A Model For Prelections on the Pro Archia of Cicero

Charles Francis Leichtweis

Loyola University Chicago

1941

Recommended Citation

http://ecommons.luc.edu/luc_theses/260

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.

This work is licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License.
Copyright © 1941 Charles Francis Leichtweis
A MODEL FOR PRELECTIONS

ON THE

PRO ARCHIA

OF CICERO

by

Charles Francis Leichtweis

A thesis submitted to the faculty of the Graduate School of Loyola University in partial fulfillment of the requirements for the degree of Master of Arts.

August, 1941
Charles F. Leichtweis was born at Toledo, Ohio on the 18th day of December, 1913. He received his elementary training at St. Mary's in Toledo, and his secondary education at St. John's High School, Toledo. He attended St. Xavier University for three years, but received his Bachelor's Degree from Loyola University, Chicago, in 1936.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREFACE: Reason for the thesis</td>
<td>i</td>
</tr>
<tr>
<td>INTRODUCTION: Life of Cicero</td>
<td>iii</td>
</tr>
<tr>
<td>OCCASION OF THE ORATION</td>
<td>vii</td>
</tr>
<tr>
<td>CHAPTER I Sections 1 - 6; Prelections, Themes, Suggestions for class study</td>
<td>1</td>
</tr>
<tr>
<td>CHAPTER II Sections 7 - 12; Prelections, Themes, Suggestions for class study</td>
<td>10</td>
</tr>
<tr>
<td>CHAPTER III Sections 13 - 18; Prelections, Themes, Suggestions for class study</td>
<td>17</td>
</tr>
<tr>
<td>CHAPTER IV Sections 19 - 23; Prelections, Themes, Suggestions for class study</td>
<td>25</td>
</tr>
<tr>
<td>CHAPTER V Sections 24 - 29; Prelections, Themes, Suggestions for class study</td>
<td>31</td>
</tr>
<tr>
<td>CHAPTER VI Sections 30 - 32; Prelections, Themes, Suggestions for class study</td>
<td>37</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>41</td>
</tr>
</tbody>
</table>
PREFACE

The purpose of writing a thesis such as this is to prepare a text modelled on the *Ratio Studiorum*—a classroom guide—of the Society of Jesus, which will enable the student better to study the matter required, and to help him make this acquired knowledge a vital factor in developing his own intellect.

The keynote of the *Ratio* was *Eloquentia Perfecta*, both oral and written in any subject to which the student applied himself. To attain this goal in the study of Latin, it is important that the student understand thoroughly the various constructions and idioms of the language, and that he consciously use this knowledge in his own compositions.

The student must, therefore, first observe carefully how Cicero, a master of Latin style at its best, expressed his thoughts so that, through imitation, he too, might attain to some degree this *Eloquentia Perfecta Latina*.

Since the average student today is fundamentally weak in the knowledge of grammar, vocabulary, and other equipment which is necessary for the study of Latin, the prelections of the text have been made necessarily lengthy in the hope that the student may, by diligent application and expert guidance, arrive at the goal to be achieved. The teacher should use the grammatical suggestions in the prelections, then, as leads to ascertain the student's progress in grasping the idiom and expression of another tongue.

Brief suggestions are given for class study. The teacher may enlarge on
these as he sees fit; giving vocables from the various lessons, pointing out peculiarities of usage, and so on, so that the mind of the student may be fully equipped to cope with the subject which he is trying to master. Throughout the course, let the teacher point out the value of knowing connectives and connective particles, a knowledge of which simplifies the understanding of the passage to be studied. If need be, he may diagram difficult passages to show the student how easy it is to understand the Latin when the thoughts are given their place in the logical pattern.

If this is done throughout the course, I am sure that the student who earnestly applies his ability will arrive at the goal which the Ratio sets before us: **Eloquentia Perfecta Latina.**
INTRODUCTION

Marcus Tullius Cicero, the greatest Roman Orator, was born at Arpenium in the country of the Volsci in the year 106 B.C. He was not of noble birth, but of equestrian stock. His father, however, displayed great interest in affording the youth the best in education. Hence, early he was taken to Rome to study grammar and rhetoric. One of his instructors of this period was the famous Greek poet, Archias, who instilled into his young emotional heart a love of literature and scholarship. Later, Cicero became interested in law. He was an apprentice of the greatest lawyer of the day, Mucius Scaevola. Under the latter's supervision, Cicero became expert in the art of persuasive argumentation. He also benefitted by the wealth of experience which his association with the great men of Rome afforded him.

As a youth, Cicero had a little military experience. His interest, however, lay in his love of books. Accordingly, after delivering his first important speech, "Pro Roscio Amerino" the freedman of Sulla, in the rather bombastic, Asiatic style, Cicero journeyed to the east. At Athens, Asia Minor, and Rhodes, Cicero spent his days mastering logic, rhetoric, and delving into the various systems of philosophy then extant. At Rhodes, he had as master, Pollonius, the rhetorician. It is here that he developed the mean between the florid and too bombastic Asiatic style, prevalent in his first speech, and the simple, bald Attic Style; namely, the Rhodian or mixed style which is so characteristic of his works. After two years abroad, Cicero
returned to Rome. At this period of his life, he married Terentia. His return also marks the beginning of his political career.

In politics, Cicero was a "novus homo", i.e., one whose ancestors never held public office. His public and political life began in earnest, in the year 77 B.C. He resumed his office of advocate and began to aim at the offices of the "Cursus Honorum."¹ He reached the zenith of his power by the year 62. He was elected Quaestor in 75. Successively his rise in the political scale carried him to the Praetorship, Curule Aedileship, and, finally, in 64 he was made consul. Cicero acquitted himself with honor in discharging the duties of each of these offices. He won, by his justice and impartiality, by his good taste, the hearts of the people. After his term as consul, he was entitled to a chair in the Senate. He accepted. He continued, too, his career as a forensic orator. A violation of the constitution, however,—he had the members of the Catilinian conspiracy executed without trial,—was the cause of his political downfall. In 58, he was exiled from Rome. A year later, however, he was recalled by popular consent, but his power had greatly diminished. He now see-sawed between Pompey and Caesar. Caesar finally conquered Pompey, thus crushing any power of Cicero.

In the year 46, after thirty years of married life, Cicero divorced Terentia. The loss of his daughter Tullia affected him greatly. To find solace, Cicero took recourse to literature. During this period of his life,

¹Cursus Honorum: the political ladder from the office of Quaestor to that of Consul which was the crown of Roman offices.
he wrote most of his philosophical works. He made one last, futile, effort to save the State after the death of Caesar. Immediately after the second Triumvirate, Cicero was listed among the proscribed. He was taken by the soldiers of Antony and assassinated in 43 B.C.

The character of Cicero is a delicate question to treat. Many historians laud anything Ciceronean to the skies; to them, Cicero is almost a god. On the other hand, some heap Cicero's person with opprobrium; they can see no good traits in the character of Cicero which we can justly acknowledge and laud; there are other characteristics, however, which are defects in such an extraordinary pattern of the best in paganism. In every walk of life, Cicero was true to the core. He was intensely humane, a characteristic vainly sought for in many pagans. Despite the matrimonial fracture which blemished the last days of his life, Cicero was devoted to his wife and family. He was faithful to his friendships, cherishing them dearly. His purpose was, for the most part, honorable. His slaves were not the butt of a depraved Egoism, but the object of his sympathy. Honesty was his rule in discharging his official duties, a trait to be admired in a Roman of his times and often wanting in our own politicians. Cicero was, indeed, a true patriot seeking always the better welfare of Rome and the State. Coupled with these praiseworthy traits were, however, many defects. Cicero was weak despite his daring. His works contain the expression of the practice of sublime virtues; his own life, though, demonstrates a deficit in the practice of these virtues; for instance, his overwhelming sadness upon being exiled. His works, at times, bespeak the vanity
which he displayed over his ability. Though Cicero acquitted himself well as an officer, still he lacked the ability of a true statesman to cope with the circumstances of a crumbling republic with any kind of a constructive program for the future. He often jumped from one side of a question to another because of the irresoluteness of his convictions. Thus, though Cicero possessed many honorable and loveable characteristics, yet these qualities were interspersed with the cockle of his vanity and vacillation. However, his good qualities have made him beloved for centuries, and we cannot doubt that these qualities will continue to endear him to the hearts of many.

It is not my intention to give a list of Cicero's works. However, I do intend to give the main types of Cicero's writings and their periods in order to allay the doubts of those who think that Cicero wrote only orations. Besides the Orations which made Cicero famous, he wrote Poems, innumerable, but interesting Letters, several famous Rhetorical Treatises, and a host of philosophical Essays. Cicero wrote his poetical efforts at an early age. His letters, of course, are the correspondence of his life. His Rhetorical Treatises were written when he was at the height of his career. The philosophical essays are the product of a man matured by the trials of the conflict of life. Cicero himself is not much of a philosopher in the sense that he has enriched the world with any new system of philosophical thought. He is rather an Eclectic who has tasted all the philosophies of his day and who has, according to his moods, embraced one or the other of these.
Archias was a Greek by birth. Early in life, he showed an uncanny bent for literature. He became quite adept in the production of Greek hexameters so that he could produce them ex tempore. He travelled through the colonies of Greece and Asia Minor because of the political upheaval at home. About the year 102 B.C. he came to Italy. His fame became known, and people vied with one another to honor so great a personage. Accordingly, he received the citizenship of several Roman colonies such as Heraclea. The Lex Plautia-Papiria conferred the right of Roman citizenship on all colonies at peace with Rome on three conditions:

1. That a person be enrolled in one of the federated states;
2. That he have a settled home in Italy;
3. That he report these facts to the Roman Praetor.

Archias complied with these conditions. Therefore, he was a citizen. But his action was contested by some. Cicero, therefore, undertook the defense of Archias since he was so indebted to this man. Archias had been his inspiration as well as his instructor. Cicero briefly proves his point, and then gives a dissertation on the advantage of cultural studies using Archias and his merits as a point of departure.
CHAPTER I

Exordium

Si quid est in me ingenii, judices, (quod sentio quam sit exiguum), aut si qua exercitatio dicendi, in qua me non infiteor mediocriter esse versatum aut si hujusce rei ratio aliqua ab optimarum artium studiis ac disciplina profecta, a qua ego nullum confiteor aestatis meae tempus abhorruisse, earum rerum omnium vel in primis hic A. Licinius fructum a me repetere prope suo jure debet. Nam quod longissime potest mens mea respicere spatium praeteriti temporis et pueritiae memoriam recordari ultimam, inde usque repetens hunc video mihi principem et ad suscipientem et ad ingrediem rationem horum studiorum exstitisse. Quodsi haec vox, hujus hortatu praesceptisque conformata, nonnullis aliquando saluti fuit, a quo id accepius, quo ceteris opitulari et alics servare possemus, huic profecto ipsi, quantum est situm in nobis, et opem et salutem ferre debemus.

Ac ne quis a nobis hoc ita dici forte miretur, quod alia quaedam in hoc facultas sit ingenii neque haec dicendi ratio aut disciplina, ne nos quidem huic uni studio penitus unquam dediti fuimus. Etenim, omnes artes, quae ad humanitatem pertinent habent quoddam commune vinculum et quasi cognitio quodam inter se continentur.

