis, inutilis, etc.

    a. Caesar hostibus laudandīs nōn resistit.
        Caesar does not oppose praising the enemy.

    b. Haec camera idonea verbīs discendīs est.
        This room is suitable for learning verbs.

3. Accusative:
    The gerundive and its noun are used in the accusative case
    with ad to show purpose.

    e.g. Ad ecclēsiam ad hymnōs cantandōs īvērunt.
          They went to church to sing hymns.

4. Ablative:
    The ablative gerundive and its nouns is used after certain
    prepositions (dē, ex, ab, in, etc.) or by itself to
    show means.

(prep.) a. Cōnsul cōnsilia capiēbat dē rē pūblicā gubernandā.
             The consul adopted plans concerning governing the state.

(means) b. Cōnsul rem pūblicam cōnsiliīs capiendīs gubernāvit.
             The consul governed the state by making plans.

N. B. Even though the Romans preferred a gerundive with an object, occasionally one will
       find a gerund with an object rather than the gerundive for three major reasons:
       1. Unusual verbs which require the dative and ablative
       2. With pronouns to avoid ambiguity: e. g. id vītandī causā
                                                     for the sake of avoiding it
                                                     RATHER THAN
          eius vītandī causā which could mean: for the sake of avoiding him or it
       3. aesthetic considerations: e. g.
          perīculōrum et tēlōrum propulsandōrum grātiā RATHER THAN
          perīcula tēlaque propulsandī grātiā
          Here you will note that the first phrase is overwhelmingly heavy in sound with
-ōrum whereas the second phrase sounds lighter and in some ways more pleasing to the ear.

Form exercise on the gerund:

Using the model of muto, mutāre, give the gerund forms (along with the infinitive
form for the nominative case) along with the English translations for the
following verbs:

Model: nom.   (mutāre)   to change
        gen.   mutandī CAUSĀ; GRĀTIĀ, ERGO   of changing
        dat.   mutando   (to or for) changing
        acc.AD mutandum   to love, for loving (to show purpose
        abl.   mutando   by (means of) loving

1. obtineō, obtinēre   6. subeō, subīre (pres. participle: subiēns, subeunti:
2. dīmicō, dīmicāre   7. cōnficiō, cōnficere
3. vehō, vehere   8. intueor, intuērī
4. dīvidō, dīvidere   9. cremō, cremāre
5. deferō, deferre   10. ēvādō, ēvādere

II. The Gerundive (gerundīvum, ī N.)

When the Future passive participle is used with some sort of object or complement,
it is called a gerundive.

In isolation the future passive participle in this use may be translated like
an English gerund most of the time (agendus – doing) or an infinitive.
Strictly the F. P. Participle has the concept of obligation or necessity
attached to it; strictly, then, the translations are:

agendus– needing to be done, having to be done, about to be done, going to be done

N. B. The gerundive is never used in the nominative case, nor is the gerund.
       Rather infinitives are used where we would ordinarily use an English gerund.

       e. g. Petting (to pet) cats is fun.
              Fēlēs contrectāre laetitiam fert.

A. Gerundive uses

What is a gerundive in Latin grammar? A Verbal Adjective.
The Future passive participle is used as a gerundive when it has an
object, when it is in the same case as the object, and when it has
the same meaning as an English gerund, i. e., the -ing form.

SYNTAX:
1. The gerundive is a verbal adjective which agrees in case, number,
    and gender with its object.
2. The literal meaning of a gerundive is passive, although in
    translating into English, the liberal (more common) meaning
    is active.

    Literal passive meaning

    in fēlibus contrectandīs in cats about to be petted, needing to
                                                          be petted

    Liberal English Active Meaning

    in fēlibus contrectandīs in petting cats.

Grammatica Latīna

Gerunds (gerundium-iī N.): Definition- VERBAL NOUN

Definition: A gerund is a verbal used as a noun which ordinarily is not followed by
              an object.   In English this is the -ing form.

