

Temporal, Causal, Concessive Clauses; Conditional Clauses



Nicolò Barabino (1832–1891) presents Columbus on board ship with maps and charts displayed as he explains the journey.

MEMORĀBILE DICTŪ

Nāvigāre necesse est; vīvere nōn est necesse.

“It is necessary to sail; it is not necessary to live.”

This is the Latin version of a phrase attributed to the first century BCE Roman general Pompey by the Greek author Plutarch, who lived in the late first and early second centuries CE. Though Plutarch wrote in Greek, Pompey presumably said these words in Latin to his soldiers, when exhorting them to complete a mission of supplying grain in very dangerous conditions.

READING

The Spanish priest Juan Ginés de Sepúlveda (1494 CE–1573 CE) came from a well-to-do family and decided on a career as a scholar while still a young man. Like several prominent intellectuals of his time, he traveled to Italy for his training in literature and philosophy, and it was there that he seems to have perfected his excellent Latin style. At the University of Bologna, which he entered in 1515, he began the challenging project of producing more accurate Latin translations of Aristotle’s works; his efforts in this field were held in such high regard that in 1526 he was named the official translator of Aristotle for the Papacy. Upon his return to Spain he served as advisor to Charles V, King of Spain and Holy Roman emperor, who in 1550 convened a council of jurists, theologians, and prominent churchmen at Valladolid to consider the legal basis for the Spanish to subjugate the indigenous peoples in America. At this congress, Sepúlveda upheld the right of the Spanish empire not only to subdue and subjugate the natives of the New World, but also to convert them to Christianity. He applied the concept of “natural slavery” as expounded by Aristotle in his *Politics*. Claiming that these peoples were by nature incapable of rational government and best suited for physical labor, he argued that it was better for them to be ruled by humans naturally adapted to ruling, namely the Europeans. Bartolomé de las Casas, a Dominican friar, opposed Sepúlveda’s arguments and upheld the rights of the indigenous peoples, maintaining that they should be free individuals subject to Spanish government, like those who resided in Spain itself. Sepúlveda elaborated his argument for Spanish enslavement of native Americans in a dialogue entitled *Dēocratēs alter, sive dē iūstīs bellī causīs apud Indōs* (*The Second Democrates or On the Just Reasons for War in the Case of the Indians*).

In the passage below, adapted from Book 1 of his historical work *Dē orbe novō* (*On the New World*), Sepúlveda tells how close the expedition of Columbus, sponsored by the Spanish King and Queen, almost came to being abandoned. Columbus is called by the Latinized name *Colōnus*.

DĒ ORBE NOVŌ

1 Ex īnsulīs Fortūnātīs nautae Hispānī discesserant cursumque inter
merīdiem et occidentem dīrēxerant. Iam tricēsīmō diē nāvis per vastum
ōceanum ferēbātur necdum ūlla terra est vīsa. Nautae iam spērāre
nōlēbant. Nōn solum dē sorte suā dēspērābant, sed etiam Colōnum
5 temeritātis palam accūsābant. Perīcula illius nāvīgatiōnis sibi vidērī esse
nimis magna dīcēbant; mare esse vacuum; sē nūllam terram cōspicere
posse. “Nisi nōs in Hispāniam statim redūxeris,” inquiunt, “moriēris.”

Cum haec omnia audīvisset, nautās quidem timēre coepit Colōnus,
quamquam dē nāvīgatiōne ipsā numquam dēspērāvit. “Vidēminī,”
10 inquit, “ō nautae, omnem glōriae spem perdere dē vitā vestrā tantum
cōgitantēs. Vītā quoque mea mihi est cāra, quia omnēs hominēs vītā

suam esse cāram putant. Sed haec nāvigātiō est ā rēge probāta. Sī ab
 officiō vestrō discesseritis, quid dē vōbīs in Hispāniā dīcētur? Virīne
 fortēs vocābiminī? Itaque rogō ut hanc meam sententiam audiātis. Per
 15 trēs aliōs diēs exspectāre dēbēbimus. Sī post trēs diēs terram nūllam
 cōspexerimus, cursum mūtābimus et ad Hispāniam nāvigābimus.”

Hīs verbīs mōtī nautae tacuērunt et per trēs aliōs diēs exspectāvērunt.
 Per duōs diēs nāvigābant, nec ūllam terram vīdērunt. Eā autem nocte
 lūmen procul ā nāvibus positum vīdit nauta. Postquam hoc est factum,
 20 Colōnus et nautae canere coepērunt: “Tē Deum laudāmus!”

READING VOCABULARY

canō, ere, cecinī, cantum – to sing

***cārus, a, um** – dear

Colōnus, ī, m. – (Christophorus) Columbus

***cum** + *pluperfect subjunctive* – after

cursum, cursūs, m. – course, going

dēspērō, āre, āvī, ātum – to despair

dīrigō, ere, dīrēxī, dīrēctum – to guide, direct, aim,
 send

Hispānia, ae, f. – Spain

Hispānus, a, um – Spanish

***inquiunt** (*plural of inquit*) – they say (*only introducing
 direct speech*)

Īnsulae Fortūnātae, ārum, f. pl. – Canary Islands‡

***morior, morī, mortuus sum** – to die

nāvigātiō, nāvigātiōnis, f. – sea voyage

necdum (*adv.*) – and not yet

***nimis** (*adv.*) – too much

***nisi** (*conj.*) – if not, unless

ō! (*interjection*) – oh!

occidēns, occidentis, m. – west

ōceanus, ī, m. – ocean

***officiū, ī, n.** – duty

***orbis, orbis, m.** – circle; **orbis terrārum** – the earth,
 the world

palam (*adv.*) – openly

***probō, āre, āvī, ātum** – to approve

***quamquam** (*conj.*) – although

***quia** (*conj.*) – because

***quidem** (*adv.*) – indeed

reducō, ere, redūxī, reductum – to lead back

***sententia, ae, f.** – opinion, point of view

***sors, sortis, f.** – lot, fate‡

***spērō, āre, āvī, ātum** – to hope

***spēs, speī, f.** – hope

temeritās, temeritātis, f. – rashness, recklessness

tricēsīmus, a, um – thirtieth

vastus, a, um – empty, vast

*Words marked with an asterisk will need to be
 memorized later in the chapter.

