

**I** **CAME,**  
**SAW,**  
**TRANSLATED**



**AN ACCELERATED METHOD  
FOR LEARNING CLASSICAL LATIN IN THE 21<sup>ST</sup> CENTURY**

Drew Arlen Mannerter



BrownWalker Press  
Boca Raton

*I Came, I Saw, I Translated:*  
*An Accelerated Method for Learning Classical Latin in the 21st Century*

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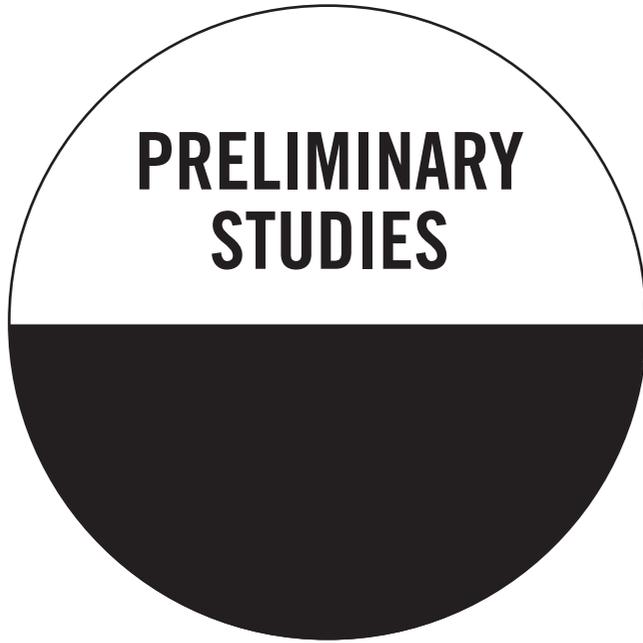
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**PRELIMINARY  
STUDIES**



# INTRODUCTION

## THE TEXT

**T**his text was born out of necessity while I was teaching a one-year sequence of Latin at the College of Saint Scholastica, a small private college in Duluth, MN. In my first years teaching there, I tried several of the major textbooks on the market but found them inadequate for my needs in five main areas. First, all of the texts assumed that students knew English grammar and sentence construction and hence did not bother to define any grammatical terms or explain how sentences are organized. The vast majority of my students do not know the difference between a nominative and accusative or would be incapable of diagramming a simple, let alone complex, sentence. Second, several texts moved too slowly and were not challenging enough in sentence construction or syntax for a college audience. I have only one year to teach Latin and in that year I want students to encounter ablative absolutes, indirect statements, etc. so that they can experience the difficulties and beauty of the original language firsthand. Third, the texts were either composed of adapted Latin or presented individual sentences without a narrative flow. Neither of these methods inspired enthusiasm in the students, who found adapted texts condescending and individual sentences too disjointed. Fourth, my Latin class ended up being an exercise in memorizing charts and words for a full year with no reward in the end; when the students finally had enough tools to read some unadapted Latin, the class was over. Lastly, and most importantly, is the fact that no text dealt with syntax in a clear and comprehensive way. One text was based on grammar, another vocabulary, and another cultural studies, but none of them attempted to present all three of the major facets necessary for understanding any word: form, meaning, and syntax. I learned Classical Greek from Professor Barry Powell, who was himself a graduate of Berkley, and this was the method he used in teaching Greek. My ability to read Greek soared after he introduced this systematic method of learning and I have seen the same results in my students with this method.

The methodology for this text is very simple, as the aim is to get students to read classical Latin and not, as most texts have it, in the future, but from the very first day of study. Therefore, the text

opens with the first chapter of Caesar's *Gallic War*, breaks it down to the level of sentences, then into clauses, and finally individual words. Each word is studied until it is understood through the categories of form, meaning, and syntax. Then, once all the words are worked out, the student can build back up to the levels of clause, sentence, and finally chapter. Hence, this text provides the opportunity for students to grapple immediately with the complexities of the Latin language, as it introduces real Latin and puts not only all of its elegance, but also its difficulties, front and center for students to actively participate in. Indeed, from day one, they are Latinists engaged in the art of translating.

