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LATIN SERIES; WRITING
LATIN; BOOK TWO-THIRD
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JOHN EDMUND BARSS

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GILDERSLEEVE-LODGE LATIN SERIES

WRITING LATIN

BOOK TWO—THIRD AND FOURTH YEAR WORK

BY

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INTRODUCTION

In writing Latin, the first object should be to secure grammatical exactness. It is always worth while to verify everything about which there may be the slightest doubt; and it is needless to say that nothing diminishes the difficulties of the work so rapidly as the practice of this careful scrutiny.

The next matter of importance is the order of words.¹ The student should strive to obtain clearness by reading his own Latin over, and seeing if he can understand it. Verbs should regularly stand last in their several clauses; it is then easy to give variety by occasionally varying this order.

In compound and complex sentences, the best results will be obtained by avoiding an involved sentence-structure until one has acquired some degree of skill in writing Latin. Thus, if we had to translate the sentence

The townsmen sent envoys to Caesar to beg him for peace,
it would be safer to write

[Oppidani lēgātōs ad Caesarem misērunt] [quī pācem ab eō
petērent],

in which the two clauses are perfectly distinct, rather than

Oppidani lēgātōs ad Caesarem [quī pācem ab eō petērent]
misērunt,

where the purpose clause is contained, as a sort of parenthesis, in the main clause. Furthermore, in the last sentence there are two verbs standing together at the end, which is a serious defect. This may be avoided by arranging the clauses

¹Read carefully G. 671-679; A. 348-346; B. 348-353; H. 663-685.

as in the first example, or by placing some other word than the verb at the end of the first clause. Thus, the last example might be made to end

... qui p̄acem peterent ab eō miserunt.

Latin frequently employs the relative where English prefers a demonstrative, even when there is a subordinating conjunction. The relative must always precede the conjunction. Thus,

Lentulus was brought in, [and] when he saw the Gauls, he was alarmed

is best written

Introductus est Lentulus, quē cum Gallos vidit, perterritus est.

After one has acquired the ability to write clearly and in a normal Latin order, he may give attention to emphasis and style, combining with study of the grammatical rules the reading aloud of Latin with which he is familiar, and the retranslation into Latin of English renderings which have been written out and laid aside for a little time.

WRITING LATIN

BOOK TWO

Section I. Indirect Sentences.

- Lesson I.** Questions, Direct and Indirect.
Lesson II. Statements, Direct and Indirect.
Lesson III. Personal and Impersonal Constructions.
Verbs of Hoping and Promising.
Lesson IV. Review.

LESSON I

QUESTIONS, DIRECT AND INDIRECT.

The references are to the grammars of Gildersleeve and Lodge (G.), Allen and Greenough (A.), Bennett (B.), and Harkness (H.).

Direct Simple Questions: G. 450-452, 454-456, 462-464; A. 171. b, 210. 1, a, c, e, f; B. 162. 1, 2, a, b, c; H. 377. 4, 378 and 2.

Direct Disjunctive Questions: G. 458, 459; A. 211. Remark, and d; B. 162. 4; H. 380 and 1.

Indirect Questions. Sequence of Tenses: G. 460. 1, (a), 2, 461, 467, 509-511, 514, 515; A. 210. 2, 334 with Head-note and a, 285. 1, 2, 286 and Remark, 287. b, 1-3; B. 300. 1, a),

¹ Direct questions employing the subjunctive are treated in connection with the other independent uses of that mood.

Note, b), Note, 4, a, 267. 1-3, 269 and 3; H. 649. II, 1, 2, 650. 1, 2, 651. 1, 542-545.

HINTS.

Sequence of Tenses in Indirect Questions. Note the following points :

(a) In any given dependent clause which takes the subjunctive, only two tenses are possible. The problem is to determine which one of these we shall use.

(b) In writing indirect questions, the tense used in English is a sufficient guide, with one exception.