Formation: Change the t to a d in the M. + F. gen. sing. pres. participial stem.
             Add second declension neuter endings to this stem.

            nom. amāre   loving (literally: to love)

            gen. amandī............of loving
            dat. amando............(to or for) loving
            acc. amandum...........to love, for loving (shows purpose)
            abl. amando............by (means of) loving

Note: There is no nóminative gerund form in Latin.   For English nominative gerund
        forms, one uses an infinitive in Latin.

            e.g.   Seeing is believing.   Vidēre est crēdere.

                                                                    for the sake of
A. The genitive of the gerund.
    Comment 1.   The genitive of the gerund is used primarily with causa , gratia, ergō.
                 and also with certain nouns followed by an objective genitive.
    Comment 2.   The gerund will usually precede causa and gratia and ergo·(postpos. pre
    Comment 3.   The gerund with causa and gratia expresses purpose and may be used
                 in place of subjunctive purpose clauses not possessing objects.
    Comment 4.   The genitive of the gerund follows certain adjectives which pattern
               .   with the genitive: cupidus, perītus, plēnus, etc.

    e.g.   Titan is influenced by a desire of ruling.

               Titānus regnandī cupiditāte afficitur.   objective genitive

    e.g.   We went to the temple for the sake of praying.

               Ad templum orandī causā (gratiā) īvimus.   Genitive with preposition

    e.g.   We are skilled in singing. Cantandī perītī sumus. Genitive with adjectives
B. The dative of the gerund is not common.   It is used after verbs and adjectives
    which require the dative.
    e.g.   Saturn opposes praising. Saturnus laudando resistit.

    The dative of the gerund occurs most commonly after the adjectives: aptus,
    ineptus, bonus, idoneus, par, utilis, inutilis, and the like.
    e.g.   This temple is suitable for worshiping.
               Hoc templum colendo idoneum est.

C. The accusative of the gerund is used after the prepositions ad, inter, circa, ob.
    It is used most commonly after ad to express purpose when there is no object in
    the purpose contruction.

    e.g.   He went into the house to read.

               Subjunctive of purpose: Processit in domum ut legeret.
                       or
               Gerund expressing purpose: Processit in domum ad legendum.

D. The ablative of the gerund is used after certain prepositions requiring the
    ablative (de, ex, ab, in, etc.) or by itself to express means. It may also
    be used after certain verbs requiring the ablative (fungor, vescor, potior,
    fruor, and utor).
    e.g.   By running the man arrived at the city safely.
               Vir ad urbem tuto currendo pervenit.
    e.g.   By reading man learns.
               Homo legendo discit.   means
    e.g. Anastasia enjoys reading.   She talks about departing.
               Anastasia legendō fruitur.   Dē proficiscendo loquitur.

<u>PARTICIPIUM FUTŪRUM PASSĪVUM</u>   The future passive participle per se has 30 forms.

<u>Formation:</u> Change the "t" to a "d" in the M + F GENITIVE singular present participial stem;
Add 1st and 2nd declension adjectival endings.

e. g. agēns, agentis stem: agent- + d + us, a, um = <u>agendus, a, um</u>

TRANSLATION: Two translations possible for the future passive participle in isolation are:
NEEDING TO BE DONE, HAVING TO BE DONE

<u>USES:</u>	**SINGULĀRIS**			**PLURĀLIS**		
	M.	F.	N.	M.	F.	N.
F. P. P. C.	agendus	agenda	agendum	agendī	agendae	agenda
GERUNDIVE	agendī	agendae	agendī	agendōrum	agendārum	agendōrum
GERUNDIVE	agendō	agendae	agendō	agendīs	agendīs	agendīs
FPPC/ GERUNDIVE	agendum	agendam	agendum	agendōs	agendās	agenda
GERUNDIVE	agendō	agenda	agendō	agendīs	agendīs	agendīs