This process can be time consuming to begin with. In fact, I budget 6-7 weeks in the syllabus for the preliminary section and first sentence alone. However, by the end of the first sentence, we have established a solid base of grammar and terminology that pays dividends for the remainder of the year. Speed is not an issue, as students are already reading the actual words of Caesar himself from the very inception of the text.

In this text, I have not attempted to reinvent the wheel. I have stuck to one episode from the *Gallic War* (the Helvetian campaign) despite the lure to skip around in the narrative for a “*Gallic War* greatest hits” approach. The temptation was also there to add in other authors, both poetry and prose. I resisted this as well for two reasons: first, any text that tries to do everything will lose focus and hence continuity and second, because this material is readily available in scores of other texts and so need not be reproduced here. I myself introduce other authors (especially the *Old* and *New Testaments*) for variety after I have finished Part II. I have also not included sections on Roman culture or history, as these are also abundantly available in other texts which can be read concurrently with this text. In Parts I-II, primary texts readings from the *Gallic War* have been included which can be discussed using the guided questions in the Appendix. If the orientation toward Caesar seems too heavy, Roman history and culture can be addressed instead through either other primary text readings (I often teach Virgil's *Aeneid* or Livy's *The Histories*, especially Books 1, 21, and 22) or an introductory textbook on history or culture.

Overall, I have found that students really appreciate the opportunity to experience Latin directly in all its complexity. Their translations are meaningful, as they are actually translating a piece of classical literature which empowers them to make the tough decisions all translators face: word choice, word order, handling subordinate clauses, and all the constructions which are not native to English speakers, such as ablative absolutes, gerundives, etc. Although it may be for only one year, they are Latinists from the very first day of class.

## **Acknowledgements**

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suggestions. Since I did not always follow their sage advice, the text's shortcomings are my own. My wife, Sara, and children, August and Veda, need to be singled out for their patience with a project this time-consuming. Finally, the students at Saint Scholastica, who have endured for many years the numerous revisions of this text, need to be especially thanked. Five years ago, this text amounted to some scribbling on a yellow pad of paper and they patiently suffered its growing pains.

# UNIT 1

## LATIN PRONUNCIATION AND ACCENT GUIDE

Pronunciation: As a general rule, Latin pronunciation is the similar to English. The following rules need to be observed:

### Vowels:

**a** as in *idea*, *part*

**e** as in *net*, *bet*

**i** as in *sit*, *grim*

**o** as in *obey*

**u** as in *foot*, *put*

**y** as in *plume*

**ā** as in *father*

**ē** as in *date*, *they*

**ī** as in *machine*

**ō** as in *holy*, *note*

**ū** as in *boot*, *rude*

### Diphthongs:

**ae** as in *aisle*

**au** as in *out*

**ei** as in *vein*

**eu** as in *e* combined with *oo*

**oe** as in *oil*

**ui** as in *u* combined with *i*

### Consonants:

**b** as *b* except when followed by *s* or *t* when pronounced as *p*, as in **urps** for **urbs**

**c** and **g** are always hard, as in *king* or *get*, never *city* or *gem*

**gn** as *ngn* as in *hangnail*

**s** as in *sea*, not *ease*

**ch**, **ph**, **th** like a hard *c*, *p*, and *t* (neglect the *h* unless one is pronouncing medieval Latin)

**i** followed by a vowel like *y* in *you*

**r** can be rolled

**v** as in *wind*

**z** as in *adze*

Double consonants:

With double consonants, each are pronounced:

**ll** as in *hall-light*, not *taller*

**nn** as in *thin-nosed*, not *dinner*

**pp** as in *hip-pocket*, not *happy*

Practice pronunciation by reading aloud several times slowly the text of Chapter 1 below and then each Latin sentence as the text is worked through.