‡Additional information about the words marked with
 the double dagger will be in the **Take Note** section
 that follows the Reading Vocabulary.



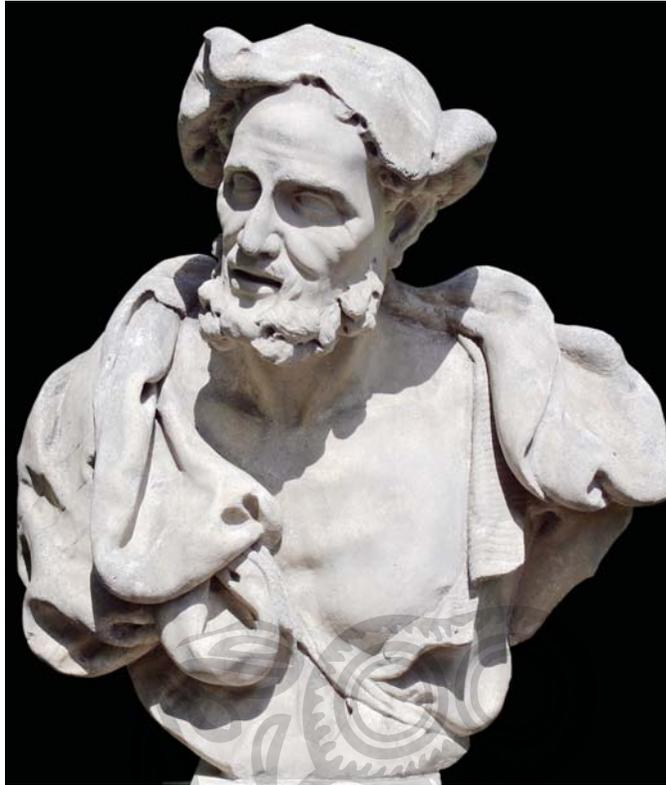
TAKE NOTE

Īnsulae Fortūnātae Literally “Islands Blessed by Fortune,” this phrase refers to the
 Canary Islands.

sors, sortis, f. In the literal sense, this word means a lot that one draws but in a meta-
 phorical sense it refers to fate as in one’s condition in life.

COMPREHENSION QUESTIONS

1. What was the reason for the frustration of Columbus's crew?
2. What did Columbus's crew request?
3. What was Columbus's response and the reason for it?
4. What happened before the third day?



Orazio Marinali (1643–1720), a late baroque sculptor from Venice, sculpted some 150 statues for the Villa Lampertico in Vicenza, Italy. Marinali captures Aristotle as an older man with furrowed brow and wrinkled cheeks. In a characteristic baroque flourish, the robes are a swirl of folds.

LANGUAGE FACT I

TEMPORAL CLAUSES

In the chapter reading passage, you encountered the following sentence:

Cum haec omnia audivisset, nautās quidem timēre coepit Colōnus.

“After he had heard all these things, Columbus began to fear the sailors indeed.”

You already know the conjunction *cum*, which means “**when**” and is used with the indicative. The same conjunction, however, may also be used with the subjunctive, and sometimes means “**after**.”

The conjunction **cum** is used with the **indicative** when it indicates a **general unspecified circumstance** which could occur any time. This **cum** with the **indicative** occurs most often when the tense of the main verb is present and it means “**when**.”

Cum nimis dolēmus, lacrimās fundimus.

“When we feel too much pain, we shed tears.”

The conjunction **cum** with the **imperfect subjunctive** refers to a concrete or specific circumstance in the past during which the action in the main clause occurred. It is translated with “**when**.”

Sometimes a causal meaning of conjunction **cum** is stronger than the temporal one. Then **cum** means “**since**.”

Cum tam diū nāvigārent, nautae cupere coepērunt domum petere.

“Since they were sailing for such a long time, the sailors began to desire to go home.”

The conjunction **cum** with the **pluperfect subjunctive** refers to a concrete or specific circumstance in the past, which occurred before the action in the main clause. In this case **cum** means “**after**.”

Cum lūmen cōspexissent, nautae intellēxērunt sē novam terram invēnisse.

“After they had observed a light, the sailors understood that they had found a new land.”

Look at this list of all the temporal conjunctions you have learned so far. There are quite a few more uses of most of the above-mentioned conjunctions, as well as other temporal conjunctions, which you will learn as you become more experienced in Latin.

Temporal Conjunctions			
Conjunction	Mood/Tense	Meaning	Example
Cum	indicative	when	Cum legimus , discimus. “When we read, we learn.”
Cum	imperfect subjunctive	when	Cum nimis diū legerem , oculi dolēre coepērunt. “When I was reading for a too long time, my eyes began to hurt.”
Cum	pluperfect subjunctive	after	Cum librum lēgissem , alium petīvī. “After I had read the book, I looked for another one.”
Dum	indicative	while	Dum est spēs , spērāre debēmus. “While there is hope, we must hope.”
Postquam	indicative	after	Postquam mē vocāvisti , ad tē vēnī. “After you called me, I came to you.”
Quotiēs	indicative	as often as	Quotiēs tē videō , gaudium mē capit. “As often as I see you, joy seizes me.”
Simul ac	indicative	as soon as	Simul ac verba illa audīvī , timēre coepī. “As soon as I heard those words, I began to fear.”