THE FUTURE PASSIVE PARTICIPLE HAS TWO MASSIVE USES:

A. <u>The Future Passive Periphrastic Conjugations</u> (gerundive of obligation)

The future passive participle may combine with forms of the helping verb <u>esse</u> to form
the so-called <u>future passive periphrastic conjugations.</u>
This use employs ordinarily the nominative case forms, but may also use the
accusative forms in indirect statement.

e. g. <u>F. P. P. C.</u>

laudandus, a, um sum	I must, I have to be, I am to be, I should be, I ought to
laudandus es	
laudandus est	be praised
laudandī sumus	
laudandī estis	
laudandī sunt	

laudandus, a, um eram	I had to be, I was to be,
laudandus eras	I should have been, I ought
laudandus erat	to have been praised
laudandī eramus	
laudandī erātis	
laudandī erant	

<u>ALSO</u>

laudandus erō	I will have to be praised
laudandus eram	I had to be praised
laudandus fuī	I have had to be praised
laudandus fueram	I had had to be praised
laudandus fuerō	I will have had to be praised
laudandus sim	I may have to be praised
laudandus essem	I might have to be praised
laudandus fuerim	I may have had to be praised
laudandus essem	I might have had to be praised

EXAMPLE OF THE F. P. P. C. used in indirect statement:

Nōs laudandōs esse pater scit。 Father knows that we should be praised.

<u>Future passive participles used in English</u>

1. reverend	8. corrigendum	15. horrendous
2. referendum	9. corrigenda	16. tremendous
3. propaganda	10. dividend	17. confirmand
4. memorandum	11. honorand	18. ordinand
5. agenda	12. addenda	19. memoranda
6. legend	13. Miranda	20. analysand
7. Amanda	14. stupendous	etc.

Sed quoniam rēs hūmānae fragilēs cadūcaeque sunt, semper aliquī

anquīrendī sunt quōs dīligāmus et ā quibus dīligāmur; cāritāte enim

benevolentiāque sublātā omnis est ē vītā sublāta iŭcunditās. Mihi quidem

Scīpiō, quamquam est subitō ēreptus, vīvit tamen semperque vīvet;

virtūtem enim amāvī illius virī quae exstīncta nōn est. Equidem ex

omnibus rēbus quās mihi aut fortūna aut nātūra tribuit, nihil habeō quod

cum amīcitiā Scīpiōnis possim comparāre. In hāc mihi dē rē pūblicā

consensus, in hāc rērum prīvātārum cōnsilium, in eādem requiēs plena

oblectātiōnis fuit. Numquam illum nē minima quidem rē offend, quod

quidem sēnserim, nihil aidīvī ex eō ipse quod nōllem. Una domus erat,

īdem victus, isque commūnis, neque sōlum militia, sed etiam

peregrīnātiōnēs rūsticātiōnēsque commūnēs. _____

8. **requiēs** (7): Cicero employs a similar word in B:2, **conquiēscat**. Both relate to the
   idea of relaxation, which is a by product of friendship.

9. Note the parallel structure of the sentence in lines 7–8: **Numquam . . . offendī**
   followed by a relative clause of characteristic, then **nihil audivī**, followed by another
   relative clause.

10. Another example of parallel structure appears in the following sentence (9–10), but
    this is more difficult to see. The pronoun **nōbīs** is understood in a series of parallel
    datives of possession with gapping of the verb **erat**, e.g., (Nōbīs) **ūna domus erat,**
    (nōbīs) **īdem victus (erat) . . . neque sōlum (nōbīs) mīlitia (erat), sed etiam**

Vocabulary list BB

1. dēnique (adv. of _____): finally, then; and then
2. ops, opis f: power, influence
3. dolor, dolōris, m: pain, sadness
4. praestō (adverb of _____): present, at hand
5. intempestīvus, -a, -um: untimely, present at an inappropriate time
6. splendidus, -a, -um: bright, radiant, splendid
7. expetō, expetere, expetīvī, expectus: to seek out, desire, strive after
8. careō, carēre, caruī, caritūrus + abl: to be without, to lack,
9. fungor, fungī, fūnctus sum +abl: to carry out, perform
10. commūnicō, -āre, āvī, -ātus: to share, allot

