

CHAPTER 37

OFF TO SCHOOL

Objective

- to explain deponent verbs

The Story

1. We pass from Cornelia and her concerns in Chapter 36 to the boys Marcus and Sextus as typical Roman schoolboys attending the secondary school (the third stage of Roman education, conducted by a *grammaticus* named Palaemon). This chapter begins to suggest the rigors of the life of a Roman schoolboy and typical attitudes toward school.

2. The adverb *cotidiē* (3) may be contrasted with the phrase in *diēs* (Exercise 34h, line 16). By comparing contexts, students will discover that *cotidiē* refers to daily repetition, whereas in *diēs* refers to a cumulative process. Students will need to make this distinction in the language activity book, Activity 37c, Nos. 2 and 3.

3. Line 4 marks the first mention of Vergil in the stories. At this point, however, teachers need give only a brief identification of Vergil and his place in Latin literature. Further discussion may be left until Chapters 38 and 39, where Vergil is discussed further.

At this point particular mention should be made of the role of rote memory in Roman schooling (*versūs Vergiliī memoriā tenēre*, 4-5). Roman students were required to commit to memory extensive passages from both Greek and Roman literature, reference to which was supposed to aid them in their attitudes and decisions in later life. In a world where few people were able to read

and the art of oratory was supreme, training of the memory was essential, as was implied in the maxim *memoria est thēsauros omnium rērum et custōs*.

4. Have students deduce: *memoriā tenēre* to remember (5) and *lanterna* (13).

5. The lantern mentioned in line 13 of the story illustrates the fact that school began very early in the morning, as can be seen by the passage from Martial quoted on page 104 at the end of this chapter. An interesting description of the morning routine of a schoolboy living in the third century A.D. may be found in *Roman Family Life*, p. 29.

Lectiō:

Māne in urbe fuit strepitus maximus; canēs lātrābant, servī per viās currēbant, sed neque Marcus neque Sextus sē mōvit. Adhūc in lectō iacēbat Sextus et sēcum cōgitābat: "Quis est mē miserior? Cotidiē ante lūcem mihi necesse est ad lūdum proficīscī. Sed ad lūdum īre vereor. In lūdō numquam laudor; semper castīgor. Illōs versūs Vergiliī memoriā tenēre nōn possum. Ille grammaticus mē experītur, et cotidiē eadem dicit: 'Tū, Sexte nihil scīs quod semper loqueris,' vel 'Es puer pessimus,' vel 'Nisi dīligentius labōrābis, verberāberis.' Itaque domī manēre volō."

Ita cōgitābat Sextus cum Euclidēs paedagōgus in cubiculum ingressus est. "Surgite, puerī!" inquit. "Nōlite diūtius in lectō manēre! Est enim tempus ad lūdum proficīscī, ubi Palaemon, grammaticus ille ērudītissimus, vōs laetus accipiet. Vōs docēbit plūrima quae vōbīs ūtilissima."

Nihil responderunt puerī: invitī ē lectō surrēxerunt, vestēs induerunt, ē domō ēgressī sunt. Nondum lūcēbat, sed cum Euclidean in viās urbis profectī sunt. Lanternam eīs praeferēbat Euclidean.

Subitō cōspexit Marcus tabernam quandam. "Ecce, Euclidean!" clamāvit Marcus. "Vidēsne illam tabernam? Est pīstrinum. Licetne nōbīs aliquid cibī emere?"

"Estō," respondit Euclidean. "Nōn serō est. Etiamsi nōs aliquid cibī edēmus, tamen ad tempus ad lūdum perveniēmus."

Puerī igitur scriblītās emunt, Euclidean pānem et paulum vīnī. Dum ientāculum dēvorant, Marcus et Sextus inter sē loquuntur. Tandem iterum profectī mox lūdō appropinquābant.

