NONUM CAPUT: TERTIUS DIES [rev. 10/9/05]

TAKE: Test 4 EMAIL STUDENTS volunteers to put these on the board: P&R 12-14 --declension of haec virtūs altera, ille tōtus locus, istud studium sōlum

SALVETE/REALITY LATIN

ASSIGNMENTS

TEST 3: take test to class & go over ; usual format; ch 6-8

MONDAY: 1) begin ch. 10/preview

2) **FABULA LATINA ASSIGNMENT:** typed Latin compositions, at least 4 sentences/20 words, various tenses, correct case usage& word order.

3) TERMPAPER TOPIC PROPOSALS DUE. choose a topic relating to your major, minor, your hobbies, or other interests (medicine, law, running, music, etc.). ALL TOPICS, however, MUST BE APPROVED by Dr. LaFleur. These must be typed, double-spaced, and approximately 100 words. Topics should not be too broad, but should have a fairly specific focus, and you should explain your reasons for choosing the topic; e.g., "Roman medicine" would be too broad a topic, but a student planning to become a dermatologist might propose a paper on "skin diseases and their treatment in ancient Rome."

REVIEW

QUESTIONS ON DEMONSTRATIVES/UNUS NAUTA ADJS.? Go over above items on board.

PARVA PROBATIO

TRANSLATIONES

SA 6-9

Martial AD 45-104
(SABIDIUS epigram in ch. 6. ca. 1500 epigrams; satirical; use of names. There were men in ancient Rome called captatores, "grabbers," who practically made an occupation of kissing up to wealthier patrons–esp. those who were old or sick–with an eye to gaining a favorable place in their wills. The character Martial satirizes, Africanus, is himself already a millionaire, but he still is on the lookout for inheritances. Here is a good point at which to introduce "chiasmus," the ABBA word order so often employed by Roman authors to emphasize some contrast; see if your students can find the device in line 2: multis/ind. obj./A–nimis/dir. obj./B :: satis/dir. obj./B–nulli/ind. obj./A.)

Seneca: "the Younger" 4BC-AD 65; Stoic philosopher/essays/epistles, tragedies, APOCOLOCYNTOSIS, tutor to Nero, suicide. force of *istās*. Point out the connection between the vb. **studere** and the related noun **studium,** and note that a true "student" is someone "eager" to learn! If students ask about "**studere** + dat." in the notes, simply remark that there are several vbs. in Lat. that take dat. rather than acc."objs."; a lengthy explanation is not needed, as these verbs are discussed in detail in Ch. 35, which will be quite soon enough even for the most "eager" students!
Totum: Lat. often uses an adj. in the pred., where Eng. would employ an adv.; hence "entirely" is a good option here.

NISUS & EURYALUS: previous reading (Laocoon) was from Book 2 (of 12), this episode comes

from Book 9: Trojans are now in Italy and engaged in a struggle with a native tribe, the Rutulians, who, under the leadership of Turnus, are resisting any accommodation with the Trojans, whom they naturally regard as invaders. On this occasion, while Aeneas is away on a diplomatic mission (seeking aid from the Greek Evander, who had settled on the Palatine), the Rutulians assault the Trojan army, burn some of their ships, and lay siege to the camp. Two close friends, Nisus & Euryalus, young men--perhaps teenagers--devise a plan to break through the enemy camp under cover of night and get word to Aeneas that he must return to rescue his countrymen. Once the plan is approved, the young men wreak havoc in the Rutulian camp, but in the process Euryalus is surrounded, but as Nisus rushes to his rescue, first Euryalus, and then Nisus, is slain.

APERITE HUNC LIBRUM [Groton]; NOLITE APERIRE ILLUM LIBRUM [Wheelock] ET AUDITE ATTENTE.

--Provide context for the story to be read and translated with the following comments IN LINGUA LATINA [ask students to paraphrase/summarize these comments in English--

Vergilius est magnus poēta Rōmānus; scrīpsit magnam fābulam dē bellō Trōiānō. Nōmen huius fābulae est AENEIS. In Aenēide sunt multae fābulae. Ūna fābula dīcit dē Laocoonte et fīliīs et malīs serpentibus; est in secundō librō Aenēidis. Hōdiē aliam fābulam dē bellō Trōiānō habēmus; est in nōnō librō Aenēidis. QUID SIGNIFICAT IN ANGLICA?

In hāc fābulā sunt duo Trōiānī iuvenēs, Nīsus et Euryalus. QUID SIGNIFICAT IUVENIS? [HIC DISCIPULUS EST IUVENIS; ESTNE MAGISTER IUVENIS?] Hī sunt iuvenēs magnae virtūtis. Rutulī sunt populus in Italiā; Nīsus et Euryalus multōs Rutulōs superant. Tum Volcēns, rēx Rutulōrum, illōs iuvenēs videt et multōs Rutulōs contrā illōs dūcit. Rutulī Euryalum superant, et Nīsus amīcum servāre nōn potest; tum Rutulī Nīsum quoque superant. Rutulī Nīsum et Euryalum necant! O miserōs iuvenēs! Ō miseram fābulam!

READ & TRANSLATE STORY. CONCLUDE with reading from Mandelbaum's translation, lines 417-454, and distrib. handout of Mand. 555-97 = Aen. 9.416-49

APERITE HUNC LIBRUM [Wheelock] ET SPECTATE VOCABULARIAM.

TPR: CANDIDA, carpe istum librum, surge et dā mihi istum librum, et dā hunc librum illī discipulō. DIANA, surge et ambulā ad secundam tabulam et dēclīna HOC TEMPUS in singulārī; GEMINE, dēcl. ILLA DISCIPULA in pl. in prīmā tabulā; REGINA, claude iānuam, tum aperī tertiam fenestram, tum ambulā ad HANC [emphasize] tabulam [stand in front of one], scrībe nōmen tuum et dēcl. ISTE MAGISTER in sing.

Vergil *Aeneid* 9.416– 49
Translated by Allen Mandelbaum