Vocabulary list C

1. iūcunditās, iūcunditātis f: pleasure, joy
2. equidem: indeed, truly
3. consensus, -ūs m: harmony, concord, agreement
4. oblectātiō, oblectātiōnis f: delight, amusement, enjoyment
5. victus, victūs m: food, victuals
6. communis: shared, common
7. peregrīnātiō, peregrīnāti f: foreign travel
8. ne... quidem: not even
9. anquīrō, anquīrere, anquīsīvī, anquīsītus: to seek out, search for
10. tribuō, tribuere, tribuī, tribūtus: allot, bestow, grant

Notes: Reading C

1. **anquīrendī sunt** (1): The passive periphrastic (gerundive of obligation) will be presented in Chapter 64.

2. **cāritāte . : . benevolentiāque** (2): For the previous appearance of these terms, see A:2.

3. **omnis est ē vītā sublāta iūcunditās** (2–3): For this idea, see the first saying on page 126 of the Student's Book.

4. **est subitō ēreptus** (3): The circumstances and manner of Scipio Minor's death are a mystery; he may have been assassinated by a supporter of the Gracchi in 129 B.C.

5. **vīvit tamen semperque vīvet** (3–4): Cicero speaks elsewhere in the *De amicitia* about friendship surviving death, e.g., XXVII.104.

6. **virtūtem** (4): Here this word perhaps means moral excellence.

7. **In hāc . . . in hāc . . .** (6–7): Balanced phrases, anaphora, and asyndeton express a comparison between the conversations Laelius and Scipio had about public affairs and those they had on more personal matters.

5. **quīcum . . . audeās** (2): Note the appearances of this relative clause of characteristic and **quī . . . gaudēret** (3–4) and **quī . . . ferret** (4–5), which follow. Compare the sentiment in the first clause with that expressed in the second saying on page 126. Also, point out Cicero's use of parallel structure and contrast in these relative clauses. (For parallelism, see page 153; for contrast, note **prosperīs** and **adversās [rēs]** and **aequē ac tū ipse gaudēret** and **gravius etiam quam tū ferret.**)

6. **rēbus . . . singulīs** (6) and **rēs plūrimās** (8): Note the contrast in comparing the single uses of the things that most people desire with the manifold advantages of friendship.

Dēnique cēterae rēs quae expetuntur opportūnae sunt singulae rebus

ferē singulīs; dīvitiae, ut ūtāre; opēs, ut colāre; honōrēs, ut laudēre;

voluptātēs, ut gaudeās; valētūdō, ut dolōre careās et mūneribus fungāre

corporis. Amīcitia rēs plūrimās continent: quōquō tē verteris, praestō

est, nūllō loco exclūditur, numquam intempestīva, numquam molesta

est. itaque nōn aqua, nōn ignī, ut aiunt, locīs pluribus ūtimur quam

amīcitiā. Nam er secundās rēs splendidiōrēs facit amīcitia et adversās

partiens commūnicānsque leviōrēs.

dīvitiae, ut ūtāre (6–7), etc. Compare this long list of examples with the one in \:2–4.

ūtāre . . . colāre . . . laudēre (7), etc.: Be sure that students avoid seeing these forms as present active infinitives, rather than as shortened forms of the 2ⁿᵈ person singular present subjunctive, i.e., **ūtāris, colāris, laudēris.**

numquam intempestīva, numquam molesta (9–10): Note the asyndeton, which accelerates the pace. The use of asyndeton continues with **nōn aquā, nōn ignī** in line 10.