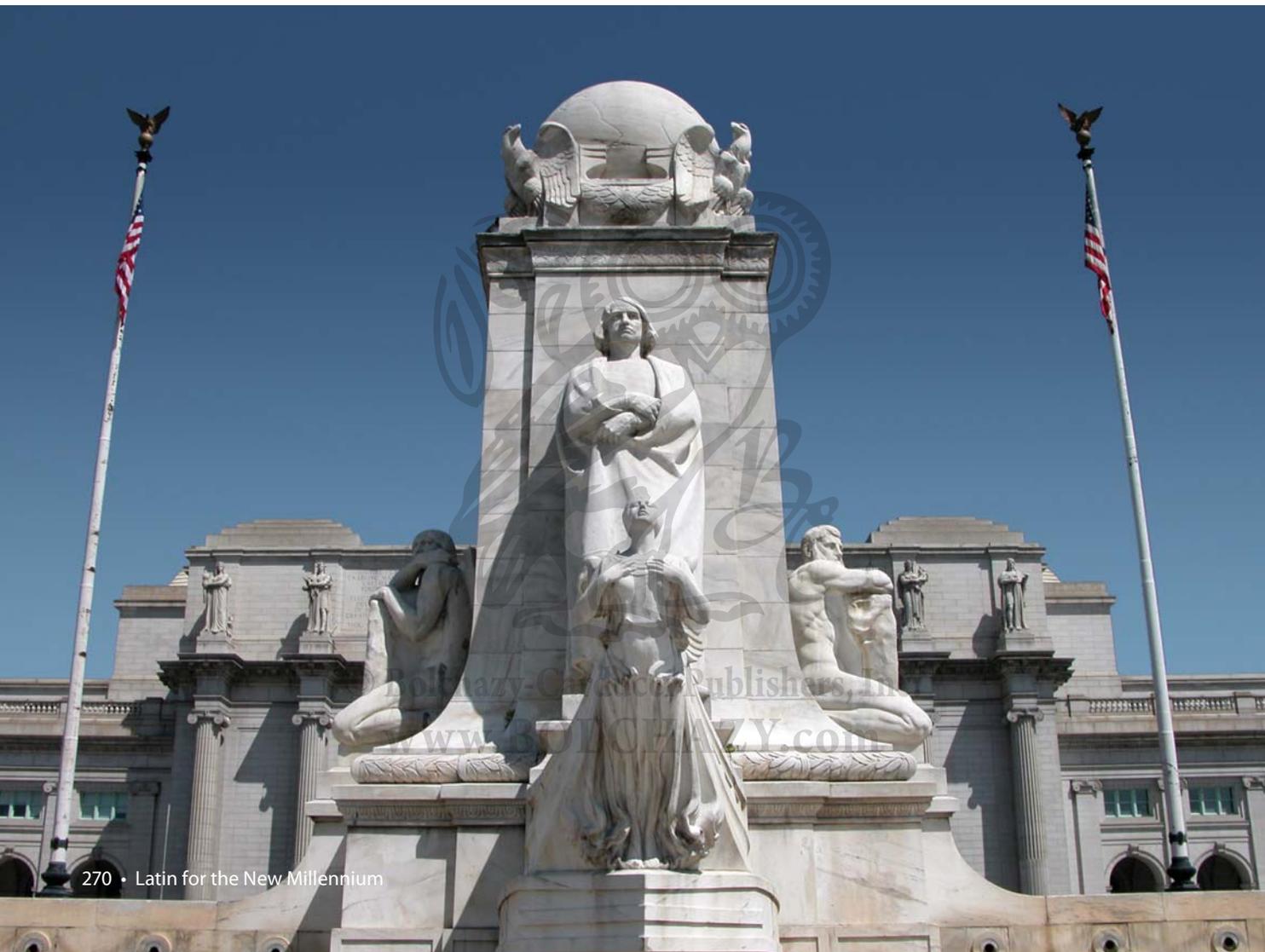
BY THE WAY

When *postquam* occurs in a sentence that talks about an action in the past, it very often introduces a subordinate clause whose verb is in the perfect indicative. Although a pluperfect indicative might be expected since the action of the subordinate clause is necessarily prior to the action of the main clause, Latin uses a perfect indicative in this situation.