Vocabulary List A

1. cotidie Adv. of _____ daily, every day
2. ludus, ī M. school
3. proficisci to set out
4. vereor I am afraid syn. timeo
5. castigo, -are, -avi, -atus to rebuke, reprimand syn. reprehendo (castigate)
6. Vergilius, īī M. Vergil (Roman poet of the Aeneid)
7. grammaticus, ī M. secondary school teacher; grammarian
8. memoria tenere to remember
9. experitur (he) tests
10. loqueris you are talking (loquacious)
11. vel conj. or (of choice) versus aut (exclusive)

Vocabulary List B

1. paedagogus, ī M. tutor (pedagogy)
2. ingressus est (he) entered syn. intravit
3. eruditus, a, um (eruditior-ius, eruditissimus) learned, scholarly (erudite, erudition)
4. utilis, e useful (utilior-ius, utilissimus) (utilitarian)
5. egressi sunt (they) went out
6. profecti sunt (they) set out
7. pistrinum, ī N. bakery
8. praefero, praeferre, praetuli, praelatus irreg. to carry X (s. t. Acc.) in front of Y (s. o. Dat.)
(preference, prelate)
9. Multi famam, conscientiam pauci verentur. Many fear their reputation, few their conscience.

Vocabulary List C

1. etiamsī Conj. even if
2. ad tempus on time
3. paulum, ī N. a small amount, a little
4. ientāculum, ī N. breakfast (cf. prandium, cēna)
5. loquuntur (they) talk
6. sextus, a, um sixth
7. colloquor, colloquī, collocūtus sum to speak together, to converse (colloquial)
8. Vir sapit quī pauca loquitur. It is a wise man who speaks little. (Anonymous)

 Forsan miserōs meliōra sequentur. *For those in misery perhaps better things will follow.* (Vergil, *Aeneid* XII.153)

Multi fāmam, cōnscientiam paucī verentur. *Many fear their reputation, few their conscience.* (Pliny, *Letters* III.20)

Vir sapit quī pauca loquitur. *It is a wise man who speaks little.* (Anonymous)

Sententiae

These *sententiae* were chosen primarily as illustrations of deponent verbs, but they also provide illustration of a comparative adjective (*meliōra*) and the substantive use of adjectives (*multī*, *paucī*, and *pauca*).

FORMS pp. 98-100

1. Students are often confused by the concept of deponent verbs, since there is no parallel in English which might help their understanding. Indeed, although clearly related to the middle voice in Greek, in which the subject is thought of as acting upon or for itself, deponents are largely unique to Latin.
2. Impress upon students that, apart from the imperative, there are no new forms to be learned, but rather a new use of passive forms already learned. Students should be directed back to the original presentation and charts of the passive forms in Chapters 30 and 32.
3. The primary challenge of deponents is one of vocabulary-learning and of knowing whether a given verb is deponent or not. Knowing the principal parts is essential. This is the key to distinguishing the passive meaning of, for example, *audīminī* *you are heard* from the active meaning of *experīminī* *you test*.
4. Compare the infinitives of deponent verbs with what the students have already learned about the passive infinitives of nondeponent verbs. Again, it should be emphasized that there is really nothing new to learn here.

5. The imperative forms of deponent verbs are identical to the passive imperatives of nondeponent verbs, which are rarely used and are not taught in this course (e.g., *Amāre! Amāminī! Be loved!*) The imperatives of deponent verbs have active meanings. In the singular these imperative forms are the same as what would be the present active infinitive if deponent verbs had a present active infinitive, e.g., *Cōnāre!* and *Verēre!* Or, another way of describing these forms is to say that they are identical to an alternate 2nd person singular passive indicative form, e.g., *amāre* (= *amāris*) *you are loved*. In the plural the forms are the same as the 2nd person plural of the indicative, e.g., *Cōnāminī!* and *Verēminī!*
6. Point out to students that prior to the introduction of deponent verbs they could not say "having done something" in Latin, since nondeponent verbs have only a perfect *passive* participle. Deponent verbs, which have perfect participles that are passive in form but *active* in meaning, will now provide a way of saying "having done something," e.g. *ēgressī*, *having gone out*.