Accent: Four rules for accent:

1. A word of one or two syllables is accented on the first: **Ro´ma, fi´dēs, tan´gō.**
2. In words of three or more syllables, the penult (last syllable but one, the last is called ultimate), if heavy (long by nature, a diphthong, or a short vowel followed by two consonants or x or z), is accented: **amī´cus, monē´tur, contin´git.**
3. All others are accented on the antepenult (the last syllable but two): **dissociā´bilis, a´lacris.**
4. For the rule of accent with enclitics, see 4.15.

Practice by applying accents to the following words:

**Gallia, partēs, dīvisa, incolunt, Aquitānī, appellantur, īnstitūtīs, lēgibus, differunt, dīvidit, rēs, hūmānitāte, prōvinciae, longissimē, mercātōrēs, commeant, effēminandōs, animōs, pertinent.**

(Distilled from: Allen and Greenough, *New Latin Grammar* and Robin M. Griffin, *A Student's Latin Grammar*.)

# UNIT 2

## THE EIGHT PARTS OF SPEECH

### 1) Nouns

- a noun denotes a person, place, or thing
- 3 types:
  - common, *house, car*; abstract, *justice, goodness*; proper, *John, Ireland*
  - all nouns have:
    - number: singular, *man* and plural, *men*
    - gender: masculine, *man*; feminine, *woman*; neuter, *thing*
    - case:
      - nominative: subject; answers *who?*
      - genitive: possession; answers *whose?*
      - dative: indirect object; answers *to whom?* or *for whom?*
      - accusative: direct object; answers *whom?*
      - ablative: a variety of uses; answers *by/with/from whom?*
  - in English, nouns are normally accompanied by the definite article *the* or the indefinite article *a/an*; there is neither the definite nor indefinite article in Latin

### 2) Verbs

- verbs express action
- verbs have:
  - person: first, *I, we*; second, *you, you all*; third, *he/shel/it, they*
  - number: singular, *I, you, he*; plural, *we, you all, they*
  - tense: present, *I sit*; perfect, *I sat, have sat*; imperfect, *I was sitting*; pluperfect, *I had sat*; future, *I shall sit*; future perfect, *I shall have sat*
  - voice: active, *I hit*; passive, *I am hit*; [deponent]
  - mood: indicative, *I sit*; subjunctive, *may I sit*; imperative, *sit!*; infinitive, *to sit*

3) Adjectives

- adjectives modify nouns and are of two types:
  - attributive: *a good man*
  - predicate: *The man is good*
  - or take the place of a noun, called a substantive: *Many are called, few are chosen. for Many people and few people*

4) Pronouns

- pronouns take the place of nouns as substantives or they are used as adjectives:
  - as a substantive: *I see John. He is nice*
  - as an adjective: *this man*

5) Adverbs

- adverbs modify:
  - verbs: *he danced **rapidly***
  - adjectives: *the **very** slow man*
  - other adverbs: *he danced **too rapidly***

6) Conjunctions

- conjunctions combine words, clauses, or sentences:
  - coordinate conjunctions: *and, or, nor*
  - subordinate conjunctions: *when, while, if*

7) Prepositions

- prepositions introduce prepositional phrases:
  - *into* the house, *with* the man, *from* the garden

8) Interjections

- *Behold! Hey! Oh! Alas!*

# UNIT 3

## SENTENCE CONSTRUCTION

### **SENTENCES:**

A sentence is a group of words that express an idea. A sentence is composed of a *subject*, the thing about which something is asserted, and a *predicate*, that which is asserted about the subject. Thus, in the sentence, *John is wise*, *John* is the subject and *is wise* is the predicate. Sentences can be short, as above, or long and complex, being made up out of numerous *clauses*.

### **CLAUSES:**

Every clause must have a minimum of a subject and verb. There are two basic types of clauses which form sentences. The first is an *independent clause*, meaning that it can form a complete sentence by itself.

Examples: *I see the man. You danced all night. You are wise.*

Although these sentences are complete in themselves, they provide only minimal information. Hence, they are often combined with subordinate clauses to supply more information. An independent clause, when combined with a subordinate clause, is called a *main clause*.