PRELECTION

ARGUMENTUM: Cicero attributes his success in life to the excellent training given him by Archias, the defendant. If others have profited by the talents of Cicero, should not he who was instrumental in the development of these talents have a claim on them? Cicero warns the jury not to be surprised that he, an orator, defends a poet, for all cultural studies have a common bond of relationship.

EXPLICATIO:

Si quid, si qua: si aliquid, si aliqua; whatever. (H. 176, 1; GLC, 185; B. 252, 1.) After "si, nisi, ne, num."

Ingenii: Genitives of the 2nd Declension whose stem ends in "i" drop final "i".

Sit: Subjunctive Mood, Indirect Question. (H. 122; GLC.141, 2; B.300,1)

Me esse versatum: Accusative w. Inf. (H. 114; GLC. 80-87; B. 331.)

Hujusce: emphatic form of hujus.

Line 3: si ratio aliqua hujusce rei profecta ab studiis ac disciplina.

optimarum artium: the Liberal Arts. A good orator is versed in L. A.

aestatis: vitae.
Abhoruisse: supply "me". Acc. w. Inf. after confiteor.
Vel in primis: vel with a superlative is emphatic. In primis is an
adverbial use. = especially.
Fruent repetere: "A laborer is worthy of his hire." This defense was
a just payment for Archias' training and guidance.
Ingemium: natural ability
Exercitatio: facility, skill } Requisites for good oratory.
Rasio: theoretical knowledge
Quoad: with a tense of Possum - as far as possible.
Inde usque repetens: recalling even from that period.
Line 3: video hunc exstitisse principem mihi et ... et ....
Mihi: Dative of possession. (H. 141; GLC. 110; B. 190.)
Exstitisse: for fuisse.
Ad suscipiendam} Ad and the Acc. of the Gerundive express purpose.
Ad ingrediendam} (GLC. 62)
Quodsi: conjunction--but if.
Vox: oratorical ability.
Non nullis ... saluti: Double Dative. (H. 144; GLC. 109; B. 191, 2,a)
Lines 10-12: debemus ferre ... quantum ... huic profecto ipsi, a
quo ... quo ...
Huic Ipsi: Dat. of Reference. (H. 142; B. 188, 1.)
Possemus: Subj. in a Characteristic Clause. (H. 98; B. 283; GLC. 150)
A Characteristic Clause is a relative clause used to express
a quality or characteristic of a general or indefinite antecedent.
Here the antecedent is "id" the relative "quo"
Accepimus)
Possemus
debeamus } Ciceronic use of the Editorial "WE."
Nobis
Ne quis ... miretur: Simple prohibitions are expressed by NE and
Present or Perfect Subj. (H. 89; GLC. 92; B. 276.)
Ne quis: confer Si quid, line 1.
Quod ... sit: Causal Clause. (H. 103, 1; GLC. 156, 1; B. 286)
ne ... quidem: not even. The word it emphasizes is placed between.
Huic uni studio: to this one study; i.e., oratory.
Etenim: Cicero gives his reason for the previous statement.
Humanitatem: culture.
quasi: adv. - as it were.

SUGGESTIONS FOR CLASS STUDY

Explain the "Optimae Artes" to which Cicero refers. Why are they so
called?
The "Optimae Artes" are rhetoric, literature, history, and philosophy.
They are the basic studies which are the foundation of a liberal education.
To this day they are the pivot on which our arts courses are hinged.
Explain why Cicero refers to Archias as Aulus Licinius. A brief explanation of Roman names might be profitable.

Aulus Licinius is Archias' Roman name. Cicero cleverly implies by this use that Archias is already a citizen. The reason why Archias had this name is that when a slave was freed or a foreigner naturalized, a new name was taken—that of the person's patron. Licinius was the name of the gens to which the Luculli, patrons of Archias, belonged.

Romans, as a general rule, had three names: namely, Praenomen, Nomen, Cognomen.

Praenomen: conferred on 'dies lustricus' but was not officially taken until the boy donned the toga virilis. In the case of a girl, she had to wait until she married.

The original Praenomen was conferred with meaning: e.g., Aulus Marcus (Mars) under the protection of Mars, the War god.

Nomen: The name of a large family group. All the members of the family, including freedmen and slaves, used this name. e.g., Licinius. This was the family name of the patrons who befriended Archias. Originally this name was identified with a certain locality.

Cognomen: The name of a smaller family group within the large group. e.g., Cicero, Archias. At first, this name was applied to individuals rather than to the whole family, because of some physical or mental peculiarity or place of birth. e.g., Plautus—flat-foot.

Benignus—kind.
Gallus—a Gaul.

Method of address.

In speaking to or of a person the use of
1. Praenomen, nomen, cognomen was very formal, and showed honor and dignity to the person; e.g., M. Tullius Cicero.
2. Praenomen, Nomen avoided confusion with other names and was formal. This form was less polite, but more cordial: e.g., Aulus Licinius.
3. Nomen-Cognomen was much less polite, even slurring or casual. They used this form for people they did not particularly like.

Explain why Cicero enumerates ingenium, exercitatio, ratio.

These qualities are the requisites of a perfect orator.

Ingenium is native talent of the person,
Exercitatio is the facility which is the result of practice,
Ratio refers to the theoretical knowledge, the grasp of general principles of the art of oratory.
THEME

Aulus Licinius ought to claim all the advantages of my talents for, as far as I can recall, he was my guide. Don't be surprised that I defend Archias for all cultural pursuits are linked together by a common bond.

PRELECTION

1. fructum repetere.
2. In the above passage, what word does Cicero use to express "talents"?
3. Use proper form of "Recordor" for recall.
4. Use the construction Cicero employs.
5. Review the syntax of commands and prohibitions.
   What construction follows "miror"?
6. For translation of Causal Clauses: H. 103, 1: GLC. 156, 1; B. 286.

Sed ne cui vestrum mirum esse videatur me in questione legitima et in judicio publico, cum res agatur apud praeorem populi Romani, lectissimum virum, et apud severissimos judices, tanto convenitu hominum ac frequentia, hoc uti genere dicendi, quod non modo a consuetudine judiciorum, verum etiam a forensi sermo abhorrebat, queso a vobis ut in hac causa mihi detis hanc veniam, accommodatam huic reo, vobis, quemadmodum spero, non molestam, ut me pro summa poeta atque eruditissimo homine dicentem, hoc concursu hominum litteratissimorum, hac vestra humanitate, hoc denique praetore exercente judicium, patiamini de studiis humanitatis atque litterarum paulo loqui liberius, et in ejusmodi persona, quae propter otium ac studium minime in judiciis periculisque tractata est, uti prope quodam et inusitato genere dicendi. Quod si mihi a vobis tribui concedique sentiam, perficiam profecto ut hunc A. Licinium non modo non segregandum, cum sit civis, a numero civium, verum etiam si non esset putetis asciscendum fuisse.

Narratio

Nam ut primum ex pueris excessit Archias, atque ab eis artibus quibus aetas puerilis ad humanitatem informari solet se ad scribendi studium contulit, primum Antiochiae (nam ibi natus est loco nobili), celebri quondam urbe et copiosa atque eruditissimis hominibus liberalissimisque studiis adfluenti, celeriter antecellere omnibus ingenii gloria coepit. Post in ceteris Asiae partibus cunctaque Graecia sic ejs adventus celebrantur ut famam ingenii expectatio hominis, expectationem ipsius adventus admiratioque superaret.

PRELECTION

ARGUMENTUM: Though this argumentation of Cicero is strange to the courts under such circumstances, yet he begs to continue because it is appropriate to the case. Cicero desires to expand on the topic of literature. Thus
he wishes to prove that Archias, even if he is not now a citizen, ought to be made a citizen because of his literary achievements. He enjoyed fame as a poet from his earliest days not only at Antioch, his home, but also throughout the rest of Asia and Greece.

EXPLICATIO:

Videatur: For mood, review Purpose clauses. (H. 97; G.L.C. 105; B.282).
Ne utili: Accusative with Inf. depends on what word?
Agatur: Subjunctive in a causal clause. (H. 104; G.L.C. 157; B.286,2)
What other way could it be expressed? By quod or quia.
Tanto conventu hominum ac frequentia:
Hendiadys: Expression of one idea by two nouns joined by a conjunction instead of a noun and an adjective.

Dicendi: For use of Genitive of Gerund: (H. 179; G.L.C. 78; B. 335, 1, a).
Accommodatam huic reo . . . vobis non molestam.

Chiasmus: a change of relative order of words in two phrases which are contrasted.
Hoc concursu . . . hac vestra . . . hoc denique: What figure of speech?
Anaphora: Explain.
Otium ac studium: almost hendiadys. Also judiciis periculisque.
Quod: Latin use of relative as connective.
Si sentiam, perficiam: For type of conditional clause: H. 106; G.L.C. 161, a; B. 303.
Ut putetis: Followed by Indirect Discourse. For mood of putetis: H.116;
G.L.C. 100; B. 297, 1.
Ut primum: Introduces temporal Clauses. Cf. H. 99; G.L.C. 72, 1; B. 287,1 for the mood.
Antiochiae: Locative case.
Post: for postea.

SUGGESTIONS FOR CLASS STUDY

Point out figures of speech with a view to the student's practicing these literary gems in his own composition.
E.g., Litotes--a negative phrase implying a positive, e.g., non nullis.
Hendiadys--Expression of one idea by two nouns joined by a conjunction, instead of by a noun and adjective. e.g., tanto conventu hominum ac frequentia.
Chiasmus--a change of relative order of words in two phrases which are contrasted. e.g., accommodatam huic reo ... vobis non molestam.

Anaphora--a repetition of a word or words at the beginning of two or more successive clauses or phrases. e.g., hoc concursu ... hac vestra ... hoc denique.

THEME I

I ask you to allow me\textsuperscript{1} to speak a little more freely about the pursuit of culture. If I am sure that you allow it\textsuperscript{2} I will prove that you ought to give Archias citizenship.\textsuperscript{3}

PRELECTION

N.B. Review noun clauses of purpose and conditional sentences. Then imitate Cicero in your translations.

1. How does Cicero express this?
2. Cf. passage above, p. 4.

THEME II

As soon as Archias emerged from boyhood, he began to surpass the most brilliant men of his town in letters. Later his arrivals in Greece were so much talked of that the anticipation of his coming excelled his reputation.

PRELECTION

N.B. Review Temporal clauses and result clauses. Use the words and phrases of Cicero in translation.