Verba Deponentia:

Definition: Verbs passive in form but active in meaning

Apart from the imperative forms, there are no new forms to learn, but rather a new use of the passive forms already studied. The primary challenge of deponent verbs is one of vocabulary learning and of knowing whether a given verb is deponent or not. Knowing the principal parts is essential. The list of deponent verbs on pp. 99-100, arranged by conjugation, must be learned thoroughly. This is the key to distinguishing the passive meaning of, for example, audimini -"you are heard" from the active meaning of experimini -"you test."

Determining the conjugation of deponent verbs via the infinitive.

Infinitivī:Non-deponentDeponent

I.	amare to love	amari to be loved	cōnor, cōnari, cōnatus sum to try
II.	timere to fear	timeri to be feared	vereor, vereri, veritus sum to fear
III.	mittere to send	mitti to be sent	loquor, loqui, locutus sum to speak

N. B. In the passive form of the present infinitive, no "r" precedes the i in the third conjugation. For the regular third conjugation, the first principal part ends in or or not preceded by "i."

<u>IIIio</u>	iacere to throw	iaci to be thrown	regredior, regredi, regressus sum to return
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N. B. The "i" is not preceded by "r", and the first principal part ends in "ior."

IV.	audire to hear	audiri to be heard	experior, experi, expertus sum to try, to test
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Compare the infinitives of deponent verbs with those of non-deponent in the chart at the bottom of p. 33. They are the same in form as far as the passive goes.

Alia verba deponentia

1. hortor, hortari, hortatus sum to urge
2. partior, partiri, partitus sum to share
3. admiror, admirari, admiratus sum to admire
4. aspernor, aspernari, aspernatus sum reject, despise
5. contemplor, contemplari, contemplatus sum to contemplate
6. meditor, meditari, meditatus sum to meditate
7. veneror, venerari, veneratus sum to reverence, worship
8. confiteor, confiteri, confessus sum to confess
9. tueor, tueri, tutus sum guard, protect
10. fateor, fateri, fassus sum to confess
11. imitor, imitari, imitatus sum to imitate
12. polliceor, polliceri, pollicitus sum to promise
13. recordor, recordari, recordatus sum to call to mind
14. misereor, misereri, miseritus sum to take pity on
15. utor, uti, usus sum to use
16. adipiscor, adipisci, adeptus sum to obtain
17. alloquor, alloqui, allocutus sum to speak to
18. fruor, frui, fructus sum to enjoy
19. fungor, fungi, functus sum to perform
20. morior, mori, mortuus sum to die

21. nascor, nascī, nātus sum to be born
22. oblivīscor, oblivīscī, oblītus sum to forget
23. patior, patī, passus sum to suffer
24. proficīscor, proficīscī, profectus sum to set out
25. largior, largīrī, largītus sum to bestow
26. blandior, blandīrī, blandītus sum to flatter
27. mētor, mētīrī, mēsus sum to measure
28. mentior, mentīrī, mentītus sum to lie
29. ordior, ordīrī, orsus sum to begin
30. potior, potīrī, potītus sum to take possession of
31. reor, rērī, rātus sum reckon, think
32. gradior, gradī, gressus sum step, walk
33. queror, querī, questus sum complain
34. amplector, amplectī, amplexus sum embrace
35. defetīscor, defetīscī, defessus sum to grow tired
36. irāscor, irāscī, irātus sum to get angry
37. ulcīscor, ulcīscī, ultus sum avenge
38. assentior, assentīrī, assensus sum to assent to
39. sortior, sortīrī, sortītus sum to cast lots

B. Coniugationēs:

I. Non-deponenttemptō, temptāre, temptāvī, temptātusDeponentcōnor, cōnārī, cōnātus sumActivePassivePassive

pres.	temptō I try	temptor I am tried	_____ I try
	temptās	temptāris You are tried	_____ You try
	temptat	temptātur	_____ etc.
	temptāmus	temptāmur	_____
	temptātis	temptāmini	_____
	temptant	temptantur	_____
imp.	temptābam I was trying	temptābar I was being tried	_____ I was trying
		temptābāris	_____
		temptābātur	_____
		temptābāmur	_____
		temptābāmini	_____
		temptābantur	_____
fut.	temptābō I shall try	temptābor I shall be tried	_____ I shall try
	temptābis	temptāberis	_____
		temptābitur	_____
		temptābimur	_____
		temptābimini	_____
		temptābuntur	_____