The second type of clause is a *subordinate* or *dependent clause*, meaning that it is always subordinate to, or dependent upon, a main clause. A subordinate clause is introduced by subordinating conjunctions or pronouns: *when, since, while, if, who*, etc..

Examples: *who is nice; when you went to Paris; if you call me.*

The clauses, one independent with one dependent, can now be combined to form more complex sentences.

Examples: *I see the man who is nice. You danced all night when you went to Paris. If you call me, you are wise.*

**SENTENCE CONSTRUCTION:**

Sentences are built out of combinations of independent and dependent clauses. There are four basic types of sentences:

1) **Simple:** A *simple sentence* expresses one thought and contains one subject and one verb.

Examples:

- A) *I see the man.*
- B) *You and I are running.*
- C) *The man is nice.*

Simple sentences can be made more complex with the addition of adjectives, adverbs, prepositional phrases, etc., but, if it contains one subject and one verb, it is still a simple sentence.

Examples:

- A) *I happily see the man standing in the park.*
- B) *You and I are running very quickly through the tangled underbrush growing by the side of the road.*
- C) *A kind and thoughtful man is always nice.*

2) **Compound:** A sentence comprised of two or more simple sentences joined together with coordinate conjunctions (*and, or, nor, etc.*) is called a *compound sentence*. Each clause of the compound sentence is referred to as a *coordinate clause*.

Examples:

- A) *I see the man and I recognize him. (I see the man. / and / I recognize him.)*
- B) *The man either stands in the field or he sleeps in his bed. (The man stands in the field / either ... or / he sleeps in his bed.)*
- C) *I neither know Caesar nor do I like him. (I know Caesar / neither ... nor / do I like him.)*

3) **Complex:** A *complex sentence* is comprised of one simple sentence called a *main clause* and at least one subordinate clause.

Examples:

- A) *I see the man who is nice. (I see the man / who is nice.)*
- B) *When I go to town, I see the man. (When I go to town / I see the man.)*
- C) *When I went to Paris I saw a man whom I like. (When I went to Paris / I saw a man / whom I like.)* Notice that this sentence contains more than one subordinate clause.

4) **Compound - complex:** In a *compound-complex sentence*, subordinate clauses are added to either one or both of the coordinate clauses in a compound sentence.

Examples:

- A) *You call John who is nice and invite him to the party. (one subordinate clause in the first coordinate clause, none in the second)*

B) *I see the man who is nice and I run to him since I love him.* (one subordinate clause in each coordinate clause)

English is a *paratactic* (Greek: *act of placing side by side*) language, meaning that short sentences are generally utilized and subordination is at a minimum. Long, complex sentences are not the normal pattern. Consider these two paragraphs from Bradford Angier's *One Acre and Security*<sup>1</sup>:

- 1) Probably we've never had a generation of people in the United States that was more tense, more high-strung. Every night in this country the public consumes 19 million sleeping pills. As for aspirin, Americans gulp down 11 million pounds a year. Given our present population, this comes out to about 50 headaches apiece per annum. Why not make your move now to escape the anxious sleeping-pill and aspirin mobs?

Aspirins and sleeping pills are not going to cure America's tensions although they may help temporarily. To get at the real source of our anxieties we must find serenity within ourselves.

Here the sentences are short with few subordinate clauses and no coordinate clauses. This short, staccato, type of sentence construction is very common in English. Latin sentences are also paratactic at times. Consider this battle scene from Caesar's *Gallic War*, 7.88<sup>2</sup>:

- 2) Our troops discarded their pikes and got to work with their swords. Suddenly the cavalry was noticed in the rear; other cohorts drew near. The enemy turned to flee; the cavalry met them in flight and a great slaughter ensued. Sedulius, commander and chief of the Lemovices, was killed; Vercassivellaunus the Arvernian was captured alive in the rout; seventy-four war-standards were brought in to Caesar; of the vast host few returned safe to camp.