\textit{Erat Italia tum plena Graecarum artium ac disciplinarum, studiaque haec et in Latio vehementius tum celebantur quam nunc isdem in oppidis, et hic Romae propter tranquillitatem rei publicae non neglegebantur. Itaque hunc et Tarentini et Locrenses et Regini et Neapoltani civitate ceterisque praemis donarunt, et omnes qui aliquid de ingeniis poterant judicare cognitione atque hospitio dignum existimarunt.}

\textit{Hac tanta celebritate famae cum esset jam absentibus notus, Romam venit Mario consule et Catulo. Nactus est primum consules eos quorum alter res ad scribendum maximas, alter cum res gestas tum etiam studium atque aures adhibere posset. Statim Luculli, cum praetextatus etiam tum Archias esset, eum domum suam receperunt. Et erat hoc non solum ingeni et litterarum, verum etiam naturae ac virtutis, ut domus quae hujus adulescientiae prima favit, eadem esset familiarissima senectuti. Erat temporibus illis iucundus Q. Mettello illi Numidico et ejus pio filio, audiebatur a M. Aemilio, vivebat cum}
Q. Catulo et patre et filio, a L. Crasso colebatur; Lucillos vero ac Drusum et Octavios et Catonom et totam Hortensiorum domum devinctam consuetudine cum teneret, edificiebatur summo honore, quod eum non solum colebant qui aliquid percipere atque audire studebant, verum etiam si qui forte simulabant.

Interim satis longo intervallo, cum esset cum M. Lucullo in Siciliam pro- fectus et cum ex ea provincia cum eodem Lucullo decederet, venit Heracliam. Quae cum esset civitas aequissimo iure ac foedere, ascribi se in eam civitatem voluit, idque, cum ipse per se dignus putaretur, tum auctoritate et gratia Luculli ab Heracliensibus impetravit.

PRELECTION

ARGUMENTUM: Since Greek art and literature were cultivated in Italy when Archias came to Italy, he was welcomed into the circle of prominent and cultured men. Heraclea bestowed citizenship upon him.

EXPLICATIO:

Plena: Adjective followed by Genitive or Ablative.
Donarunt, existimaverunt: for donaverunt and existimaverunt.
Ingenium: Note the meaning.
Cognitione . . . dignum: for use of Ablative: H. 164; GLC. 136; B.226,2.
Cum esset notus: Temporal. H. 100; GLC. 69; B. 288, 1. b.
Mario consule et Catulo: What is the rule for the Ablative Absolute?
H. 111; GLC. 56, ii; B. 227, 1.
Cum . . . tum: both . . . and.
Posset: Subjunctive in a characteristic clause.
Cum esset: Cf. H. 108, ex. 6; GLC. 171, 2; B. 309, 3.
Ingeni, litterarum, naturae, virtutis: H. 127; B. 198, 2.
Ut . . . esset: Clause of Result.
Jucundus: For the case following of H. 140; GLC. 111; B. 192, 1.
Cum teneret: What kind of clause? H. 100; GLC. 69; B. 288, 1, b.
Quod: Causal. H. 103; GLC. 156; B. 286.
Satis longo intervallo: Ablative Absolute. H. 111; GLC. 56, ii; B.227,1.
Venit Heracliam: What is the rule for place?
Quae cum esset: Cf. H. 104; GLC. 157; B. 286,2.
Jure ac foedere: Hendiadys. Descriptive Ablative. H. 156; GLC. 133; E. 224, 1.
Cum with the Subjunctive. H. 108; GLC. 171, 2; B. 309, 3.

SUGGESTIONS FOR CLASS STUDY

How Roman garb distinguished period in Roman life. e.g., praetextatus. There are different types of dress for various classes of Roman people. However, there is a general classification of garb which designated periods of Roman life.

1. Toga Praetexta--a toga with a purple stripe--was worn both by
young boys and young girls.

2. Toga Virilis—the toga donned by boys at the age of sixteen to seventeen years.

3. Stola Matronalis—the garment worn by married women. Unmarried women always wore the Toga Praetexta.

Study of the history connected with these persons: Marius and Catulus; Lucullus; Q. Metellus; M. Aemilius; L. Crassus.

Historical references of:

a) Marius and Catulus; Roman consuls.

   Marius is the more important of the two. His military conquests stopped the menace of the German invasion in which the Cimbri and Teutons ran rampart over Gaul and threatened Italy itself in 102-101 B.C. His ability earned for him the position of consul which he held for many years.

   Catulus, a celebrated Roman, the colleague of Marius in consuls­ship. He aided Marius in the triumph over the Gallic tribes in 102-101 B.C. He was condemned to death by Marius during the tyrannical sway of the latter about 86 B.C.

b) The Luculli were a very distinguished family in Roman society. The reference here is to Lucius who fought against Mithridates, and his brother Marcus. Both of them belonged to the highest rank of Roman aristocracy and were men distinguished for their taste and culture.

c) Q. Metellus Numidicus, the most distinguished member of his family, was the predecessor of Marius in the war against Jugurtha. He received the cognomen, Numidicus, from his service in Numidia.

d) Aemilius is M. Aemilius Scaurus. For many years he was princeps senatus.

e) L. Crassus was probably the greatest orator before Cicero. He was a man of genius and culture who gained fame while Cicero was a youth. He was the master of Cicero when Cicero was a boy.

THEME I

The State and anyone else who was able to pass judgement on men of talent bestowed many benefits on Archias. When, during the consulship of Marius, he came to Rome, the leading men of the state welcomed him to their homes even though he was as yet a youth.

PRELECTION

1. Men of talent; plural of ingenium.
2. Use dono, donare.
3. Review the Ablative Absolute. H. 111; GLC. 56, ii; B. 227, 1.
4. Place is expressed: H. 187-190; GLC. 49; B. 182, 228, 229.
6. Cf. text and translate.
7. Youth: Praetextatus.

THEME II

At that time Archias was highly honored by many friends who were anxious to increase their knowledge.

N.B. Use the phrases of Cicero to express was highly honored.

THEME III

After a lapse of some few years, Archias went to Sicily with Lucullus. Returning with him from that province, he came to Heraclea. Since this was a town (endowed) with full civic rights, Archias desired to be enrolled.

PRELECTION

1. How did Cicero express this English idiom?
2. Often we use participles where Latin expresses the thought by a clause. What type of clause will you use here? What is the idea expressed? Review Temporal Clauses.
3. Observe the word order of Cicero and translate.
CHAPTER II

CONFIRMATIO

Data est civitas Silvani lege et Carbonis: SI QUI FOEDERATIS CIVITATIBUS
ASSCRIPTI FUISSENT; SI TUM, CUM LEX FEREBATUR, IN ITALIA DOMICILII
HABUISSENT; ET SI SEXAGINTA DIEBUS APUD PRAETOREM ESSENT PROFESSI. Cum
his domicilium
Romae multos iam annos haberet; professus est apud praetorem Q. Metellum,
familiarissimum suum.

Si nihil alius nisi de civitate ac lege dicimus, nihil dico amplius;
causa dicta est. Quid enim horum infirmari, Gratti, potest? Heracliae esse
ascriptum negabis?
Adest vir summa auctoritate et religione et fide, M.
Lucullus, qui se non opinari sed scire, non audivisse sed vidisse, non inter-
fuisse sed egisse dicit. Adsunt Heracliensis legati, nobilissimi homines;
hujus judici causa cum mandatis et cum publico testimonio venerunt, qui hunc
ascriptum Heracliam dicunt. Hic tu tabulas desideras Heracliensium publi-
cas, quas Italico bello incenso tabulario interisse scimus omnes. Est ridicu-
culum ad ea quae habemus nihil dicere, quaerere quae habere non possimus;
et de hominum memoria tacere, litterarum memoriam flagitare; et, cum
habeas amplissimi viri religionem, integerrimi municipi jus jurandum fidemque,
ea quae depravari nullo modo possunt repudiare, tabulas quas idem dicis solere
corrumpi, desiderare.

PRELECTION

ARGUMENTUM: Archias received citizenship by fulfilling the requirements of
the Lex Papiria. The evidence is complete. To back this state-
ment, Cicero produces Lucullus and legates from Heraclea as witnesses.

EXPLICATIO:

Qui: Cf. line 1.
Ascripti fuissent, habuissent, professi essent: Subj. in indirect Disc.
For Verbs in Ind. Disc. H. 124, 3, a; GLC. 191-200; B. 314-320.
Haberet: Why Subjunctive? H. 104; GLC. 157, b; B. 286, 2.
Heracliae... negabis: H. 87; GLC. 17, 18; B. 162, 1, 2.
Summa Auctoritate: For Ablative Cf. H. 156; GLC. 133; B. 224.
Opinari etc.: What construction? Governed by "dicit."
Hujus judici causa: Genitive after causa expressing purpose.
Ascriptum: supply esse.
Hic: Adverb.
Tabulario incenso: Ablative Absolute.
Dicere, quaeere, tacere, flagitare, repudiare, desiderare: For the use
of the infinitives H. 186; GLC. 74; B. 327, 1.
Habeas: For Subjunctive Cf. Chapter I, Sect. iii.
SUGGESTIONS FOR CLASS STUDY

Explain why the Law of Silvanus and Carbo is called the Lex Plautia-Papiria.

The Lex Plautia-Papiria is the name of the law which was enacted under the tribuneship of M. Plautius Silvanus and C. Papirius Carbo. It takes its name, therefore, from the nomina of these two tribunes.

According to this law, Roman citizenship was extended to all Italian communities which had not yet received it. They lost all right of independent government for the Roman franchise, Latin became the official language, justice was administered according to Roman Law.

Point out the difference in status of Heraclea before and after the Social War, 90 B.C.

The Social War, also known as the Marsian War, occurred in the years 90 and 89 B.C. It was a war between Rome and eight Sabellian nations; the Marsi, Samnites, Apulians, and others. These people wanted freedom from the servitude of Rome.

Under Pompeius Strabo and L. Portius Cato, the Romans defeated these tribes. By the terms of the Lex Plautia-Papiria, Rome granted everything that these allied tribes had demanded, especially an easy access to Roman citizenship.

Before this war, then, Heraclea, was a city subjugated to Roman dominion. Its people were treated and taxed as Rome dealt with all of her conquered territories. They were little more than chattel of a great Empire. After the Social War, they were treated as Roman citizens because they were given Roman citizenship under conditions of the Lex Plautia-Papiria.

Why does Cicero use the conditions of the Lex Plautia-Papiria as conditions of citizenship?

Cicero uses the conditions of this Law as conditions of citizenship because of its application to citizens of foreign birth, like Archias.

Review expressions of Time. E.g., sexaginta diebus; multos jam annos.

THEME I

Since Archias had resided at Rome in Italy for many years, he registered before the Praetor. If we are to treat of nothing else except the citizenship of Archias, I now close the case for the defense.

PRELECTION

Note: Use the same words that Cicero uses in the Text.

1. How do you translate the causal clause? H. 104; GLC. 157; B. 286,2.
2. What expression of Time? Why use "iam" instead of ante?
3. What is the sense of this phrase? How does Cicero express it?
Do you deny Archias was enrolled at Heraclea even though a man of the greatest influence, scrupulousness, and reliability testified to the fact? It is absurd to disregard the evidence at hand and to demand documentary evidence which you yourselves admit is often tampered with.

PRELECTION

2. How does Latin Idiom express such phrases?
3. Translate this phrase by the proper form of "Adsum."
5. What Latin words does this phrase translate?
7. soleo, solere, solitus sum.

An domicilium Romae non habuit is qui tot annis ante civitatem datam sedem omnium rerum ac fortunarum suarum Romae conlocavit? An non est professus? Immo vero eis tabulis professus quae solae ex illa professione collegioque praetorum obtinent publicarum tabularum auctoritatem.