Nam . . . leviōrēs (11–12): Compare the wording of the benefits of friendship here with that of lines 3–5. Note the effect of the interlocking and balance of **secundās rēs splendidiōrēs** and **adversās (rēs) . . . leviōrēs**, all centering on **amīcitia.**

Vocabulary list B

1. **prīncipiō** (adv of _____): at first, in the first place, first of all
2. **vitālis, -e**: vital, full of vitality, belonging to life
3. **conquiēscō, conquiēscere, conquiēvī, conquiētus**: to find repose, to be at rest,
4. **dulcis, -e**: sweet
5. **prosperus, -a, -um**: fortunate, successful, prosperous
6. **aequē**: equally
7. **vitam agere**: to live one's life
8. **operam dare** +dative: to give one's attention to, work at
9. **iūcundē** (adv.): with pleasure, agreeably
10. **cōnservō, -āre, -āvī, atus**: to keep

Reading B "The Value of Friendship"

Prīncipiō quī potest esse vīta "vītālis," ut ait Ennius, quae nōn in amīcī

mutuā benevolentiā conquiēscat? Quid dulcius quam habēre, quīcum

Omnia audeās sīc tū ipse gaudēret? Adversās vērō ferre difficile esset

sine eō, quī illās gravius etiam quam tū ferret.

Notes: Reading B

1. **quī potest esse vīta "vītālis"** . . . ? Take note of the series of rhetorical questions that begin this passage. For this type of question, see page 69.

2. **Ennius** (1): Quintus Ennius composed the *Annales*, the first Latin epic poem written in dactylic hexameter, which covered Roman history from the fall of Troy to the censorship of Cato the Elder in 184 B.C. This poem became a standard text for Roman schoolchildren until Vergil's *Aeneid* appeared. His most oft-quoted line appearing in the *De amicitia* is **Amīcus certus in rē incertā cernitur** (XVII.64), paraphrased as "A friend in need is a friend indeed."

3. **benevolentiā** (1): Cicero continues this point from A:2.

4. Call attention to the archaic forms that appear in lines 1–3: **quī** for **quō**, 1 and 3, and **quīcum** for **quōcum**, 2) to reflect the forms of Latin that Laelius would have used. Students encountered this form in Catullus, 62F:7. Note also the archaic forms used in the inscription on the sarcophagus of Scipio Barbatus on page 127, for which, see the teacher's website

Notes: Reading A

1. **amīcitia** (1): The Roman concept of **amīcitia** applied both to personal relationships and to those between states. It is the former that Cicero discusses in the *De amicitia*. Note how **amīcitia** and the predicate nominative **cōnsēnsiō** (2) frame the first main clause.

2. **cōnsēnsiō** (2): For friendship as a sort of harmony, consider Aristotle's observation about friendship that is based on goodness as "a single soul dwelling in two bodies." See also the second saying at the bottom of page 126 and the one on page 131 of the Student's Book. Note the alliteration and cadence of **cāritāte cōnsēnsiō**.

3. **exceptā sapientiā** (2): This ablative absolute is embedded within an indirect question **an . . . sit . . . datum** (2–3).

4. **sapientiā** (2): Beginning with the ancient Greeks, wisdom was associated with virtue or moral excellence. In Platonic philosophy, the Good involved the perfect ideas of good government, love, friendship, community, and a proper relation to the Divine.

5. **praepōnunt** (3): Be sure that students carry along this verb throughout Cicero's list of the things that some people prefer in life. Also, draw attention to the parallel phrases in this sentence.

6. **honōrēs** (4): For the **cursus honōrum**, see page 4.

7. **tam . . . quam** (5): Note these correlatives, for which, see page 57 of the Student's Book.