Latin, in contrast to English, is a *hypotactic* (Greek: *to arrange under*) language, meaning that coordination and subordination are the rule rather than the exception. One of the most difficult hurdles in learning Latin is to become comfortable with long sentences formed by multiple coordinate and subordinate clauses. Very often, the reader must wait until the last word to discover the meaning of a complete sentence (this is called a *periodic sentence*). The emphasis of this textbook is to teach the Latin language learner how to unravel long Latin sentences and make them understandable clause-by-clause. It is not hard to do once the reader has the proper methodology.

Consider this hypotactic sentence from Caesar's *Gallic War*, 7.33<sup>3</sup> which is composed of three coordinate clauses (the three main verbs are underlined) and numerous subordinate clauses. A sentence of this length and complexity is not uncommon in Latin:

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1 Bradford Angier, *One Acre and Security: How To Live Off the Earth Without Ruining It*. Vintage Books, 1972. Page 11.

2 Julius Caesar, *The Gallic War*. Translated by H. J. Edwards. Loeb Classical Library. Harvard University Press. 1986.

3 *ibid.* I edited *attention*. *And* to read *attention*; *and* to make it clear that this is one sentence in the Latin.

- 3) Caesar thought it disastrous to move away from the war and enemy, but at the same time he knew full well what great troubles generally arose from such dissensions; and therefore, to prevent this large state, so closely connected with Rome – a state which he himself had always cherished and by every means distinguished – from resorting to armed violence, wherein the party which had less confidence in itself would seek succors from Vercingetorix, he thought the matter should receive his first attention; and, inasmuch as the laws of the Aedui did not suffer those who exercised the highest office to leave the country, he determined, in order that he might not appear in any way to disparage their rights or laws, to proceed in person into the territory of the Aedui, and summoned all their senate, together with the parties to the quarrel, to join him at Decetia.

At times, however, English can be more complex, but usually only in formal speeches. Consider the following two sentences from George Washington's first inaugural address April 30, 1789<sup>4</sup>:

- 4) All I dare hope is that if, in executing this task, I have been too much swayed by a grateful remembrance of former instances, or by an affectionate sensibility to this transcendent proof of the confidence of my fellow-citizens, and have thence too little consulted my incapacity as well as disinclination for the weighty and untried cares before me, my error will be palliated by the motives which misled me, and its consequences be judged by my country with some share of the partiality in which they originated. Such being the impressions under which I have, in obedience to the public summons, repaired to the present station, it would be peculiarly improper to admit in this first official act my fervent supplications to that Almighty Being who rules over the universe, who presides in the councils of nations, and whose providential aids can supply every human defect, that his benediction may consecrate to the liberties and happiness of the people of the United States a Government instituted by themselves for these essential purposes, and may enable every instrument employed in its administration to execute with success the functions allotted to this charge.

Although President Washington's two sentences seem inordinately long for English, the sentence of Caesar quoted above is not of uncommon length for a Latin sentence. Indeed, one of the tricks to learning Latin is to learn how to disassemble and reassemble these long and complex sentences. When one reads classical Latin prose – Sallust, Cicero, Caesar, Livy – one is reading some of the greatest stylists to put pen to paper but learning how a Latin author constructs sentences is as much a part of learning Latin as learning the grammatical forms.

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<sup>4</sup> *Documents of American History*, Volume 1, Ninth Edition. Edited by Henry Steele Commager. Appleton-Century-Crofts, New York, 1973. Pages 151-152.

# UNIT 4

## THE LIFE AND TIMES OF GAIUS JULIUS CAESAR, 100-44 B.C.

Julius Caesar was born on July 12, 100 B.C. into the old aristocratic Julian family that traced its roots back to Iulus, hence the eponymy *Julian*, and through him to the Trojan founder of the Roman race, Aeneas, and his mother, the Roman Goddess Venus. While the family was a patrician family, it was never very distinguished and the most famous member of his family to the time of Caesar was Gaius Marius, married to Caesar's aunt Julia. Marius had a successful political career, being consul seven times, and military career, highlighted by his defeat of the Cimbri and Teutoni in Gaul in 104 and 102 B.C. His legacy was tarnished by his involvement in a ruthless civil war with Sulla, marking the beginning of the end of the Republic period.