Nam cum Appi tabulae neglectissimus adservatae dicerentur, Gabini, quamdiu incolumis fuit, levitas post damnationem calamitas omnem tabularum fidem resignasset, Metellus, homo sanctissimus modestissimusque omnium, tanta diligentia fuit ut L. Lentulum praetorem et ad judices venerit et unius nominis litura se commotum esse dixerit. His igitur in tabulis nullam lituram in nomine A. Licini videtis.

Quae cum ita sint, quid est quod de ejus civitate dubitetis, praesertim cum aliis quoque in civitatibus suarum scriptus auctorum? Etenim cum mediocribus multis et aut nulla aut humili arte aliqua praeditis gratuito civitatem in Graecia homines impertiebant, Reginos credo aut Locrenses aut Neapolitanos aut Tarentinos, quod saenecios artificios largiri solebant, id huic summa ingenio praedito gloria noluisse! Quid? Cum ceteri non modo post civitatem datam, sed etiam post legem Papiam aliquo modo in eorum municipiorum tabulas inspicerunt; hic qui ne utitur quidem illis in quibus est scriptus, quod semper se Heracliensem esse voluit, reicietur?

ARGUMENTUM: Not only did Archias register but, even though the records were neglected by Gabinus, they were kept nevertheless scrupulously by Metellus. Why should we in face of this evidence doubt Archias' citizenship especially since he was a citizen of other Roman communities which bestowed citizenship on less worthy personages? Archias should not be rejected because he wants to be considered a Heraclean.
EXPLICATIO:

Tot annis ante: What expression of time? H. 196, 3; GLC. 48; B. 223.
Quae solae obtinent auctoritatem pub. tabul. etc. Order of words.
Dicerentur
Resignasset for resignavisset
Venerit, Dixerit: Subjunctives in what kind of clauses? H. 98; GLC.148; B. 284.

Litura: Ablative of Cause.
Quod dubitetis: For this use of quod Cf. H. 198, ex. 3; GLC.150; B.283,2.
Fuerit Ascriptus: Subjunctive in a Causal Clause.
Cum ••• impertiebant: For the mood in Temporal Clauses, what is the rule?

Prædictis: Dative Case. This adjective takes Ablative.
Græcia: Cicero refers to the four towns in Magna Græcia, Southern Italy.
quod ••• solebant: "id" is the antecedent of this clause.
Quod voluit: Cf. Chap. I, Sect. iii for type of clause.

SUGGESTIONS FOR CLASS STUDY

Repeat various ways of introducing simple questions. Cf. Grammars H. 87; GLC. 17, 18. Explain Papian Law briefly.
Papian Law—A law passed in 65 B.C. which ordered the exile of all aliens from Rome. The point of the plaintiff is that Archias is an alien and should be banished under the conditions of this law.

THEME I

Do you deny that my client resided at Rome when,1 for so many years before2 he was admitted to the franchise,3 he had made Rome the citadel of his hopes?4 Although the records were carelessly preserved5 before,6 still Metellus, a most conscientious man,7 displayed in their regard such accuracy that he professed himself embarrassed by the erasure of a single entry.8

PRELECTION

1. Qui taking the indicative.
2. How does Cicero express this? Know the use of "ante" before you translate.
3. Notice how idiomatically and tersely Cicero renders this clause.
4. Be certain of the idea expressed. Is Rome in apposition?
5. Review briefly Adversative Clauses.
6. Before is equivalent to an adverb.
7. How does the text emphasize the idea?
8. Study the sentence in the speech carefully. Then translate.
THEME II

What reason have we for questioning his enfranchisement when the Rhegii and Tarentini freely bestowed citizenship upon many persons of moderate ability or upon those who possess no talent at all? Will we withhold the franchise from this man endowed with the most brilliant talents because he preferred to belong to Heraclea?

PRELECTION

1. Use the expression of Cicero when you translate.
2. Study the structure of the Latin sentence. Does Cicero change to a relative as the English does?
3. Nolo, nolle, nolui largiri.
4. The text uses three words to express most brilliant talent.
5. Break the English down to its fundamental meaning. What is the mood of the verb? Review causal Clauses.

Census nostros requiris. Scilicet: est enim obscum proximis censoribus hunc cum clarissimo imperatore L. Lucullo apud exercitum fuisse; superioribus, cum eodem quaestore fuisse in Asia; primit, Iulio et Crasso, nullam popul partem esse censam. Sed quoniam census non jux civitatis confirmat ac tantum modo indicat eum qui sit census ita se iam tum gessisse pro oive, eis temporalibus, quem tu criminari ne ipsius quidem judicio in civium Romanorum jure esse versatum, et testamentum saepe fecit nostris legibus et adit hereditates civium Romanorum et in beneficiis ad aerarium delatus est a L. Lucullo pro consule. Quaere argumenta, si quae potes; numquam enim hic neque suo neque amicorum judicio revincentur.

Quaeres a nobis, Gratti, cur tanto opere hoc homine delectemur. Quia suppediatric nobis ubi et animus ex hoo forensi strepitu reficiatur et aures convicic defessae conquiescant. An tu existimas aut suppeterete nobis posse quod cotidie dicamus in tanta varietate rerum, nisi animos nostros doctrina exolamus, aut ferre animos tantam posse contentionem, nisi eos doctrina eadem relaxemos? Ego vero fateor me his studiis esse deditum. Ceteros pudeat si qui se litteris abdiderunt ut nihil possint ex eis neque ad communem adferre fructum neque in aspectum lucemque proferrre; me autem quid pudeat, qui tot annos ita vivo, judices, ut a nullius umquam me tempore aut commodo aut otium meum abstraxerit aut voluptas avocari aut denique sommus retardarit?

PRELECTION

ARGUMENTUM: Cicero relates the reason why Archias' name does not appear on the census list. As proof that he was a citizen, Cicero cites events and privileges of Archias that only a citizen could enjoy. Cicero attributes his interest in Archias to the fact that Archias has contributed so abundantly to his private and professional life.
EXPLICATIO:

Proximis censoribus: Take as an Ablative Absolute.
Superioribus, primis: Supply censoribus.
Quoniam: Causal Clause. Why indicative? Cf. H. ; GLC. ; B.
Sit: Subjunctive in Indirect Discourse depending on "indicat."
Se: Object of gessisse.
Pro: equivalent to "as."
Construe Eis Temporibus with fecit. Cicero points out what Archias did in order to prove that he was a citizen.
Quaere: Principle parts of the verb. Present Imperative.
Nobis and Delectemur: For use of the plural Cf. Chap. I, Sect. i.
Tanto opera: adverb or Ablative of manner.
Et ... Et: Contrast.
Existimas: aut posse suppeter
aut posse ferre.
Dicamus: Subjunctive in Ind. Disc.
Nisi and Subj. equivalent to negative conditional. Cf. H. 106, note 1; GLC. 164; B. 306.
Pudeat: for Subjunctive: H. 89; GLC. 92; B. 274. Pudet is impersonal.
Tempore: equivalent to periculo - time of peril.
Avocarit: Avocaverit.
Retardarit: Retardaverit} Subjunctives in a result clause.

SUGGESTIONS FOR CLASS STUDY

Ponder the wisdom of Cicero's words about reading of the masters and their influence on one's intellectual life amid the distraction of daily life. Examples of famous men in history who stole away from distractions by avid reading:

Francis Thompson, who wandered, friendless, through the slums of London, prized highly the two volumes of poetry he had.
Admiral Byrd, while on his expedition of the Antarctic, would turn to his books in his leisure.

Memorize: Quia suppeditat ... somnus retardarit.

THEME I

I don't suppose it is known that, at the time of the last census, Archias accompanied the army with L. Lucullus; at the first census-taking no census of the people was held. Furthermore, at the very time that you assert Archias enjoyed, even in his own view, no rights as a citizen, he acted as a citizen.
PRELECTION

1. Translate the sense. Remember the "I don't suppose" is ironical.
2. Use the idiom of the text.
3. Remember that all of this depends upon the main verb. Therefore, what construction?
4. Praeterea, adverb.
5. Cf. passage above.

THEME II

Perhaps you want to know why I am so deeply interested in my client. It is because he provides refreshment for my spirit after emerging from the din of the forum and repose for my senses stunned by the wrangling in the court.

PRELECTION

1. Study carefully the first four lines of the passage above. Then attempt to translate.
CHAPTER III

Quare quis tandem me reprehendat, aut quis mihi jure suscenseat, si quantum ceteris ad suas res obeundas, quantum ad festos dies ludorum celebrandos, quantum ad alias voluptates et ad ipsam requiem animi et corporis conceditur tempore, quantum aliui tribuunt tempestivis conviviis, quantum denique alveolo, quantum pilae, tantum mihi egomet ad haec studia recolenda sumpsero? Atque hoc eo mihi concedendum est magis, quod ex his studiis haec quoque crescit oratio et facultas, quae, quantacumque in me est, numquam amicorum periculis defuit. Quae si cui levior videtur, illa quidem certe, quae summa sunt, ex quo fonte hauriam sentio. Nam nisi multorum praeceptis multisque litteris mihi ab adolescencia suasissem nihil esse in vita magno opere expetendum nisi laudem atque honosatem, in ea autem persequenda omnes cruciatus corporis, omnia pericula mortis et exsili parvi esse ducenda, numquam me pro salute vestra in tot ac tantas dimicationes atque in hos profigatorum hominum cotidianos impetus obiecssem. Sed pleni omnes sunt libri, plenae sapientium voces, plena exemplorum vetustas; quae jacerent in tenebris omnia nisi laterarum lumen accederet. Quam multas nobis imagines, non solum ad intuendum, etiam ad imitandum, fortissimorum virorum expressas scriptores et Graeci et Latini reliquerunt? Quas ego mihi semper in administranda re publica proponens animum et mentem meam ipsa cogitatione hominum excellentium conformabam.

PRELECTION

ARGUMENTUM: Who will find fault with Cicero's interest in letters? He devotes as much time to literature as others devote to their pastimes. Then, too, his study develops his art to the benefit of his friends and clients. Nothing is worth while except praise and honor. This idea, in the face of all difficulties, has been a propelling force in Cicero's life. Furthermore, literature is the record of the noble deeds of all times. This thought has been his inspiration.

EXPLICATIO:

Reprehendat, suscenseat: Cf. H. 91; GLC. 98; B. 277; for Subjunctive.

Construe the first sentence thus: Si sempsero tantum (temporum) ••• quantum (temporum) conceditur, ceteris etc.


Alveolo, pilae: Datives after tribuunt. Indirect objects.

Ex: Adverb, "for this reason."


Quae: refers to oratio and facultas.

Line 127: Word order: Sentio ex quo fonte hauriam illa, etc.

Hauriam: Subjunctive in Indirect Question. H. 122; GLC. 140-143; B.300.
Praeceptis multisque litteris: Ablative of means. H. 158; GLC. 7; B. 218.

Nisi suasissem... numquam objecissem. Cf. H. 106, 3; GLC. 161, c; B. 304.

Mihi: Dative case after suasissem.