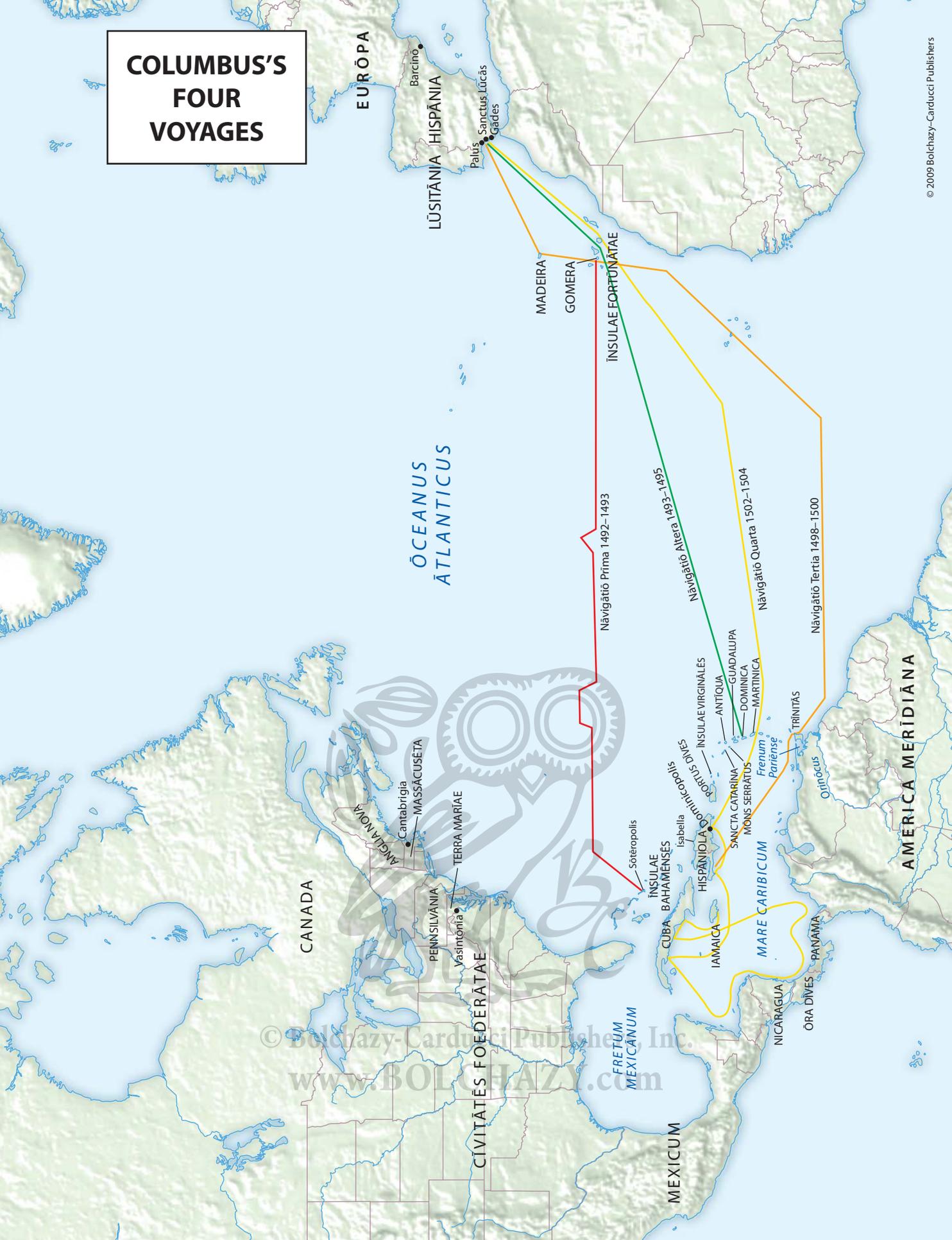
Example:

Postquam mē vocāvistī, ad tē vēnī. “After you called me, I came to you.”

Lorado Taft’s monument stands in front of Union Station in Washington, DC. Columbus faces the US Capitol standing at the prow of a ship whose winged figure represents democracy. He is flanked by images of the Old World, a patriarchal figure, and the New World, a Native American.



COLUMBUS'S FOUR VOYAGES



► EXERCISE 1

Translate into Latin. In some cases, more than one construction will work.

1. As soon as Columbus's opinion was approved, he prepared the ship.
Colōnus, ī, m. – Columbus
2. As often as the sailors thought of their lot, they lost hope.
3. After they did not see anything for a long time, the sailors said, "We shall not die in this ship. Columbus hopes too much."
4. The sailors were not silent; when they were speaking, their anger became greater.
5. "While we are on the ship," said Columbus, "it is not worthwhile to abandon our duty."
6. When people have a strong spirit, they fear least.

VOCABULARY TO LEARN

NOUNS

officium, ī, n. – duty

orbis, orbis, m. – circle

sententia, ae, f. – opinion, point of view

sors, sortis, f. – lot

spēs, speī, f. – hope

ADJECTIVE

cārus, a, um – dear

VERBS

inquiunt (*plural of inquit*) – they say (*only introducing direct speech*)

morior, morī, mortuus sum – to die

probō, āre, āvī, ātum – to approve

spērō, āre, āvī, ātum – to hope

ADVERBS

nimis – too much

quidem – indeed

tamen – however, nevertheless

CONJUNCTIONS

cum + pluperfect subjunctive – after

nisi – if not, unless

quamquam – although

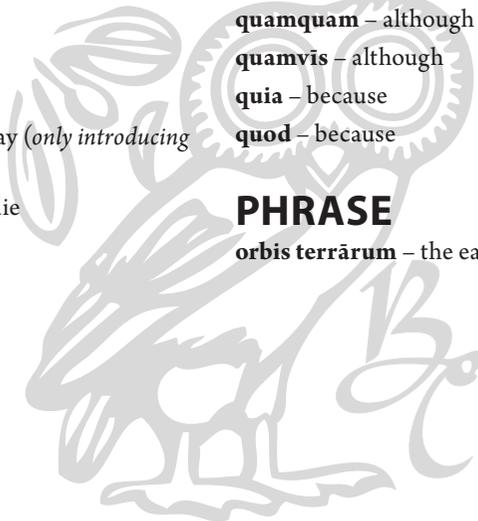
quamvis – although

quia – because

quod – because

PHRASE

orbis terrārum – the earth, the world



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► EXERCISE 2

In the sentences below, find the words derived from the Vocabulary to Learn in this chapter. Write the corresponding Latin word.

1. After his last offense, he is on probation.
2. The office will be closed today.
3. After the last catastrophic events, I am desperate.
4. You should always write complete sentences.
5. We need to sort things out.
6. The Earth's orbit around the sun is elliptical.
7. The governor issued an official statement earlier today.