perf.	temptāvī	I have tried	temptatus sum temptatus es temptatus est temptatī sumus temptatī estis temptati sunt	I have been tried	_____	I have tried
plup.	temptāveram	I had tried	temptatus eram temptatus erās temptatus erat temptatī erāmus temptatī erātis temptatī erant	I had been tried	_____	I had tried
f. p.	temptāverō	I shall have tried	temptatus erō temptatus eris temptatus erit temptatī erimus temptatī eritis temptatī erunt	I shall have been tried	_____	I shall have tried

Students: Using your own notepaper, make out charts for the following pairs in the same manner in which you prepared the above pair:

- II. doceō, docēre, docuī, doctus / vereor, verērī, veritus sum
- III. mitto, mittere, misi, missus / loquor, loquī, locutus sum
- IIIiō. iacio, iacere, ieci, iactus / regredior, regredi, regressus sum
- IV. audio, audire, audivi, auditus / experior, experiri, expertus sum

Make use of the following chart which you will also find on p. 171 but not as complete for the perfect forms:

<i>Present</i>				<i>Perfect</i>			
teneor	dūcor	capior	audior	tentus sum	ductus sum	captus sum	auditus sum
tenēris (-re)	dūceris (-re)	caperis (-re)	audiris (-re)	tentus es	ductus es	captus es	auditus es
tenētur	dūcitur	capitur	auditur	tentus est	ductus est	captus est	auditus est
tenēmur	dūcimur	capimur	audimur	tenti sumus	ducti sumus	capti sumus	auditi sumus
tenēmini	dūcimini	capimini	audimini	tenti estis	ducti estis	capti estis	auditi estis
tenentur	dūcuntur	capiuntur	audiuntur	tenti sunt	ducti sunt	capti sunt	auditi sunt
<i>Imperfect</i>				<i>Pluperfect</i>			
tenēbar	dūcēbar	capiēbar	audiēbar	tentus eram	ductus eram	captus eram	auditus eram
tenēbāris (-re)	dūcēbāris (-re)	capiēbāris (-re)	audiēbāris (-re)	tentus erās	ductus erās	captus erās	auditus erās
tenēbātur	dūcēbātur	capiēbātur	audiēbātur	tentus erat	ductus erat	captus erat	auditus erat
tenēbāmur	dūcēbāmur	capiēbāmur	audiēbāmur	tenti erāmus	ducti erāmus	capti erāmus	auditi erāmus
tenēbāmini	dūcēbāmini	capiēbāmini	audiēbāmini	tenti erātis	ducti erātis	capti erātis	auditi erātis
tenēbantur	dūcēbantur	capiēbantur	audiēbantur	tenti erant	ducti erant	capti erant	auditi erant
<i>Future</i>				<i>Future Perfect</i>			
tenēbor	dūcar	capiar	audiar	tentus erō	ductus erō	captus erō	auditus erō
tenēberis (-re)	dūceris (-re)	capiēris (-re)	audiēris (-re)	tentus eris	ductus eris	captus eris	auditus eris
tenēbitur	dūcētur	capiētur	audiētur	tentus erit	ductus erit	captus erit	auditus erit
tenēbimur	dūcēmur	capiēmur	audiēmur	tenti erimus	ducti erimus	capti erimus	auditi erimus
tenēbimini	dūcēmini	capiēmini	audiēmini	tenti eritis	ducti eritis	capti eritis	auditi eritis
tenēbuntur	dūcentur	capientur	audientur	tenti erunt	ducti erunt	capti erunt	auditi erunt

C. Formae imperatīvae:

The imperative forms of deponent verbs are identical to the passive imperatives of non-deponent verbs, which are rarely used and not taught in this course (e.g. Amare! Amamini! "Be loved!"). The imperatives of deponent verbs, of course, have active meanings. In the singular these imperative forms are the same as what would be the present active infinitive, e. g. Conare! and Verere! Or, another way of describing these forms is to say that they are identical to an alternate 2nd person singular passive indicative forms, e. g. amare instead of amaris "you are loved." In the plural the forms are the same as the 2nd person plural of the indicative, e. g. Conamini! and Veremini!