Nihil esse expetendum: Acc. and Inf. after suadeo.

In ea expetenda: Gerundive expressing purpose.

Parvi: Genitive of Value. H. 133; GLC. 116; B. 203, 3.

Quae jacerent... nisi accederet: H. 106, 2; GLC. 161, b; B. 303.

Quam: How.

Expressas: agrees with imagines. Construe: imagines expressas ad...

ad...

Administranda: Why in the Ablative? H. 180; GLC. 79, 64; B. 339, 1.

SUGGESTIONS FOR CLASS STUDY

A review of conditional clauses and indirect questions would be pertinent. Also, recall the use of the Gerund and the Gerundive. Memorize some parts of this passage; e.g., (1) Quare quis tandem... oratio et facultas;

(2) Nam nisi multorum... impetus objecissem.

THEME I

Who can rightly censure me if I devote as much time to cultural studies as others are allowed to devote to their private affairs and to mental and physical recreation? I have the better right to indulge because my devotion to letters improves my oratorical ability.

PRELECTION

N.B. Try to imitate the word order of the author.

1. Why will you use the subjunctive mood?

2. What word does Cicero use for devote?

3. Cicero expresses this very neatly in the above passage.

4. What does the phrase mental and physical recreation mean? Translate accordingly.

5. Does this connote necessity? How do we translate necessity?

H. 181-183; GLC. 154-155; B. 337, 3.

THEME II

If I had not become convinced from my youth by reading much literature that nothing is worth while in life except honor, I would never have undertaken so many encounters for your welfare.

PRELECTION

1. Review conditional sentences especially of the third type. H. 106, 3; GLC. 161, c; B. 304.
**THEME III**

How many portrayals of distinguished men the ancient authors\(^1\) have left us fashioned not only for our contemplation\(^2\) but also for our imitation.\(^2\) All these\(^2\) would be buried in darkness if the light of literature was not shed upon them.\(^4\)

**PRELECTION**

1. What does Cicero mean when he refers to the ancient authors?
2. What construction expresses the thought exactly? H. 179; GLC. 78; B. 338, 3.
3. How does Latin often connect its sentences?
4. Review the second type of conditional sentence.

Quaeret quispiam: "Quid? Ilii ipsi summi viri quorum virtutes litteris proditae sunt, istane doctrina quam tu effers laudibus eruditi fuerunt? Difficile est hoc de omnibus confirmare, sed tamen est certum quid respondeam. Ego multos homines excellenti animo ac virtute fuisse sine doctrina et naturae ipsius habitu prope divino per se ipsos et moderatos et graves extitisse fateor; etiam illud adjungo, saepius ad laudem atque virtutem naturam sine doctrina quam sine natura valuisse doctrinam. Atque idem ego hoc contendo, cum ad naturam eximiam et inlustrem accesserit ratio quaedam conformatique doctrinae, tum illud nescio quid praeclarum ac singularare solere existere. Ex hoc esse hunc numero, quem patres nostri viderunt, divinum hominem Africanum; ex hoc C. Laelium, L. Furium, moderatissimos homines et continentissimos; ex hoc fortissimum virum et illis temporibus doctissimum, M. Catonem illum senem; qui profecto si nihil ad percipiendam colendamque virtutem litteris adjuvarentur, numquam se ad eorum studium contulissent. Quodsi non hic tantus fructus ostenderetur, et si ex his studiis delectatio sola peteretur, tamen, ut opinor, hanc animi remissionem humanissimam ac liberalissimam judicaretis. Nam ceteras neque temporum sunt neque aetatium omnium neque locorum; ad haec studia adulescentiam alunt, senectutem oblectant, seconias res ornant, adversis perfugiam ac solacium praebent, delectant domi, non impediunt foris, pernoctant nobiscum, peregrinantur, rusticantur.

**PRELECTION**

ARGUMENTUM: Cicero stresses the value of literature in developing the character of man. He enumerates examples of famous Romans who dedicated themselves to letters to their advantage. Still, over and above this practical use, literature affords entertainment in all walks and periods of life.
EXPLICATIO:

Quispiam: Indefinite pronoun. H. 172, b; GLC. 183; B. 91.
Istane: The sign of the question "ne" is attached to this important word.
Effers: Second Singular of "effero, efferre, extuli, elatus."
Respondam: Subjunctive in Ind. Question. Also deliberative.
Quam: In clause of comparison. H. 109, 2; GLC. 175; B. 217, 2.
Naturam sine doctrina; Doctrinam sine natura; Chiasmus: change in relative order of words in two antithetical phrases.
Accesserit: Future Perfect Indicative in a Temporal Clause: Latin is more exact in its expression. H. 100, ex. 5; GLC. 71; B. 289.
Nescio quid: equivalent to "aliquid." Has no influence on syntax.
Solere: depends on contendo.
Percipiendam colendamque: Gerund or Gerundive? How do you know?
Esse: Contendo extends its force to this verb.
Illis temporibus: Time within which.
Quodsi ostenderetur . . . peteretur . . . judicaretis: Should-Would Conditional with two protases (conditional parts).
Ut: "as" and takes the Indicative.
Temporum . . . aetatum . . . locorum: Genitives of Possession. H. 127; GLC. 123; B. 198, 2.
Foris: Adverb. "Out of doors."

SUGGESTIONS FOR CLASS STUDY

Memorize lines "Quodsi . . . rusticantur."

From what has been seen, point out Cicero's use of connecting particles. Application to English writing and translation improves style.

Introductory words like nam, igitur, ergo, and relatives like qui for et ille are very important. They are the key words which link thought with thought; that provide unity. Unless we recognize their importance and use them in our own composition, English as well as Latin, our intellectual training is very imperfect. We are, in such a case, men of many disunited ideas instead of thinkers. Few of our ideas remain with us unless we link them together.

THEME I

Are great men, whose merits have been handed down, versed in that learning which we extol with our encomiums? It is true that many men of superior ability and merit have been trained in this manner.
PRELECTION

N.B. Cf. first six lines of passage above. Study carefully; then translate.
1. What constituted merits? What word translates this idea?
2. Encomiums - use the word praises.
3. What idiom is used to express this in Latin?

THEME II

We should regard the pursuit of literature as most worthy the dignity of a thinking being and most liberal (in its character) even if it should not produce famous men.

PRELECTION

1. Judico, are. What mood? Why?
2. Humanus, a, um.
3. Use Animus, animi to express this word.
4. Si quidem.

Quodsi ipsi haec neque attingere neque sensu nostro gustare possemus, tamen ea mirari deberemus etiam cum in aliis videremus. Quis nostrum tam animo agresti ac duro fuit ut Rosci morte nuper non commoveretur? Qui cum esset senex mortuus, tam propter excellentem artem ac venustatem videbatur omnino mori non debuisse. Ergo ille corporis motu tantum amorem concilarat a nobis omnibus; nos animorum incredis motus celeritatemque ingeniorum neglegemus? Quotiens ego hunc Archiam vidi, judices (utam enim vestra benignitate, quoniam me in hoc novo genere dicendi tam diligentier attenditis), quotiens ego hunc vidi, cum litteram scripsisset nulla, magnum numerum optimorum versusum de eis ipsis rebus quae tum agerentur dicere ex tempore; quotiens revocatum eandem rem dicere commutatis verbis atque sententiis? Quae vero accurate cogitatae scripsisset, ea sic vidi probari ut ad veterum scriptorum laudem perveniret. Hunc ego non diligam, non admirer, non omni rationi defendendum putam?

Atque sic a summis hominibus eruditissimisque accepimus, ceterarum rerum studia ex doctrina et praeeptis et arte constare; poetam natura ipsa valere et mentis viribus excitari et quasi divino quodam spiritu inflari. Quare suo jure noster ille Ennius "sanctos" appellat poetas, quod quasi deorum aliquo dono atque munere commendati nobis esse videantur.

ARGUMENTUM: Ignorance of literary attainments should not foster disregard for the ability displayed by others. Roscius, the actor, won the respect of everyone. Archias is equally talented in his field—literature. Poetry is an inborn gift. Poets are called sacred.
EXPLICATIO:

Sensu nostro: Ablative of Means.
Quodsi... possemus... deberemus: H. 106,3; GLC. 161,c; B. 304.
Mirari: complement of deberemus.
Viderentur: Cum temporal. H. 100; GLC. 69; B. 288,1,b.
Nostrum: Partitive Genitive. H. 151; GLC. 114; B. 201.
Animo etc.: For Ablative Cf. Chap. I, Sect. iii.
Cum... esset: Adversative clause. H. 108; GLC. 171,2; B. 309, 3.
Non debuisse: Supply "eum". Acc. with Infinitive after videbatur.
Conciliarat: Equivalent to what form?
Utor, Ut, Usus sum: Followed by what case?
Quoniam: 'since' Always takes what mood?
Cum Scripsisset: Adversative.
Vidi hunc... dicere magnum...
revocatum dicere eandem...
Agerentur: Subjunctive by attraction. B. 324, 1.
Committatis verbis etc: Ablative of manner or means.
Sic vidi ea... quae... probari ut;
Scripsisset: Indirect Discourse after vidi.
Diligam, admirer, putem: Deliberative Subjunctives.
Studia constare: ex with Abl., Acc. with Inf.
Poetam valere, excitari, inflari: Acc. with Inf.
Ille: "well-known"
Dono ac munere: Hendiadys. Ablative of Means.

SUGGESTIONS FOR CLASS STUDY

Give a brief account of Roscius and his success.
Q. Roscius was the most celebrated comic actor of Rome. He was a native of Solonium. His histrionic powers procured for him the favor of many Roman nobles and, especially, the dictator, Sulla, who presented him with a gold ring, the symbol of equestrian rank. He died in 62 B.C. Thereafter anyone who became expert in the histrionic profession was called Roscius as a compliment to their ability.

Point out the contrast Cicero makes: "If an actor... then, surely, a poet."

Cicero draws a contrast between two fields of art. In the days of Cicero, actors did not enjoy the high repute that they do today. Their only contribution to society was enjoyment. They did not perform any deed that embellished the name of Rome in its day and for all posterity. Yet they received Roman citizenship. Cicero says that if they should enjoy the benefits of citizenship for their contribution of entertainment, how much more should one whose recognized ability and profession could make the Roman name live forever by his verses.
Practice the reading of the Latin as LATIN; i.e., in the Latin word order emphasizing case endings, etc.

Romans could not take a sentence, as we do, find the subject, verb, and objects. They had to understand each sentence as it was spoken from the mouth of the orator. Therefore, an intelligent student should strive to emulate a true understanding of the Latin text as he reads it instead of performing the laborious task of hunting and stabbing as if working a jig-saw puzzle.

E.g., "Atque sic a summis hominibus eruditissimus accepimus ceterarum rerum studia ex doctrina et praecupibus et arte constare; poetam natura ipsa valere et mentis viribus excitari et quasi divino quandam spiritu inflari."

This could be translated very freely without deviating from the Latin order, thus:

"And so the most distinguished and educated men have told us that the other subjects perused depend upon the teaching of the masters, practical rules, and theory; a poet's natural genius is a gift. His mental powers are aroused and a certain godlike intuition guides him."