LANGUAGE FACT II

CAUSAL CLAUSES

In the chapter reading passage, you met the following sentence:

Vita quoque mea mihi est cāra, quia omnēs hominēs vitam suam esse cāram putant.
“My life is also dear to me, because all humans think their lives are dear.”

The subordinate clause beginning with *quia* is causal. It explains why Columbus's life was dear to him.

The two most used causal conjunctions in Latin are *quia* and *quod*. If a causal clause presents the cause as a statement, its verb is in the indicative.

Discimus quia plūra scīre necesse est.
“We learn because it is necessary to know more.”

If a causal clause presents the cause as the thought of a person in the narrative, but **not** necessarily that of the author, its verb is often in the subjunctive.

Ille nōn vēnit quod tempus nōn habēret.
“He did not come because <according to what he said/thought> he did not have (the) time.”

The conjunction *cum* with the subjunctive may also be employed to introduce a causal clause. The causal meaning (rather than temporal or concessive) is typically clear from the context.

Cum mare esset vacuum, nautae spērāre nōlēbant.
“Since the sea was empty, the sailors were unwilling to hope.”

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LANGUAGE FACT III

CONCESSIVE CLAUSES

In the chapter reading passage, Sepúlveda makes this statement:

Nautās quidem timēre coepit Colōnus, quamquam dē nāvīgātiōne ipsā numquam dēspērāvit.

“Columbus began to fear the sailors indeed, although he never lost hope about the voyage itself.”

The subordinate clause beginning with *quamquam* is **concessive**. We call it this, because it states a fact **despite which** the action in the main clause happens or is true. Columbus begins to fear the sailors **despite the fact** that he still does not despair about the voyage.

The two most used concessive conjunctions in Latin are *quamquam*, which is used with the indicative and presents the concession as a fact, and *quamvis*, which is used with the subjunctive and presents the concession as the thought of a person in the narrative, but not necessarily that of the author.

Quamquam iter est longum, ire dēbēbimus.

“Although the trip is long, we will need to go.”

The Columbus Foundation reconstructed Columbus’s favorite ship the Niña to celebrate the quincentary anniversary of the famous voyage of 1492. The Niña, a classic caravel with lateen (triangular) sails for maneuverability, was launched in 1991. The ship travels as a museum and here sails in Morro Bay, California.



Quamvis mēcum venīre nōlīs, hoc tamen facere dēbēs.

“Although you do not want to come with me, nevertheless you have to do this.”

The conjunction *cum* may also be used with a concessive meaning. When *cum* has this meaning, the verb in the subordinate clause it introduces is in the subjunctive, and in the main clause the adverb *tamen* is usually present, so that it is obvious that the meaning of *cum* is not temporal or causal. Here are some examples:

Cum mēcum venīre nōlīs, hoc tamen facere dēbēs.

“Although you do not want to come with me, nevertheless you have to do this.”

Note that in this sentence *cum* has the same meaning as *quamvis* (in the example shown earlier). We can put the same sentence in the past, and the construction will be the same, with only a change in the tenses of the verbs.

Cum mēcum venīre nōllēs, hoc tamen facere dēbēbās.

“Although you did not want to come with me, nevertheless you were obliged to do this.”



BY THE WAY

The presence of the word *tamen* in the main clause often functions as a clue to the reader that a concessive clause may be present.

► EXERCISE 3

Fill in the blanks with the appropriate causal or concessive conjunction. Translate the sentences.

Example: Māter filium cūrat _____ eum amat.

Māter filium cūrat quia eum amat.

The mother takes care of <her> son because she loves him.

1. Colōnus nāvīgābat _____ novam terram quaerēbat.
Colōnus, ī, m. – Columbus
2. Nautae irā sunt captī _____ iam diū nihil cōspiciēbatur.
3. Nautae Colōnum occidere volēbant _____ ille in pericula eōs dūceret.
4. Colōnus ā nautīs tandem nōn occisus est _____ nautae dixerant eum moritūrum esse.
5. _____ nautae exspectāre nōlēbant, tamen dēcrēverunt per trēs diēs exspectāre.
6. _____ trēs diēs essent tempus longum, operae pretium fuit exspectāre.
7. Omnēs tandem maximō gaudiō sunt captī _____ lūmen cōspicere potuērunt.

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LANGUAGE FACT IV

CONDITIONAL CLAUSES

In the chapter reading passage, you saw the following conditional statements.

The sailors threaten Columbus:

*Nisi nōs in Hispāniam statim
redūxeris, moriēris.*

“Unless you lead us back to Spain at once, you will die!”

Then Columbus tries to dissuade the sailors from doing what they desire.

*Sī ab officiō vestrō discesseritis, quid dē
vōbīs in Hispāniā dīcētur?*

“If you abandon your duty, what will be said about you in Spain?”

At last Columbus proposes a deal to the sailors.

*Sī post trēs diēs terram nūllam
cōspexerimus, cursum mūtābimus et
ad Hispāniam nāvīgābimus.*

If we see no land after three days,
we will change course and will sail
to Spain.”

In these three examples, there is a **condition that can be fulfilled in the future**. Something will happen (or not), if something else happens (or not) before it. There is a **future perfect indicative in the subordinate clause** and a **future indicative in the main clause**. In many grammar books, this is called a **future more vivid condition**.

Sometimes the simple future indicative can take the place of the future perfect in the subordinate clause, if both parts of the future more vivid condition refer to events that will happen at the same time in the future.



A seven-meter-tall Christopher Columbus stands atop a forty-meter-high column designed by Rafael Atché (1854–1923) for the *Exposición Universal de Barcelona* held in 1888. The massive monument overlooks the sea and the medieval shipyards. Upon his return to Spain, Columbus reported to Ferdinand and Isabella at Barcelona.