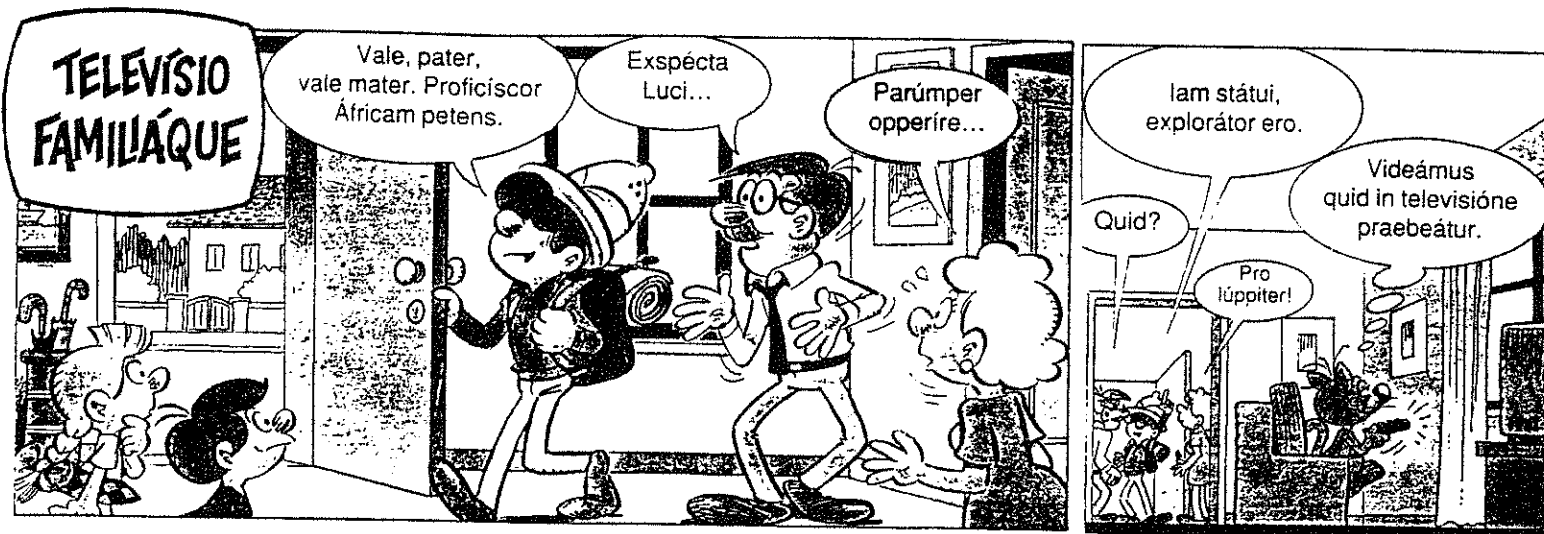
<u>Imperative sing.</u>	<u>Imperative plural</u>	<u>English translations</u>
<u>Conāre!</u>	<u>Conāmini!</u>	Try!
<u>Verēre!</u>	<u>Verēmini!</u>	Fear!
<u>Loquere!</u>	<u>Loquimini!</u>	Speak! Talk!
<u>Regredere!</u>	<u>Regredimini!</u>	Go back! Return!
<u>Experire!</u>	<u>Experimini!</u>	Test! Try!