A knowledge of cases and their meaning and idioms is absolutely necessary for this method. Knowing that, according to the Latin words, something was done by the summis hominibus, I can make them the subject of the sentence and make the verb passive. And so on for the rest of the sentence.

In this way, I can read along evenly without those annoying gaps and rests which necessarily result from complete analysis of each sentence all the time.

THEME I

Should we not cherish our country, admire its ideals and consider it our duty to defend it?

PRELECTION

1. Observe how Cicero turns these deliberative questions.
2. Use summus, a, um to express this word.
3. What one word does Cicero use to express this phrase?
4. Obligation or necessity is translated by what construction.

THEME II

We have learned from our ancestors that the pursuit of knowledge depends upon diligent training as well as theorizing; a genius, however, is born and roused into action by the energies of his mind.
PRELECTION

1. Cf. passage above before translating.
2. Accipio, ere, is followed by what construction?
3. Translate by "et, ... et."
4. Natura ipsa valere.
CHAPTER IV

Sit, igitur, judices, sanctum apud vos, humanissimos homines, hoc poetae nomen, quod nulla unquam barbaria violavit. Saxa et solitudines voci respondent, bestiae saepe immaes cantu flectuntur atque consistunt; nos instituti rebus optimis non poetarum voce moveamur? Homerum Colophonii civem esse dicunt suum, Chii suum vindicant, Salaminii repetunt, Smyrnaei vero suum esse confirmant itaque etiam delubrum ejus in oppido dedicaverunt; permulti alii praeterea pugnant inter se atque contendunt.

Ergo illi alienum, quia poeta fuit, post mortem etiam expetunt; nos hunc vivum, qui et voluntate et legibus noster est, repudiabimus, praeertim cum omne olim studium atque omne ingenium contulerit Archias ad populi Romani gloriam laudemque celebrandum? Nam et Cimbricas res adulescens attiget et ipsi illi C. Mario, qui durior ad haec studia videbatur, jucundus fuit. Neque enim quisquam est tam aversus a Musis qui non mandari versibus aeternum suorum laborum facile praecomium patiatur. Themistoclem illum, summum Athenis virum, dixisse aiunt, cum ex eo quaseretur quod acraoma aut cujus vocem libentissime audiret: "ejus, a quo sua virtus optime prae dicaretur." Itaque ille Marius item eximie L. Plotium dilexit, cujus ingenio putabat ea quae gesserat posse celebrari.

ARGUMENTUM: We must reverence the name of a poet and especially that of Archias who is still with us. Many Greek cities claimed Homer after his death only because he was a poet. Archias has celebrated the fame of the Roman People in his works. Since all men desire to have their deeds recorded, let Archias continue to write about ours.

EXPLICATIO:

Sit: For Subjunctive Cf. H. 89; GLC. 92; B. 275.
Quod: Relative.
Permulti: "Per" prefixed to an adjective intensifies the word. "very"
Voluntate et legibus: Ablatives of Cause.
Repudiabimus: some texts have Repudiamus, but the Future Indicative is sometimes used instead of the Present Subjunctive in Deliberative Questions.
Ad • • • celebrandum: What does this express?
Qui • • • patiatur: What tells you that this is Result?
Versibus: Dative after mandari.
Aiunt: 'They say' Defective verb "aio."
Cum ... Temporal.
Quod, cujus: Interrogative adjectives: Why, then, mood of audiret?
Praedicaretur: Subj. in Indir. Disc. after dixisse.
Ingenio: Ablative of Means.
Putabat: What construction follows this type of verb?

**SUGGESTIONS FOR CLASS STUDY**

Explain to what Cicero refers when he mentions all the Greek towns. Cicero draws a parallel:

Many Greek cities claimed Homer as their son when his fame became known after his death. During his life they did not pay much attention to him.

Now the Romans find themselves in the same seat of judgment about Archias. Will they, too, turn him from their doors and afterwards regret this action?

Give a brief account of the Cimbrian War, Themistocles.


b) Themistocles, an Athenian statesman, was born at Athens about 514 B.C. He fought at the battle of Salamis and devoted his succeeding years to upbuilding the navy. In 481 B.C. he was chief archon, or ruler, and added greatly to the Athenian naval power. He later rebuilt the walls and fortified the Piraeus. Since he was in danger of arrest on the charge of treason, he fled to Asia. He lived securely in Magnesia until his death in 449 B.C.

Point out how the answer of Themistocles portrays the spirit of all pagans.

Since the pagan attitude of a life after death was vague, if they believed in a future life, all their efforts were exerted to attain fame and glory in this life. This fame would be a monument which would live in the memory of posterity. Since this attainment flattered the pagan ego, Themistocles desired to watch an actor who would give him the best picture of what he would be to other people.

**THEME I**

Let the welfare of our country, citizens, be our first concern,¹ that its principles may always live.² Let us be loyal to her, and eager³ to defend her.

**PRELECTION**

1. Primus, a, um, will express this phrase.
2. What does this word mean? Use proper Latin word.
3. Cupidus, a, um, followed by the Genitive.
Cicero relates\(^1\) that Archias, who by law and his own desire belongs to us, ought to be accepted as a citizen,\(^2\) especially since\(^3\) he has dedicated all his talent to celebrating\(^4\) the renown of Rome.

**PRELECTION**

1. Use Indirect Discourse. For words cf. passage above.
2. Accepted as a citizen - turn as "received into the state."
3. Cum with the Subjunctive.
4. What does this express? Translate accordingly.

**ARGUMENTUM:** Archias also wrote about the Mithridatic war. In his work, he lauds the leadership of Lucullus both on land and at sea. His work also spreads the renown of the Roman people to all corners of the earth.

**EXPLICATIO:**

Terra marique: Ablative of place where.
Ab hoc: Refers to Archias.
Quo: Relative used as a connective.
Are there any other constructions of this kind in the sentence?
vallatum: Participle in agreement with "Pontum."
non maxima manu: Ablative of accompaniment. H. 163, note; GLC. 8; B. 222, 1.
Laus est: governs the Acc. with the Inf. that follow.
ejusdem: Refers to Lucullus.
Cum ... Temporal.
Interfectis ducibus: Ablative Absolute.
ingeniis: Ablative of Means.
Quae: What is the use of the relative in this position? Connective.

**SUGGESTIONS FOR CLASS STUDY**

Review briefly the history of the Mithridatic War.
The Mithridatic wars were a series of wars from 88-63 B.C. The states of Pontus, Armenia, and Parthia had grown to independent kingdoms and encroached on Rome's protectorates. Mithridates VI, King of Pontus, seized the Roman province, Asia Minor. The people hailed him as their deliverer from tax extortioners. He turned to Macedonia and Greece. Here, too, he was welcomed. Sulla took a small army and quelled the uprisings in 83 B.C.

In 67 B.C., there was another revolt. Pompey was sent to crush this dangerous rebellion. He performed his task, even extending the Roman boundaries to the Euphrates River. He restored order, founded cities, deposed and set up kings in dependent states, 65 B.C.

Where is the Pontus and what is its importance?
The Pontus is in Asia Minor. It is important because it is the gateway to the Eastern countries. Hostile people could block the passage through the important waterways between Europe and Asia.

To what does the battle of Tenedos refer?
The Battle of Tenedos refers to the fleet commanded by Lucullus in his campaign against Mithridates. The latter had defeated Lucullus' comrade on land and sea. Lucullus then came to the rescue and scored an overwhelming naval victory at Tenedos.

**THEME I**

Many noble exploits¹ of Roman generals were recorded by Archias.² Not only our triumphs were spread abroad³ by the ability⁴ of this man, but also the glory of the Romans became known.

**PRELECTION**

1. Exploits is equivalent to deeds.
2. What Ablative expresses this phrase?
4. Use proper Ablative.

**THEME II**

Many great and difficult battles which¹ were fought with varied success² on land and sea² shed lustre on Lucullus as well as³ the Romans. To the Romans belongs the praise⁴ of saving many friendly cities from every attack² and from the devouring jaws² of war.
PRELECTION

1. Do not translate which. Cf. passage above.
2. These expressions are translated by the Ablative.
3. "Et . . . et" - as well as.
4. Cicero uses a nice idiom followed by the accusative with infinitive to express this. Cf. passage above.

Carus fuit Africano superiori noster Ennius, itaque etiam in sepulcro Scipionum putatur esse constitutus ex marmore; cujus laudibus certe non solum ipse qui laudatur, sed etiam populi Romani nomen ornatur. In caelum hujus proavus Cato tollitur; magnus honos populi Romani rebus ad Jungitur. Omnes denique illi Maximi, Marcelli, Fulvii non sine communi omnium nostrum laude decorantur.

Ergo illum qui haec fecerat, Rudinum hominem, maiores nostri in civitatem receperunt; nos hunc Heracliensem multis civitatibus expetitum, in hac autem legibus constitutum de nostra civitate ejiciemus?

Nam si quis minorem gloriae fructum putat ex Graecis versibus percipi quam ex Latinis, vehementer errat, propter quae Graeca leguntur in omnibus fere gentibus, Latina suis finibus exiguis sane continentur. Quare si res eae quas gessimus orbis terrae regionibus definiuntur, cupere debemus, quo manuum nostrarum tela pervenerint, eodem gloriam famamque penetrare; quod cum ipsis populis de quorum rebus scribitur, haec ampla sunt, tum eis certe, qui de vita gloriae causa dimicant, hoc maximum et periculorum incitamentum est et laborum.

PRELECTION

ARGUMENTUM: Litterateurs, such as Ennius and others, have been a credit to the fame of the Roman State as well as to the men whose deeds they recorded. In return, our ancestors bestowed citizenship upon such men. If the praise of Roman enterprises is written by Greek authors, our fame is doubled. Such records, too, are an incentive to perform noble deeds.

EXPLICATIO:

Africano: Dative of Reference.
Is: Refers to the statue of Ennius.
Cujus: Latin Relative as connective.
Hujus: "of the present" Cato.
Honos: Another form for Honor, honoris.
Multis civitatibus: Ablative of Agent.
Quis: Cf. Chap. I, Sect. i.
Fructum - percipi: Acc. with Inf. after putat.
Suis finibus: Ablative of means.
Si definiuntur . . . debemus: Conditional: Cf. H. 106, 1; GLC. 160, 2; B. 302.
Gloriam . . . penetrare: Acc. with Inf. after cupere.  
quo: antecedent is "eodem."  
Pervenerint: Subjunctive in Indir. Disc.  
Quod: Causal. Why the Indicative Mood?  
Cum . . . tum: Temporal. "While . . . at the same time."  
Ipsis populis: Dative of reference.  
De: preposition. "at the risk of."  
Periculorum, laborum: Objective Genitive. H. 130; GLC. 120; B. 200.

SUGGESTIONS FOR CLASS STUDY

Brief discussion of Ennius and his position in Latin Literature.  
Ennius is called the father of Roman Letters. He was born in 239 B.C. and was educated at Tarentum. He had a keen mind and a facile pen. He came to Rome when Andronicus and Naevius were out of the picture. Rome needed a literary man and Ennius filled this gap. He first gave Roman Literature true character and form. He died in 169 B.C.