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Other times, however, we want to express what would happen if a certain condition was present which actually is not present. An **unfulfilled condition in the present** is indicated with an **imperfect subjunctive** both **in the main clause** and **in the subordinate clause**. Such conditions are often called **present contrary-to-fact conditions**.

Before spotting the light, the sailors might have said to Columbus:

Sī terram nunc vidērēmus, nōn cuperēmus domum petere.

“If we were seeing land now, we would not want to go home” (but they do not see land and therefore want to go home).

Sometimes we want to express what would have happened, if a certain condition had been present which in fact never existed. An **unfulfilled condition in the past** is indicated with a **pluperfect subjunctive** both **in the main clause** and **in the subordinate clause**. This is a **past contrary-to-fact condition**.

Columbus might have recalled the commitment of the sailors to the king in the following way:

Sī rēx nōs nōn mīsisset, in terrā mānsissēmus.

“If the king had not sent us, we would have remained on land” (but he did send us, and therefore we did not remain on land—and are now at sea).

We have seen above that conditions are called future more vivid when the condition refers to something that **can** be fulfilled in the future. A conditional sentence, however, can also make a much more hesitant statement about the future. In English these are called “should-would” conditions, or **future less vivid conditions**. These are constructed in Latin with the present subjunctive in both clauses. The perfect subjunctive is used in the “if-clause,” and the present subjunctive in the conclusion, if the action in the “if-clause” must definitely happen before that described in the conclusion. We can rewrite the **future more vivid condition** quoted above to make it a **future less vivid** condition—i.e., a less definite statement about future action.

Sī post trēs diēs terram nūllam cōspexerimus, cursum mutēmus et ad Hispāniam nāvīgēmus.

“If we should see no land after three days, we would change course and sail to Spain.”

Finally, a conditional statement that makes a general remark about the present or past is called a **present or past general condition**. In these conditions, as you would expect, the appropriate tense of the indicative (i.e., present, imperfect, perfect, or pluperfect) appears in each clause.

Here is a present general condition.

Sī terram nūllam cōspicimus, timēmus.

“If we see no land, we are afraid.”

And we can easily turn this into a past general condition:

Sī terram nūllam cōspiciēbāmus, timēbāmus.

“If we were seeing no land, we were afraid.”

Type of Conditional Sentence	Subordinate Clause	Main Clause
Future More Vivid	Future Perfect Indicative (or Future Indicative)	Future Indicative
	<i>Sī pecūniam habuerō,</i>	<i>dōnum pulcherrimum tibi parābō.</i>
	“If I have money,	I will prepare for you a very beautiful gift.”
Future Less Vivid	Perfect Subjunctive (or Present Subjunctive)	Present Subjunctive
	<i>Sī pecūniam habuerim,</i>	<i>dōnum pulcherrimum tibi parem.</i>
	“If I should have money,	I would prepare for you a very beautiful gift.”
Present Contrary-to-Fact	Imperfect Subjunctive	Imperfect Subjunctive
	<i>Sī pecūniam habērem,</i>	<i>dōnum pulcherrimum tibi parārem.</i>
	“If I were to possess money,	I would prepare for you a very beautiful gift.” (but I don’t have money and I am not preparing you any gift)
Past Contrary-to-Fact	Pluperfect Subjunctive	Pluperfect Subjunctive
	<i>Sī pecūniam habuissem,</i>	<i>dōnum pulcherrimum tibi parāvissem.</i>
	“If I had possessed money,	I would have prepared for you a very beautiful gift.” (but I did not have money and I did not prepare you any gift)
Present General	Present Indicative	Present Indicative
	<i>Sī pecūniam habeo,</i>	<i>dōnum pulcherrimum tibi parō.</i>
	“If I have money (i.e., if the condition of my having money exists),	I prepare for you a very beautiful gift.”
Past General	Past Indicative	Past Indicative
	<i>Sī pecūniam habēbam,</i>	<i>dōnum pulcherrimum tibi parābam.</i>
	“If I had money (i.e., if the condition of my having money was present),	I used to prepare for you a very beautiful gift.”

The negative of *sī* is *sī nōn* or *nisi*.

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► EXERCISE 4

Write the following conditions in Latin.

1. If you write well, the teacher approves the written thing. (present general condition)
2. If you wrote well, the teacher approved the written thing. (past general condition)
3. If you write well, the teacher will approve the written thing. (future more vivid condition)
4. If you should write well, the teacher would approve the written thing. (future less vivid condition)
5. If you were to write well, the teacher would approve the written thing. (present contrary-to-fact condition)
6. If you had written well, the teacher would have approved the written thing. (past contrary-to-fact condition)

► EXERCISE 5

Identify the type of condition in each sentence. Translate the sentence into Latin.

1. If the sailors had watched the island, they would have hoped indeed.
2. If you (pl.) were thinking about your duty, your point of view would now be different.
3. If this trip had not been approved by the king, we would not have received the ships.
4. If you do not do this, you will die.
5. If we had hope, we would be going to the end of the world.
6. If my lot were better, I would now be with my dear friends.

► EXERCISE 6

Fill in the blanks, using the appropriate conjunctions (choose from *cum*, *dum*, *postquam*, *quamquam*, *quamvis*, *quia*, *quod*, *quotiēs*, *nisi*, *sī*, *simul ac*). Translate the sentences.