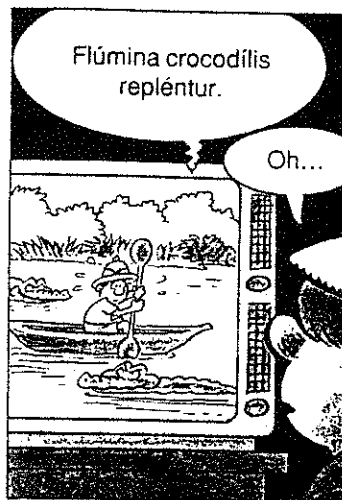
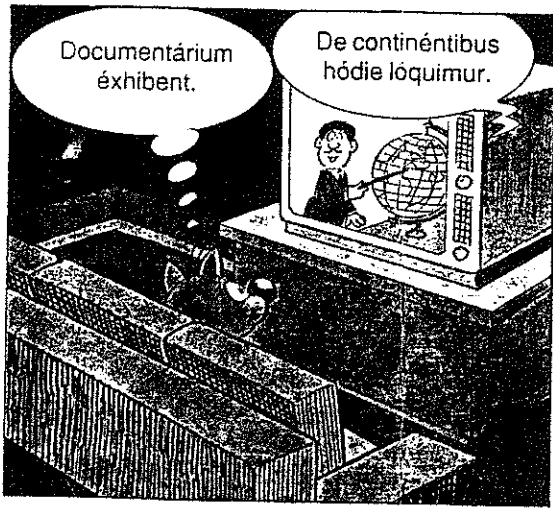
D. Perfect Passive Participles

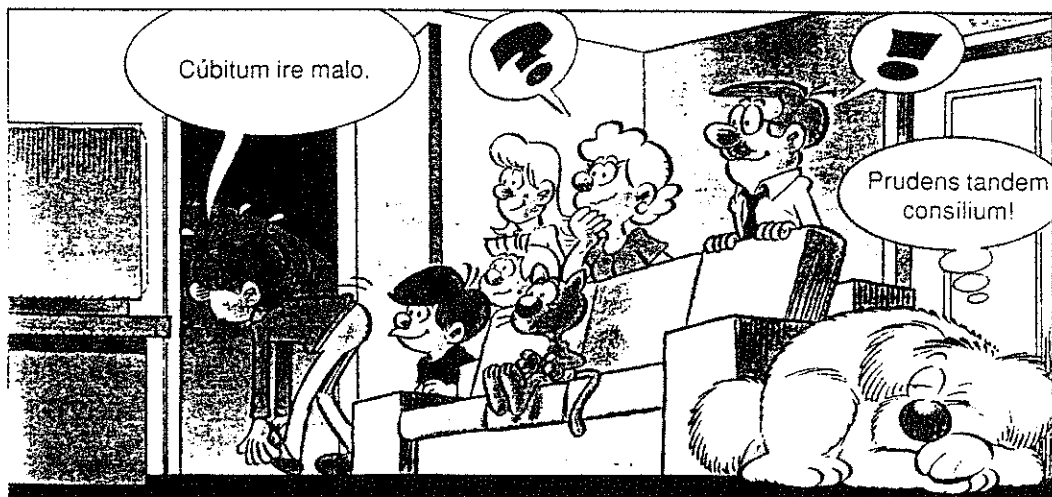
Prior to the introduction of deponent verbs, we could not have said "having done something" in Latin, since non-deponent verbs have only a perfect PASSIVE participle. Deponent verbs, which have perfect participles that are passive in form but ACTIVE in meaning, will now provide a way of saying "having done something" as is illustrated in the little chart below:

<u>Non-deponent Verbs</u>		<u>Deponent Verbs</u>	
I. amātus	(having been) loved	conātus	<u>having tried</u> (active meaning)
II. doctus	(having been) taught	veritus	having feared
III. missus	(having been) sent	locūtus	having spoken
IIIiō iactus	(having been) thrown	regressus	having returned
IV. audītus	(having been) heard	expertus	having tested, having tried

N. B. Often with the perf. pass. part. of deponent verbs, there is a blur in the meaning between past time and present.
e. g. veritus having feared, but also sometimes fearing







Vocabulary List D

1. cōnor, cōnārī, cōnātus sum to try
2. moror, morārī, morātus sum to delay, remain, stay (moratorium)
3. vereor, verērī, veritus sum to be afraid (of), fear
4. collābor, collābī, collāpsus sum to collapse
5. cōnsequor, cōnsequī, cōnsecūtus sum to catch up to, overtake
6. loquor, loquī, locūtus sum to speak, talk
7. proficīscor, proficīscī, profectus sum to set out, leave