Thus,

(1) *I do not know why he* $\left\{ \begin{array}{l} \textit{laughs} \\ \textit{is laughing} \\ \textit{does laugh} \end{array} \right\}$, *nesciō quid rideat*
(pres. subj.);

(2) *I did not know why he was laughing*, *nescivi quid ridēret*
(impf. subj.);

(3) *I do not know why he* $\left\{ \begin{array}{l} \textit{laughed (a)} \\ \textit{has laughed (b)} \\ \textit{was laughing (c)} \\ \textit{had laughed (d)} \end{array} \right\}$, *nesciō quid*
riserit (perf. subj.);

(4) *I did not know why he had laughed*, *nescivi quid risisset*
(plup. subj.).

In sentences (c) and (d) of the third form we must be on our guard against using the imperfect or pluperfect subjunctive; the PERFECT being the only tense which can be used to express past time when the main verb is primary.

(c) Note the various English equivalents for the periphrastic future. Thus,

Interrogāvi quid factūrus esēs

might mean *I asked what you* $\left\{ \begin{array}{l} \textit{were going to do,} \\ \textit{were about to do,} \\ \textit{were likely to do,} \\ \textit{intended to do,} \\ \textit{would do, etc.} \end{array} \right.$

EXERCISE 1.

1. What in-the-world are you doing? 2. I don't know what you are doing. 3. I didn't know what you were doing. 4. What plan (12) have they formed? 5. I will tell you (6) what plan they have formed. 6. Did you not know what plan they had formed? < 7. How long will you endure this? 8. Do you know how long they are going to stand this? 9. Didn't you ask me how long they would endure the effrontery of this [man]? 10. Are you more disturbed by the people's alarm (28), or by the armed force on the Palatine at night (nightly garrison of the Palatine)? 11. Is-it-possible-that (num) these children do nothing at all against their will? 12. Didn't you ask me whether they did nothing against their will? 13. Do you believe me (6. b) or not? 14. Why do you ask whether I believe you or not? 15. I asked you, not whether you believed me, but whether you intended to listen to (would hear) me. 16. Those who do nothing against their will do not know what true liberty is. 17. We shall be asked if (num) we know what true liberty is. 18. We shall be asked whether we ever knew what true liberty was. 19. What harm will the country suffer? 20. Did you ask what harm the country had suffered, or [what harm it] would suffer?

CONNECTED PROSE.

Cicero the consul asked Catiline in the senate (15. a) whether he was utterly indifferent to (was nothing moved by) the people's alarm. Catiline said many things to him in reply (to whom Catiline replied many [things]), and

¹ Figures in parentheses () refer to the summary of the syntax of Book One, found on p. 106; words in parentheses are explanatory; words in square brackets [] should be omitted in translating.

asked what decree the senate had passed (what the senate had decreed) against him (~~se~~). But the consul could not endure such effrontery (which effrontery the consul did not endure), and drove Catiline (*ille*) from the city.

LESSON II

STATEMENTS, DIRECT AND INDIRECT.

Moods in Indirect Discourse: G. 648-650 ; A. 335, 336. 1, 2 ; B. 313, 314. 1 ; H. 641, 642.

Tense of the Infinitive: G. 530, 531 ; A. 336. a, 288. f ; B. 270. 1, a), b), c), 3, a, 317 and a ; H. 617-620.

Tense of the Subjunctive: G. 509. 1, 510 and Remark ; A. 336. b, 285. 1, 2, 286 and Remark, (a), (b), 287. b ; B. 267. 1-3, 268. 1, 2, 269. 1, 3 ; H. 542-545.

Pronouns: G. 520-523, 660, 1-4 ; A. 195. 1, 196. a, 1, 2, h, i ; B. 244. 1, I, II, a, 5 ; H. 645 and 1.

HINTS.

Indirect Discourse. English has two forms of indirect quotation :

- (a) *We know that this is true*, and
- (b) *We know this to be true*.

Latin employs only one of these, the second. Thus,

Scimus hōc esse vērū.

The easiest and surest way to write sentences of the indirect form is to recast them in the form of (b), above. In this way the second sentence of Exercise II becomes

The consul says himself to be afraid, etc.,

which can be translated directly into Latin.

Tense of the Infinitive. The present infinitive of Latin