1. _____ dē sorte suā miserrimā cōgitārent, Colōnum esse hominem turpem dicēbant.
2. Nautae dē vitā suā timēbant _____ vidēbant sē esse in magnō periculō.
3. “_____ nōs servāveris,” dīxērunt nautae, “tē occidēmus.”
4. “_____ plūra intellegētis,” respondit Colōnus, “ita nōn loquerēminī.”
5. _____ Colōnus turpis nautīs vidērētur, tamen exspectāre dēcrēvērunt.
6. _____ per duōs diēs nihil cōspexērunt, tandem lūmen est vīsum.
7. _____ lūmen cōspexērunt, omnēs intellēxērunt sē novam terram invēnisse.

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An official decree of the government of Guatemala called for a newly designed one centavo coin to celebrate the life of “Fray” Bartolomé de las Casas. The Dominican friar is much respected for his defense of the rights of the indigenous peoples of the Americas.

► EXERCISE 7

Translate the following text adapted from the beginning of Book 1 of Sepúlveda’s *Dē orbe novō*.

Eō annō Colōnus nautam Lūsitanum aegrōtum apud sē accēpit ut ille cūrārētur. Cum nauta Lūsitanus iam prope mortem esset, viam Colōnō aperuit, quā ad terrās novās nāvīgāre licēbat, quia novae illae terrae ā Lūsitanō iam vīsae erant. Colōnus statim intellēxit sē rem maximam audīvisse et illās terrās invenīre cupīvit. Omnēs dicēbant Colōnum auxilium et pecūniam petere dēbere. “Sī rēx,” inquiunt, “hoc cōnsilium probāverit et accēperit, imperium magnum magnumque lūcrum in illis terrīs novīs habēre poterit.”

Colōnus primō Lūsitanōrum rēgem petivit, quod Lūsitanī itinera maritima longa ante aliōs fēcissent. Cōnsilium autem Colōnī ā Lūsitanōrum rēge neglēctum est. Hoc quoque fēcit rēx Britannōrum, quem etiam petiverat Colōnus.

Tandem Colōnus ad Ferdinandum et Isabellam, Hispānōrum rēgem et rēgīnam, venīre dēcrēvit. Rem ā nautā Lūsitanō nārrātam eōs docuit. Quamquam eō tempore rēgēs Hispānōrum bellum magnum gerēbant et pecūniā egēbant, tamen dēcrēverunt trēs nāvēs et paucōs militēs et nautās Colōnō dare. Propter hoc cōnsilium Hispānī imperium novum et magnum habēre poterant.

aegrōtus, a, um – sick

Britannus, a, um – British

Colōnus, ī, m. – Columbus

eō annō – that year

eō tempore – at that time

Ferdinandus, ī, m. – Ferdinand

Hispānus, a, um – Spanish

Isabella, ae, f. – Isabella

Lūsitanus, a, um – Portuguese

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TALKING ABOUT A READING

ABOUT THE FIRST AMERICANS AND UNADAPTED LATIN: ATTICUS AND THE CIVIL WAR

DĒ AMERICĀNĪS PRĪMĪS

Marīa: Placet mihi Latīnē discere quae fuerint rei pūblīcae nostrae initia. Sī Colōnus timuis-
set, fortasse nōs hodiē hāc in terrā nōn habitārēmus.

Mārcus: Multī, quī hanc terram novam post Colōnum petivērunt, perīcula nōn timēbant.
Hī vītam meliōrem et prosperam quaerēbant. Alii fortēs quidem sed invītī (*unwilling*) ductī
sunt, ut essent servī (*slaves*).

Helena: Alii (*some*) vītam bonam, alii (*others*) vītam malam in terrā novā invēnērunt. Sed
omnēs sē ad novās rēs accommodāre (*adapt*) dēbēbant. Multis aliīs in terrīs hominēs in rēbus
vetustis manēre solent nec rēs facile mūtant. Difficilius enim est rēs quās facere solēmus re-
linquere et novās petere. At tantum fortiōribus praemia magna dantur.

Christīna: Bene dicis. Antiquī quoque hoc dicēbant: **fortēs fortūna adiuvat** (*helps*).

Helena: Sī homō labōrēs nōn timet, tandem habēre poterit id quod habēre vult. Nōs quoque
labōrēs timēre nōn dēbēmus. Interdum lingua Latīna difficilis potest vidērī, sed sī tandem
eam bene didicerimus, per tōtam vītam nostram auxiliō nōbīs esse poterit.

Mārcus: Sī igitur nunc volueritis, poterimus plūra dē Atticō legere.

Helena: Legāmus! Nam ex eō librō plūrima ūtilia discere licet.

Marīa: Ita. Quamquam liber est difficilis, mihi tamen placet.



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ATTICUS AND THE CIVIL WAR

CORNĒLIĪ NEPŌTIS ATTICUS, 7

When Atticus was about sixty years old, the Roman state was torn by civil war between the partisans of Julius Caesar and the senatorial party commanded by Pompey. Because of his age, Atticus was exempt from military service. He remained at Rome, and freely gave supplies from his estates to some of his friends who were setting out to war in the service of Pompey, with whom Atticus remained on good terms. But Atticus accepted no rewards or distinctions from Pompey. Atticus's refusal to take an active part in the conflict was very gratifying to Caesar, so that Caesar not only refrained from demanding money from Atticus (which he did demand from other private parties) but he also pardoned his sister's son and Quintus Cicero, who had been followers of Pompey.

- 1 1. Incidit Caesariānum cīvile bellum, cum habēret annōs circiter
sexāgintā. Ūsus est aetātis vacātiōne neque sē quōquam mōvit ex urbe.
Quae amīcīs suīs opus fuerant ad Pompēium proficīscētibūs, omnia ex
suā rē familiārī dedit. Ipsum Pompēium coniūctum nōn offendit. 2.
5 Nūllum ab eō habēbat ōrnāmentum, ut cēterī, quī per eum aut honōrēs
aut dīvitiās cēperant; quōrum partim invītissimī castra sunt secūtī,
partim summā cum eius offēnsiōne domī remānsērunt. 3. Atticī autem
quiēs tantopere Caesarī fuit grāta, ut victor, cum prīvātīs pecūniās per
epistolās imperāret, huic nōn solum molestus nōn fuerit, sed etiam
10 sorōris filiū et Q. Cicerōnem ex Pompēiī castrīs concesserit. Sic
vetere īnstitūtō vītāe effūgit nova perīcula.