Caesar himself had a typical patrician upbringing, following the usual path to the consulship (**cursus honorum**). He served in the army in Asia in 81 with distinction and won the civic crown (Rome's highest award for courage) by saving a Roman's life in a battle at Mitylene. After two unsuccessful prosecutions in the Roman court, he went to Rhodes to study rhetoric under Antonius Gniphos. On the way, he was captured by pirates and, after being ransomed, hunted down the same pirates and crucified them as he had promised while in captivity. In 68 he was quaestor, a financial officer, in Further Spain and in 65 he was aedile in charge of temples, buildings, markets, and games in Rome. In 63 he was elected pontifex maximus, an important office that oversaw the college of pontiffs and appointment of Vestal Virgins, thereby controlling the state religion. In 62, Caesar became praetor, an annual position elected by the people to oversee issues of justice.

In 61 Caesar was appointed governor in Spain and excelled at the position, both as a diplomat and a military leader, foreshadowing his eventual success as proconsul in Gaul. In 60 he formed the famous "First Triumvirate" with Pompey and Crassus, an unofficial power coalition for mutual advantage: Pompey had prestige, Crassus had money, and Caesar had ambition. In 59 Caesar was elected to the highest office of consul (supreme civil and military magistrates) together with his colleague Bibulus. Caesar so dominated Bibulus that the consulship was jokingly referred to as "the consulship of Julius and Caesar." In the following year after his term

as consul, he was assigned the provinces of Illyricum, Cisalpine Gaul, and Transalpine Gaul as proconsul (governor of a province) for the term March 1, 59 – February 28, 54. In 59 the Triumvirs met at Luca and agreed to a new power arrangement: Pompey and Crassus would be consuls in 55 and Caesar's Gallic command would be extended to the end of February, 49. Caesar spent nine years subduing Gaul and chronicled his achievements in *The Gallic War*. Hirtius, a lieutenant of Caesar, described the last two years in Book 8 of the *Gallic War*. Caesar proved to be a consummate politician, general, and leader who embodied Roman imperialism and the exceptionalist attitudes reflected by that imperialistic culture.

By the time Caesar was on the verge of finishing his command in Gaul in 50, he had made many political enemies back in Rome who wished to see his power and prestige curtailed; he was a very powerful man after the conquest of Gaul and many feared his ambition. Caesar's governorship only ran through 49, after which he would again be a private citizen and hence liable to prosecution by his political enemies. Therefore, he needed to be elected consul for 48 while still governor in order for there not to be a gap in his service. Although Pompey had passed a law which allowed Caesar to stand *in absentia* during his sole consulship in 52, Caesar's political enemies refused to recognize his right to stand for the consulship before giving up command of his armies. Caesar knew that the moment he was a private citizen his enemies, especially Cato, would attack him mercilessly and he would be prosecuted in court. Thus, a stalemate ensued between Caesar and his enemies. The Senate looked to Pompey, the leading aristocrat of his day, for leadership and he finally made the fateful break with Caesar and agreed to lead the senatorial party. Caesar hesitated at the banks of the Rubicon river, the traditional boundary of Rome, and finally crossed with part of his army with the phrase **iacta alea est**, *the die has been cast*. He was now an enemy of Rome.