Identify the Scipios who are mentioned.
Scipiones: The name of an illustrious and wealthy Roman family. Scipio Africanus was a well educated man and patron of letters and arts. He gained renown for his military ability in the African Wars. Hence the added cognomen, Africanus.

Have students find examples elsewhere in history where the exaltation of a great man increases the prestige of the state.
Examples of this would be:
a) Napoleon Bonaparte in France.
b) Queen Victoria of England.
c) George Washington and Abraham Lincoln and others in the United States.

THEME

While many famous men are beloved by us, at the same time we detest those men in power who are selfish and tyrannical. Such love is praiseworthy for the people and beneficial to the State.

PRELECTION

1. How are such temporal clauses translated?  
3. What Latin phrase expresses "those men in power"?  
4. Cupidus, a, um, suarum rerum.  
5. laudis plenus, a, um.
CHAPTER V

Quam multos scriptores rerum suarum magnus ille Alexander secum habuisse dicitur! Atque is tamen, cum in Sigeo ad Achillis tumulum adstitisset: "O fortunata," inquit, "adulescens, qui tuae virtutis Homerus praesconem inve­neris!" Et vere. Nam nisi Ilias illa exstitisset, idem tumulus qui corpus ejus contrexerat nomen etiam obruisset. Quid? Noster hic Magnus, qui cum virtute fortunam adaequavit, nonne Theophanem Mytilenaen, scriptorem rerum suarum, in contione militum civitate donavit; et nostri illi fortes viri, sed rustici ac milites, dulcedine quaad gloriae commoti, quasi particeps ejusdem laudis, magno illud clamore approbaverunt?

Itaque, credo, si civis Romanus Archias legibus non esset, ut ab aliquo imperatore civitate donastur perficere non potuit. Sulla cum Hispanos et Gallos donaret, credo, hunc petentem repudiasset; quem nos in contione vidi­mus, cum ei libellum malus poeta de populo subjecisset, quod epigramma in eum fecisset tantum modo alternis versibus longiusculis, statim ex eis rebus suas tum vendebat jubere ei praeium tribui, sed ea condicione, ne quid postea scriberet. Qui sedulitatem mali poetae duxerit aliquo tamen praemia dignam, hujus ingenium et virtutem in scribendo et copiam non expetisset?

PRELECTION

ARGUMENTUM: Famous men, including Alexander and Pompey, have had men record their deeds. Pompey bestowed citizenship on his historian. Sulla gave citizenship to the Spaniards. He also rewarded poets. Would he have refused Archias who is far superior?

EXPLICATIO:

Quam: Adverb. "how."
Adstitisset: Cum Temporal. Why Subjunctive?
Qui inve­neris: Causal Force: GLC. 157; B. 283, 3.
Civitate dono, donare: "Confer citizenship upon."
Dulcedine quadam: Ablative of Means after commoti.
Magnus clamore: Ablative of L:anner. Why is the preposition omitted?
Si esset ... non potuit (For potuisset): H. 106, Note 3; GLC. 162; B. 304, 3.
Ut ... donarentur: Noun clause of Result depends on perficere.
Cum: Adversative.
Petentem: Participle in agreement. Equivalent of "si petisset."
Quem: Subject of Inf. Jubere in Acc. with Inf. Construction.
Cum: Temporal. Why Subjunctive?
Quod: Causal. Subjunctive because the reason is Sulla's.

Ne . . . scriberet: Negative purpose. For Quid Cf. Chap. I, Sect. i.


Expetisset: Deliberative question in Indirect Disc.

Qui . . . duxerit: Causal force.

SUGGESTIONS FOR CLASS STUDY

Describe briefly the names that occur in the passage and their importance in history.

Alexander III, also called the great, was the son of Philip of Macedon. He was born in 356 B.C. He was educated by Aristotle and became a patron of literary arts. He is well known for his military ability and conquests of the Asian territories, Egypt, and his penetration to the Ganges in his conquest of India.

Achilles was one of the heroes of Homer's Iliad.

Pompey, called the Great, was a famous Roman General. He was born in 106 B.C. His military ability was evinced by his conquests of Spain in 72 B.C. This victory won for him the consulship with Crassus. He subjected the allies in the Mithridatic uprisings in Asia Minor. In 59, he, together with Caesar and Crassus, formed the first Triumvirate. He joined the aristocratic party and incurred the hatred of Caesar who defeated him at Pharsala in 48 B.C. He was later assassinated.

Explain what epigram means.

Epigrams are verses or short poems which end in some witty or ingenious turn. Originally the term was applied to inscriptions engraved on monuments; later it was a concise verse that contained a bitter, or cutting remark.

Explain to what versibus alternis longiusculis refers.

Versibus alternis longiusculis refers to the author's effort to write poetry. Though his effort was not very successful, at least the form of the lines showed poetic imitation of the hexameters of good poets. It was probably elegiac verse form.

Have the students turn the passage from Quem nos to scriberet into Direct Discourse.

THEME I

Theophranes said the soldiers of many great men who are animated by a secret charm for glory approved the bestowing of citizenship on historians just as if they were sharers of the same praise as their masters.
1. Translate by a participle.
2. How does Cicero turn this passage?
3. Use quod introducing a noun clause.

THEME II

The zeal of poor poets is not worthy of any recompense. Sulla ordered that a reward be given to one who had described his praises in verses.

1. Followed by what case?
2. What Ablative expresses this?

Quid? A Q. Metello Pio, familiarissimo suo, qui civitate multos donavit, neque per se neque per Lucullos impetravisset? Qui praesertim usque eo de suis rebus scribi cuperet ut etiam Cordubae natis poetis, pingue quiddam sonantibus atque peregrinum, tamen aures suas dederet.

Neque enim est hoc dissimulandum, quod obscurari non potest, sed praebat nobis ferendum; trahimur omnes studio laudis, et optimus quisque maxime gloria ducitur. Ipsi illi philosophi, etiam in eis libellis quos de contemnenda gloria scribunt, nomen suum inscribunt; in eo ipso, in quo praedicationem nobilitatemque despiciunt, praedicari de se ac nominari volunt. Decimus quidem Brutus, summus vir et imperator, Accius, amicissimi sui, carminibus templorum ac monumentorum aditus exornavit suorum. Jam vero ille qui cum Aetolias Ennio comite bellavit, Fulvius, non dubitavit Martis manubias Musis consecrare. Quare in qua urbe imperatores prope armati poetae nomen et Musarum delubra coluerunt, in ea non debent togati judices a Musarum honore et a poetae salute abhorrere.

ARGUMENTUM: Archias could have gained citizenship through his influential friends; friends who were anxious that their deeds be recorded. This desire of fame is natural to man: some seek it openly; others strive for it by the unconscious efforts of their work. Many have paid tribute to the Muses through the efforts of their poets. We, too, should honor the Muses by bestowing citizenship upon Archias.

EXPLICATIO:
Quid: "Again."
Per se: Accusative of intermediate agent. H. 155; GLC. 7, Note 1.
Impetravisset: Deliberative question.
Usque eo: "To such an extent."
Qui: Causal Force. To whom does the pronoun refer?
Scribi: Supply 'Aliquid'. Acc. with Inf. Which Infinitive?

ut . . . dederet: Result. Usque eo points this out.

Natis . . . somantibus: Participles in agreement. Dative.

Cordubae: Locative Case.

Hoc: Refers to laus and gloria.

Dissimulandum, ferendum: What does the Gerundive express? H. 181-184; GLC. 154, 155; B. 337, 8.

Prae nobis ferendum: 'must be admitted openly'


In eo ipso: 'In the very act.'

Suorum: Agrees with monumentorunm and templorum; i.e., those which he erected.

Carminibus: Ablative of means.


Martis: used instead of "Belli." Alliteration with Musis.

Togati: in contrast with armati.

abhorres: Complement of debent.

SUGGESTIONS FOR CLASS STUDY

Point out the difference between Latin and English idiom after certain verbs, e.g., they desired that they be praised - volunt de se praedicari. Other examples:

1) Purpose in English is expressed by the Infinitive, but never in Latin; e.g.

He came to conquer Gaul.
Venit ut Galliam vinceret.

2) Entreaties and commands in subordinate clauses are expressed by the Infinitive in English, but not in Latin; e.g.

He entreats us to come to his assistance.
Nos obsecrat ut sibi subveniamus.

THEME I

Some generals desire¹ to have their actions commemorated even by poets who utter² them in a dull and barbarous strain. Philosophers, too, in the very case in which they affect to despise all praise,³ actually wish themselves to be talked of and mentioned.

PRELECTION

1. Use Infinitive after cupio or volo.
2. Cicero uses a participle.
3. Cf. passage above before translating.
THEME II

Our desire for praise—a fact that cannot be kept hidden—should not be concealed, but we must openly acknowledge it. All of us are desirous of praise and the best of us are powerfully influenced by a passion for glory.

PRELECTION

1. How is obligation or necessity translated?
2. What Latin idiom does Cicero use here?

Atque ut id libentius faciatis, iam me vobis, judices, indicabo et de meo quodam amore gloriae, nimis acri fortasse verum tamen honesto, vobis confitebor. Nam quas res nos in consulatu nostro vobiscum simul pro salute hujus urbis atque imperi et pro vita civium pro publica gessimus, attigit hic versibus atque incohavit. Quibus auditis, quod mihi magna res et jucunda est visa, hunc ad perficiendum adhortatus sum. N ullam enim virtus aliam mercedem laborum periculorumque desiderat praeter hanc laudis et gloriae; qua quidem detracta, judices, quid est quod in hoc tam exiguam vitae curriculo et tam brevi tantis nos in laboribus exerceamus? Certe si nihil animus praesertiret in posterum, et si quibus regionibus vitae spatium conscriptum est, eisdem omnes cogitationes terminaret suas, nec tantis se laboribus frangeret neque tot curis vigiliisque angaretur nec totiens de ipsa vita dimicaret. Nunc insidet quaedam in optimo quoque virtus, quae noctes ac dies animum gloriae stimulis concitat, atque admonet non cum vitae tempore esse dimittendam commemorandum nominis nostri, sed cum omni posteritate adaequandam.

ARGUMENTUM: Cicero, to persuade the judges, now tells of his own passion for fame which Archias had enkindled in one of his poems. Love of fame is an incentive which drives human nature to endure many hardships.

EXPLICATIO:
Ut • • faciatis: Why is this Result rather than Purpose? Cicero makes a confession to produce a result.
Verum tamen: One word 'verum tamen'
Acri, honesto: Agree with honoris.
Hic: To whom does this refer?
Quibus auditis: What construction? Also Qua detracta below.
Quod: Causal. Why Indicative?
Ad perficiendum: What other construction could have been used to express the thought?
Laudis et gloriae: Objective Genitive.
Brevi: Also construe with curriculo.
268-269: Subjunctives: Imperfect tenses in Contrary to Fact conditions
in Present time.
Nihil: Accusative after praesentiret.
Quibus etc.: Antecedent is eisdem Regionibus. Relative Clause.
Noctes ac dies: Accusative of Duration of Time.
Stimulis: Ablative of Means.
Admonet: followed by the Acc. with the Inf.
Cum Tempore;
Cum posteritate:} Ablative of Accompaniment. H. 163; GLC. 8; B. 222.