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READING VOCABULARY

- 1 **incidō, ere, incidī**, — – to fall upon, happen
Caesariānus, a, um – of Caesar
civilis, civile – civil
circiter (*adv.*) – around
- 2 **sexāgintā** (*numeral*) – sixty
vacatiō, vacatiōnis, f. – freedom, exemption
 from military service
neque (*conj.*) = **nec**
quōquam (*adv.*) – to any place
- 3 **opus est** – is necessary
Pompēius, ī, m. – Pompey
proficiscor, proficiscī, profectus sum – to set
 out, depart
- 4 **rēs familiāris** – estate
ipsum – himself
coniungō, ere, coniūnxī, coniūnctum – to
 connect
offendō, ere, offendī, offēnsūm – to offend
- 5 **ōrnāmentum, ī, n.** – ornament, distinction
cēterī, ae, a – the rest
- 5–6 **aut . . . aut . . .** – either . . . or . . .
- 6 **inivitus, a, um** – unwilling
- 7 **summus, a, um** – highest, utmost
offēnsiō, offēnsiōnis, f. – offense
rēmaneō, ēre, rēmānsī, rēmānsūm – to remain
- 8 **quiēs, quiētis, f.** – rest, quiet
tantopere (*adv.*) – so greatly
Caesar, Caesaris, m. – Caesar
grātus, a, um – gratifying
privātus, ī, m. – private citizen
- 9 **molestus, a, um** – troublesome
- 10 **Q. Cicero (Cicerōnis, m.) = Quintus Cicero**
concedō, ere, concessī, concessum – to allow,
 pardon
sīc (*adv.*) – in this way
- 11 **institūtum, ī, n.** – way, manner
effugiō, ere, effūgī, — – to escape

READING NOTES

- 1 *Incidit Caesariānum civile bellum* The verb *incidit*
 means “happened” and the subject is *bellum*.
- 2 *Ūsus est aetātis vacatiōne* “He used the exemption
 of his age.” A man of sixty years was exempt
 from military service.
- 3 *Quae amīcīs suis opus fuerant* The meaning is
 “Those things which his friends had need of.”
 When a neuter adjective or pronoun is a subject
 of the verb *esse* and the noun *opus, opus* means
 “needed” or “necessary.” The dative case is used
 for the person or people for whom there is need.
- 4 *Ipsūm Pompēium coniūnctum* The phrase means
 “Pompey himself, who was connected <with
 him by friendship>.” Pompey was a Roman
 political and military leader, first an ally, then a
 rival of Caesar.
- 5 *ut cēterī* The phrase *ut cēterī* means “as did the
 others.”
- 6–7 *quōrum partim . . . partim . . .* Here *partim . . .*
partim . . . means almost the same as “some . . .
 others . . .” Adverbs like *partim* can sometimes
 be used so that their meaning approaches that
 of nouns or pronouns. Here, *quōrum* is a parti-
 tive genitive and means “of these.”
- 7 *eius* Translate this genitive pronoun “to him.”
- 7–10 *Atticī autem quiēs tantopere Caesari fuit grāta, ut*
victor . . . nōn solum molestus nōn fuerit, sed etiam
sorōris filiūm et Q. Cicerōnem . . . concesserit The
 word *ut* introduces a result clause. (See Chapter
 14.) *Quiēs* ordinarily means “rest, quiet” but here
 means “quiet life.” “The quiet life of Atticus, on
 the other hand, was so greatly gratifying to Caes-
 ar that as a winner . . . not only was he (Caesar)
 not troublesome to <Atticus>, he also pardoned
 the son of <his> sister and Quintus Cicero.”
 Quintus Cicero, the husband of Atticus’s sister.
- 8–9 *cum privātis pecūniās per epistulās imperāret* Note
 that *imperāret* means “requisition” or “make
 demand for.” With this meaning, the thing
 demanded is in the accusative and the person
 from whom the thing is demanded is in the da-
 tive: “when through letters he was demanding
 money from private people . . .”

QUESTIONS ABOUT THE TEXT

Answer in complete Latin sentences.

1. Quid fēcit Atticus, cum bellum Caesariānum incidisset? Cūr?
2. Quid fēcit Atticus prō amicīs quī ad Pompēium proficiscēbantur?
3. Accēperatne Atticus ōrnāmentum ā Pompēiō?
4. Quid fēcērunt hominēs quī ā Pompēiō ōrnāmenta accēperant?
5. Quid Caesar dē Atticō sēnsit?
6. Quid Caesar prō Atticī familiā fēcit?

DĒ AMERICĀNĪS PRĪMĪS CONTINUED

Marīa: Atticus erat fēlix quia nec Caesar nec Pompēius eī erant hostēs.

Mārcus: At sī Atticus iūnior (*younger*) fuisset, ad bellum īvisset nec potuisset habēre et Caesarem et Pompēium amicōs.

DERIVATIVES

orbis – exorbitant, orb, orbit

sors – assorted, consort, consortium, sorcerer, sorcery, sort

spēs – despair, desperado, desperate, desperation

cārus – caress, charitable, charity, cherish

probō – approbation, approval, disprove, fireproof, improbable, probate, probation, probe, proof, reprobate, reprove, waterproof



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