Vocabulary List E

1. sequor, sequī, secūtus sum to follow
2. ēgredior, ēgredī, ēgressus sum to go out, leave syn: exeō
3. ingredior, ingredī, ingressus sum to go in, enter syn: intrō
4. regredior, regredī, regressus sum to go back, return syn: redeō, revertō
5. experior, experīrī, expertus sum to test, try
6. lūdus litterārius primary school
7. litterātor, -tōris M. primary school teacher

Vocabulary List F

- | | |
|---|--|
| 1. Troia, ae F. Troy | 6. caedēs, caedis F. slaughter (homicide, suicide) |
| 2. annus, ī M. year | i-stem because _____ |
| 3. consilium capere to form a plan | caedēs caedēs |
| 4. lignum, ī N. wood | caedis *caedium |
| 5. ligneus, a, um wooden | caedi caedibus |
| 7. obsideō, obsidēre, obsēdī, obsessus to besiege (obsession) | caedem caedēs |
| 8. cupiō, cupere, cupīvī, cupītus to desire, want (intensive) syn: volo | caede caedibus |
| 9. dēleo, dēlere, dēlevī, dēlētus to destroy (indelible, delete) | |

The Trojan Horse

Graeci, qui iam decem annos Troiam obsidebant, domum regredi valde cupiebant. Mussabant igitur, "Quomodo Troiani vincuntur? Consilium novum et melius capiemus. Equum ligneum aedificabimus quem extra muros urbis relinquemus. In eo ponentur fortissimi et militibus nostris. Deinde ad insulam vicinam ipsi proficiscemur et nos ibi celabimus. Fortasse equus in urbem a Troianis trahetur."

Postquam Graeci abierunt, laetissimi ex urbe egressi sunt Troiani. Equum ligneum spectant. "Quid est hoc?" rogant. "Cur equus tantus est ligno factus est? Cur Graeci hunc equum reliquerunt?"

Alii, "Cavete Graecos!" inquit. "Nolite eis credere." Alii, "Gaudete!" inquit. "Equus, si intra muros ductus erit, urbem nostram custodiet et defendet."

Itaque maximo gaudio equum intra muros trahere constituerunt. Nox erat. Troiani somno vinoque oppressi per totam urbem dormiebant. Ecce! De equo descenderunt Graeci. Interea ceteri ex insula regrediebantur et urbem quam celerrime petebant. Eius qui in equo celati erant portas Graecis aperuerunt. Magno cum strepitu irruerunt. Undique clamor et tumultus, undique incendia et caedes. Matres sollicitae cum liberis per vias currebant; flammae omnia delabant. Urbs tandem capta est.

Exercise VIIIg has many deponent and passive verb forms (see Exercise VIIIh).

- Trōiam (1) and Trōiānī (2, 7, and 14) Troiānīs (6) are to be deduced, as is lignum (8: to be deduced from ligneum, 3, which is given in the vocabulary list).
- iam decem annos Troiam obsidebant (1): the imperfect with iam may be rendered with an expanded translation: *had been besieging Troy for ten years and still were besieging it.* (Likewise, students are to use the imperfect with iam in answering Question no. 1 after the story.)
- Postquam Graeci abierunt (7): the pluperfect may be used in English in translating the perfect after postquam.

Language Activity Book

Activity VIIa: Particular care should be taken with the following points in the English to Latin translations:

- The same idiom is to be used in no. 8 as in no. 7, where a hint is given.
- In no. 9, "before dawn," in Latin is "before the light (of day)."
- In no. 10, "remember" is to be translated with the Latin idiom *memoria tenere*.
- In no. 10, "many useful things" requires the connective *et* between the two adjectives in Latin: *plurima et utilia*.

Language Activity Book

In Activity 37c, No. 2, *cotidie* is the Latin equivalent of the cue *every day*. In No. 3, the Latin for *day by day* is in *diebus*. Although the participle to be supplied in no. 11 could be made to modify *praedones*, the events of story 35 suggest that the participle should be made to modify *Eucleidem*. The English expression *having left* requires a deponent verb in Latin. In No. 14, *pueris* is dative with the compound verb *praeferre*.