SUGGESTIONS FOR CLASS STUDY

Cicero, here and in the following passages, hints at a future life. Con-
trast his pagan attitude toward trial and suffering with that of the Catholic.
The pagan attitude of life was "Eat, drink, and be merry, for tomorrow
we die." The general concept of pagans toward trial and suffering was that
such effort in living was useless. Their only move in enduring the hardships
of doing noble deeds was the reward of renown that these deeds would bring
them. This desire for fame, then, was the propelling force in the lives of
many great pagans. Without it, they would never have attained the heights
of renown they did.

The Catholic, on the other hand, has a supreme motive to urge him on amid
the trials and sufferings of life, the example of Jesus Christ together with
a certainty of a reward in a future life. Catholics know that there will be
a day of reckoning when the good will be rewarded and the evil will be damned
for eternity. Again they see what Christ has done for love of them. In
their efforts to show appreciation and make a return for the love Christ
showed them, Catholics gladly accept their trials in life, knowing that the
servant cannot be greater than the Master, Jesus Christ.

THEME

Cicero confesses that he himself was filled with the desire for glory in
order that the judges will be influenced more easily. If this desire is not
enkinded by the record of some historian, there is no reason why we should
undertake such great labors.

PRELECTION

1. What particle will you use to introduce this Purpose Clause? Why?
2. Record - translate as "verses."
3. Nihil est quod, etc. Cf. passage above.
CHAPTER VI

An vero tam parvi animi videamur esse omnes, qui in re publica atque in his vitae periculis laboribusque versamur, ut cum usque ad extremum spatum nullum tranquillum atque otiosum spiritum duxerimus, nobiscum simul moritura omnia arbitremur? An statuas et imagines, non animorum simulacra sed corporum, studiose multi summi homines reliquerunt; consiliorum relinquere ac virtutum nostrarum effigiem nonne multo malle debemus, summis ingenii expressam ac politam? Ego vero omnia quae gerebam iam tum in gerendo arbitrabar in orbis terrae memoriam sempiternam. Haec vero sive a meo sensu post mortem a futura est sive, ut sapientissimi homines putaverunt, ad aliquam animi mei partem pertinebit, nunc quidem certe cogitationes quadam speque delector.

PRELECTION

ARGUMENTUM: Will everything we hold dear die with us? Many have left behind statues to claim recognition. We should leave behind effigies of our intellectual ability whether we will be conscious of our fame after death or not.

EXPLICATIO:

Parvi animi: Descriptive Genitive.
Videamur: Why is this Question put in the subjunctive mood?
Ut . . . arbitremur: What tells you what type of clause this is?
Cum . . . duxerimus: Adversative.
Moritura: Supply esse. What form of the verb? What construction?
relinquere: complement of "malle."
Expressam, politam: Construe with effigiem.
Omnia: Object of the infinitives.
Tum in gerendo: "At the time I was doing them."
Sive . . . Sive: "Whether . . . or." H. 106, Note 1; GLC. 164.
Adfutura est: Future participle with est emphasizes the future idea.
cogitationes, spe: Ablatives of cause after delector. H. 166, 1; GLC. 130; B. 219, 1.

SUGGESTIONS FOR CLASS STUDY

Contrast Cicero's view, as well as that of other ancient philosophers, of immortality with the Catholic view.

The majority of the ancients had no concept of immortality at all. They did not philosophize about life. They took it as it was.

Others, however, did delve into the question of why men were here and where they were going. Aristotle, Plato, Pythagoras, Cicero, and many other
ancients have discussed in their works the immortality of the soul. Pythagoras and the majority of the ancient philosophers believed in a transmigration of souls. By this they believed that, at the death of a person, a person's soul would pass into other bodies according to the life that person had led. After death, then, one's soul might pass into the form of a peanut or an ant. Through a period of many years, the soul would advance through the various forms and finally return to God.

Plato, in his Gorgias, developed the concept of immortality that most closely resembles the Catholic idea. After death, according to Plato, comes the judgment. As the tree falls so it lies. The soul retains whatever scars it has developed in life by unjust actions and must go to the prison house for punishment after the impartial judgment by Radymanthus. The scarred souls are divided into the curables and incurables. For the curables, Hades becomes a purgatorial state and they later pass to the Elysium of the blessed. However, Plato's doctrine is tainted with many imperfections.

Cicero tried to imitate Plato in his writings as he was an ardent admirer of Plato. Cicero believed, therefore, in some kind of immortality, but his ideas were vague.

The Catholic view of immortality is a reasoned attitude bolstered by the revelation of God. Man is a composite of body and soul; the former being material, the latter, spirit. When man dies, the material perishes, but the spirit, which God has endowed with the character of immortality, lives on forever. When man dies, he is judged by God Himself according to his actions in life. Only the perfect can enter heaven immediately to enjoy the Beatific vision. Those who have died with grievous guilt on their souls are condemned to eternal punishment; those with partial guilt must first be cleansed in the purifying fires of purgatory. Since, however, the soul is only a part of man, the soul and body will again be reunited on the last day at the Last Judgment to receive either the reward of the blessed or to be condemned to hell depending on how they have lived in the period of trial on this earth.

THEME

We should not be so narrowminded that we cannot recognize the good that other people do. The wisest men believe that my deeds will continue to exercise an influence on some portion of my being.

PRELECTION

1. How does Latin Idiom express this phrase?
2. See second last line of passage above, then translate.

Quare conservate, judices, hominem pudore eo, quem amicorum videtis comprobari cum dignitate etiam vetustate; ingenio autem tanto quantum id convenit existimari, quod summorum hominum ingeniis expetitum esse videatis;
causa vero ejusmodi quae beneficio legis, auctoritate municipi, testimonio Luculli, tabulis Metelli comprobetur. Quae cum ita sint, petimus a vobis, judices, si qua non modo humana verum etiam divina in tantis ingeniiis commendatio debet esse, ut eum qui vos, qui vestros imperatores, qui populi Romani res gestas semper ornavit, qui etiam his recentibus nostris vestrisque domesticis periculis aeternum se testimonium laudis daturum esse profitetur, estque ex eo numero qui semper apud omnes sancti sunt habiti itaque dicti, sic in vestram accipiatis fidem, ut humanitate vestra levatus potius quam acerbitate violatus esse videatur.

PRELECTION

ARGUMENTUM: In a final plea for Archias, Cicero sums up all the reasons why citizenship should be bestowed upon Archias.

EXPLICATIO:

Conservate: What part of the verb? How are commands expressed?

Pudore: Ablative of Description. Antecedent of "Quem."
Cum... tum: Equivalent to "Et... et."

Ingenio, Causa: Like "pudore" Abl. of Descrip. with hominem.

Ejusmodi: Descriptive Genitive.

Videatis, comprobetur: Subjunctives in Characteristic Clauses.

Beneficio legis: To what does this refer?
Cum: Which "cum" is this? How do you know?

Petimus... ut eum... accipiatis: Skeleton around which rest of the sentence hangs.

Qui: Repeated for emphasis.
Recentibus, periculis: Time within which.

Profitoer: Followed by what construction? Where is it?

Ut... videatur: What type of "UT" clause? What tells you?

Humanitate, acerbitate: What use of the Ablative?

Quae de causa pro mea consuetudine breviter simpliciterque dixi, judices, ea confido esse probata omnibus; quae a forensi aliena judicialique consuetudine et de hominis ingenio et communiter de ipso studio locutus sum, ea, judices, a vobis spero esse in bonam partem accepta; ab eo qui judicium exercet, certe scio.

PRELECTION

ARGUMENTUM: Cicero begs that this plea, unusual as it is, move the jurors as it must have moved the judge.
EXPLICATIO:

Quae: Antecedent is "ea."
Pro mea consuetudine: "In accord with my practice."
Confido: Followed by what construction? Also, Spero in second last line of passage above.
Confido ... ea ... quae ... dixi
Spero ... ea ... quae ... locutus sum
Omnibus: What case? Why?
Aliena: "at variance with."
De ipso studio: "About the pursuit of literature itself."
CONCLUSION

In writing a thesis such as this, I have tried to prepare an edition of Cicero's *Pro Archia* in conformity with the norms of the *Ratio Studiorum* of the Society of Jesus.

I have given, therefore, thumb-nail sketches of the thought of each passage, proposed a rather lengthy explanation of the more difficult grammatical uses in the text, and developed themes based on the text which demand a use of the idioms and vocabulary of the Latin author the student has just studied. It is only by using the knowledge which we have acquired that we really retain and understand its value.

As for the prelections, the teacher should always give the *Argumentum* before the selection is read, and the pupils should copy it down immediately. Then the teacher should read the passage as clearly and intelligibly as possible, for it is from hearing someone read the Latin correctly that the student learns to read the Latin as it should be read.

In the *Explicatio*, which is rather lengthy, the teacher should supply only what is absolutely necessary; that is, only those points which cannot be answered by someone or other in the class. In the beginning, it will be necessary for the teacher to give the majority of the *Explicatio*. But, as the students progress, this can become more brief. The teacher should see that as many as possible participate in this unravelling of the grammar, but he should not allow anyone to write. After the passage has been thoroughly
covered, the teacher may require several boys to repeat the Argumentum and as much of the Explicatio as they can recall. When this is finished, he should instruct the class to study the passage for homework.

This procedure should precede every new assignment. On the following day, the students will re-study briefly in class the selection previously assigned. Everyone in the class should be responsible for the reading and the Explicatio of any part of the assignment. When the class has demonstrated a thorough knowledge of the text, the teacher may call on one or several to translate the whole or parts of the lesson, as the Ratio expressly states, si magistro videatur.

The teacher should assign a sentence or two for idiomatic translation. Then he should dictate the theme based on the author, either in whole or in part, and give the short prelection thereon. After this will come the prelection for the next assignment in the author.

Hence it follows, that each evening the pupil will have three things to prepare for the next class: a thorough understanding of the paragraph or two of the author assigned for study, translation of a line or two of the author, and a theme which is based on the text itself which the students have just studied.

In order to make the subject more than a mere notation of the parts of a puzzle which, when correctly assembled, produce a complete thought, I have introduced brief suggestions for class study. The student should attempt not only to sharpen his intellect by precision in the mechanics of studying gram-
mar, but he should also broaden his liberal education by delving into the interesting references the author makes to names, customs, and so on, of his day. The suggestions given are brief because the time allotted to a subject is too limited to cover such facts in detail. However, the suggestions made will arouse the inquisitive instinct of ambitious students.

This thesis is, then, a model of how the student should study the text he is reading so that he may reap the full intellectual training therefrom: a knowledge of order and relation, the ability to assimilate idioms and use them as his own, as well as the broadening of his own intellectual horizons by having come in contact with so great a master in another era of history.
The thesis, "A Model for Pre­lections on the Pro Archia of Cicero", written by Charles Francis Leichtweis, has been accepted by the Graduate School with reference to form and content.

It is, therefore, accepted in partial fulfillment of the requirements for the degree of Master of Arts.