THE VALUE OF FRIENDSHIP **73**

Vocabulary list A

1. benevolentia, -ae f: kindness, goodwill
2. cāritās, cāritātis f: affection, esteem, love
3. an (conj.): whether, or
4. sapienta, -ae f: good sense, wisdom
5. dīvitiae, -ārum f. pl: wealth, riches
6. valētūdō, valētūdinis f: well-being, health
7. cadūcus, -a, -um: frail, perishable, fleeting
8. voluptās, voluptātis f: amusement, pleasure, gratification
9. nōn tam...quam: not so much... as
10. praepōnō, praepōnere, praeposuī, praepositus: to place before, to prefer
11. excipiō, excipere, excēpī, exceptus: to leave out, exclude

2. Invite students, as they read the Latin of this chapter, to keep a notebook in which they record Cicero's various observations about friendship, in the manner of Cicero's secretary, Tiro. These might include citations of relevant words or phrases made directly from the Latin text to illustrate each point, as is commonly required on the AP Latin exam. The Questions for Thought and Discussion might lead the student to compose his/her own written definition of friendship or to create a written tribute of some kind for a friend.

3. To create background for this chapter, you might ask students to find information and to report about one of the major philosophical schools of Greek and Roman antiquity, which were Cynicism, Epicureanism, and Stoicism. Several of the websites contain pictures of Zeno of Citium, founder of the Stoa, who has the classic appearance of a philosopher, i.e., he sports a beard. Cf. this Latin version of a quote from Plutarch (*Moralia* 352C), **Barba nōn facit philosophum, neque vīle gerere pallium,** *A beard does not make a philosopher, nor does wearing a shabby cloak.* The Greek satirist Lucian commented, "If you think that growing a beard is acquiring wisdom, then a goat with a first-class beard is altogether a complete Plato" (11.430).

Reading A. "What is Friendship?"

Est enim amīcitia nihil aliud nisi omnium dīvīnārum hūmānārumque

rērum cum benevolentia et cāritātae cōnsēnsiō; quā quidem haud sciō an,

except sapientiā, nīl quicquam melius hominī sit ā dīs immortālibus datum.

Dīvitiās aliī praepōnunt, bonam aliī valētūdinem, aliī potentiam, aliī

honōrēs, multī etiam voluptātēs. Illa autem superiōra cadūca et incerta,

posita nōn tam in cōnsiliīs nostrīs quma in fortūnae tereritāte.

CHAPTER 63

THE VALUE OF FRIENDSHIP

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WEB CODES
Student: jqd-0009
Teacher: jhf-1001

Chapter Overview

This chapter introduces a new perspective of Cicero: that of philosopher. The readings are divided into three parts: the meaning of **amīcitia**, its value, and an appreciation of the friendship between two Romans, Laelius and Scipio the Younger. There is one Reading Note, which introduces one of Cicero's favorite figures of speech, hyperbaton, and presentation of the forms and uses of the gerund and gerundive, which students have seen occasionally since Chapter 39.

Resources

- Student's Book III, pages 125–137
- Online Activities: www.PHSchool.com; Web Code: jqd-0009
- Teacher's Site
- CD-ROM, sense units for Chapter 63
- Language Activity Book III

Standards for Classical Language Learning: 1.1, 1.2, 2.1

Readings

Teaching Suggestions

1. The meaning of the Latin in these two passages is rather abstract, relative to what students have experienced thus far in Book III. It is suggested that Readings A and B, which describe the general nature of friendship, be taken together, followed by Reading C, which focuses, by way of example, on the particular friendship between Laelius and Scipio Minor. Readings A, B, and C could also be read separately and then the entire three sections read a second time, this time taken all together.

These readings provide students with the opportunity for discussion regarding their own attitudes about the topic of friendship, which is especially important and relevant to the lives of teenagers. You may find it easy to begin the discussion by asking students to compare Aristotle's concept of friendship with that of Cicero. These readings also provide you with the opportunity to extend the discussion to include love as well as friendship, with a look back at the chapter on Catullus just completed. (Note that love and friendship are the primary themes of the Latin and English readings from Catullus, Cicero, Horace, and Ovid that are required for the AP Latin Literature exam.)