Caesar's successful prosecution of the war is documented in the three books of his *Civil War*. Book 1 describes the political maneuvering at the outset of the war, the conquest of Italy by Caesar, Pompey's flight from Brundisium to Greece with his army, and Caesar's defeat of Afranius and Petreius in Spain. Book 2 describes the surrender of Massilia and western Spain and the destruction of Curio, a general under Caesar's command, with his entire army in North Africa. Book 3 describes Caesar's crossing to Greece, the blockade of Pompey and defeat of Caesar at Dyrrachium, Caesar's eventual victory at Pharsalus, and finally the flight of Pompey and his eventual death in Egypt. After Caesar's victory over Pompey at the battle of Pharsalus, there were still many enemies, both Roman and non-Roman, to subdue. He campaigned in Egypt to establish Cleopatra on the throne. He defeated Pharnaces, king of Pontus in the East, at Zela and sent home the famous message **vēnī, vīdī, vīcī**, *I came, I saw, I conquered*. He then defeated the Pompeians in Africa at Thapsus in 46 before returning to Rome. He still needed to fight one more battle at Munda in Spain in 45 to finally exterminate the Pompeian party, still led by his old lieutenant Labienus and the two sons of Pompey.

Caesar was eventually stabbed a year after Munda in the Senate house in Rome by a conspiracy of nobles led by Brutus and Cassius on March 15, 44, the Ides of March. No doubt the motives of the conspirators were as mixed as the group who comprised the conspiracy, but one factor certainly led to their decision: fear of Caesar's power. First, in 48 Caesar had been made dictator

for two weeks and then put down the position. After Pharsalus, he was made Dictator for a year, after Zela he was made Dictator for ten years, and he was finally made Dictator for life in 44. He was offered a crown twice at the Lupercalia festival by Mark Antony and refused it when the crowd was less than enthusiastic. He also held one of the two consulships every year. This was too much power in one man's hands and the leading aristocrats were fearful of the Republic becoming a monarchy. Alas, their fears would prove true several years later under the first Emperor, Augustus.

This text will track several weeks in Caesar's life when he was a new commander on the frontier after becoming Proconsul. He will first describe the geography of Gaul (Chapter 1) and then introduce the character Orgetorix, who will incite the Helvetians, a tribe in Southeast Gaul, to migrate (Chapter 2). Although he died before the migration could begin (Chapter 4), the Helvetians do attempt to move West (Chapter 5) and Caesar uses this as an excuse to cross into Gaul and make war. The rest of the text (Chapters 24-28) describes the final battle between the Helvetians and Romans. It is a very typical episode from Roman history at the end of the Republican period; much can be learned from this episode about Caesar, his soldiers, and the Gauls.

This is a very short version of Caesar's rich and colorful life. For further reading, see the works listed in the Bibliography.

# UNIT 5

## SELECT BIBLIOGRAPHY

The secondary literature on Caesar is immense, multi-lingual, and spans many centuries and so this modest bibliography makes no pretension to completeness. The following is a *basic* list of works which are most useful and interesting for studying Caesar as an author, general, and politician. For further bibliography, see the bibliographies included in each work where a wealth of material will be found.

### **Ancient sources:**

The ancient sources on Caesar himself are essential reading and should be read first. The Loeb text is here cited as a base text but any translation may be used.

Appian. *Appian's Roman History*. Vol. 3, Book 2, "The Civil Wars." Translated by Horace White. The Loeb Classical Library, Harvard University Press, 1964. A description of Caesar's campaigns.

Caesar, Gaius Julius. *Alexandrian, African, and Spanish Wars*. Translated by A. G. Way. Loeb Classical Library, Harvard University Press, 1988. Picks up the narrative after the *Civil War* in Egypt through the battle of Munda in Spain. Although attributed to Caesar, it is clearly not written by him.

Caesar, Gaius Julius. *The Civil War*. Translated by A. G. Peskett. Loeb Classical Library, Harvard University Press, 1979. Caesar's version of the civil war.

Caesar, Gaius Julius. *The Gallic War*. Translated by H. J. Edwards. Loeb Classical Library, Harvard University Press, 1986. Caesar's version of the reduction of Gaul.

Dio. *Roman History*. Vol. 3-4. Translated by Ernest Cary. The Loeb Classical Library, Harvard University Press, 1961. A description of Caesar's campaigns.