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INTRODUCTION

PURPOSE

Selections from the Vulgate is designed as a first translation course following the Latin Forms Series or *Henle Latin First Year*. Both focus on developing the grammar knowledge and translation skills necessary to translate original Latin texts, both Classical and Christian. Due to the nature of Jerome's translation, the Vulgate is an excellent place to develop and hone translation skills before proceeding to the Classical Latin of Caesar, Cicero, Vergil, and Ovid. Jerome's translation of the Old Testament is excellent for this purpose, possessing good Latin apart from occasional peculiarities due to its Hebrew original. Plater and White, in their Grammar of the Vulgate, call the Vulgate translation of the canonical Old Testament a "supreme success."[1]

LAYOUT

Each **lectio** (*lesson*) is divided into five sections. The first is the Latin text itself, taken from the Clementine Vulgate, with uncommon words or forms in the footnotes. Second is the Review Vocabulary, which includes words from the Latin Forms Series that should be reviewed and checked for mastery. Third is the Vocabulary to Remember, which includes important words that are new to students. (The Review Vocabulary and Vocabulary to Remember are compiled in a glossary.) Fourth is the Grammar Study, which includes grammar concepts, new and old, which students should devote time to review or learn, using the *Henle Grammar* (GR) references provided. Finally, there are parsing and grammar questions designed to reinforce students' knowledge of the text and check comprehension.

PROCESS

For each **lectio**, students should first read the Latin text, noting familiar forms and obtaining the overall sense. Then, they should study new vocabulary and grammar, devoting time to memorizing the words and concepts. Once this has been studied, they should attempt to write out a relatively literal translation of the Latin text, though also conforming to good English usage. After this has been completed, students should answer the parsing and grammar questions to the best of their ability. Finally, they may check their translation and answers against the *Teacher Key*.

PARSING

When parsing a word, students must first consider what part of speech it is (noun, adjective, verb, participle, infinitive), which will determine what characteristics must be identified in parsing it. For nouns: gender, number, case, and the full dictionary form. For regular verbs: person, number, tense, voice, mood, and 1st principal part. For infinitives: tense, voice, mood, and 1st principal part. For participles: tense, voice, mood, gender, number, case, and 1st principal part. For adjectives: same as nouns, but the parsing will be in large part determined by the noun that it modifies. Examples:

1. **fluminum**: neuter, plural, genitive, **flumen fluminis n.**
2. **amabat**: 3rd person, singular, imperfect, active, indicative, **amo**
3. **mittere**: present, active, infinitive, **mitto**
4. **dictus**: perfect, passive, participle, masculine, singular, nominative, **dico**
5. **omnium** (modifying **fluminum**): neuter, plural, genitive, **omnis omne**

[1] W. E. Plater and H. J. White, *An Introduction to the Study of the Latinity of The Vulgate Bible* (Oxford: Clarendon Press, 1926), 7.

GRAMMAR QUESTIONS

The grammar questions address dependent clause types, case uses, sentence functions, and uses of the subjunctive mood. Each of these questions will test how students understand the grammar of what they are translating and will reinforce the grammatical concepts needed to translate the passage well.

1. **Dependent Clauses:** Being able to identify the type of dependent clause is necessary to translate it.
2. **Case Uses:** A noun's case determines how it may function in the sentence and is essential to translation.
3. **Sentence Functions:** The function of the word in the sentence (subject, direct object, indirect object) will determine the English order of translation.
4. **Uses of the Subjunctive Mood:** Outside of dependent clauses, the subjunctive mood has very specific uses, like the jussive (*let him/them …*), hortatory (*let us …*), etc. It is imperative that students be familiar with these uses and meanings in order to translate them.

DIFFERENCES IN LATE LATIN

The Latin of the Vulgate differs in a few key ways from the Classical Latin that students of the Forms Series or Henle Latin have studied. It is often called Vulgar Latin, which refers to its use as the common dialect spoken among the common people (**vulgus**). Although most authors in this period including Jerome would have used the familiar Classical style in most of their writings, the Vulgate was intended to be read by a wider audience and so was translated into the more widely spoken dialect. This introduction is meant to help students who are beginning to read the Vulgate as they encounter grammar that they have not been taught yet.

Indirect Statement in Late Latin

Students will be familiar with the Classical style of writing indirect statement, using the accusative case for the subject and the infinitive as the verb of the clause. In Late Latin, however, the more common way of expressing indirect statement was to use a conjunction like **quod**, **quoniam**, or **quia**, followed by a standard clause with a nominative subject and a finite verb, often in the subjunctive (especially with **quod**). This is quite similar to the way the conjunction *that* works in English indirect statement (*he said that he was tired*). The accusative with infinitive construction remains important for reading the whole of Latin literature and will occasionally appear in the Vulgate, but it is not the normal way.

Duration of Time in Late Latin

In Classical Latin, the accusative case is used for duration of time, but in Late Latin (and sometimes in Classical Latin), the ablative case is more often used to express duration of time (*he walked for four hours*).

Spelling Variations

Several words have slightly different forms in Late Latin than in Classical Latin. In footnotes and in the vocabulary sections, the Late Latin form will be given and the Classical Latin form noted in parentheses.

> Example (footnote): **arena** = **harena** (CL **harena -ae f.**, *sand*)
> Example (Vocab to Remember): **epistola** (CL **epistula -ae f.**, *letter*)

Ablative of Means with a Preposition

In Classical Latin, the ablative of means is always used without a preposition. In Late Latin, however, the ablative of means can appear with the preposition **in** as a prepositional phrase. The translation is the same.

Compound Verbs

By the time of Late Latin, many common verbs were used primarily in compound form (the verb prefixed with a preposition, e.g., **paro** becomes **praeparo**, both meaning *prepare*). In many cases, the meaning is the same as the uncompounded form as shown above.

OLD TESTAMENT PROSE

LECTIO 1

CREATIO MUNDI, PARS I (Genesis 1:1-8)

1 In principio creavit Deus caelum et terram. 2 Terra autem erat inanis et vacua, et tenebrae erant super faciem abyssi[1] et spiritus Dei ferebatur super aquas. 3 Dixitque Deus: "Fiat[2] lux." Et facta est lux. 4 Et vidit Deus lucem quod esset bona[3] et divisit[4] lucem a tenebris. 5 Appellavitque lucem Diem[5] et tenebras Noctem factumque est vespere et mane, dies unus. 6 Dixit quoque Deus: "Fiat firmamentum[6] in medio[7] aquarum et dividat aquas ab aquis." 7 Et fecit Deus firmamentum divisitque aquas quae erant sub firmamento ab his quae erant super firmamentum. Et factum est ita. 8 Vocavitque Deus firmamentum Caelum et factum est vespere et mane, dies secundus.

[1] **abyssus -i f.,** *abyss, sea*

[2] hortatory subjunctive, translate *Let there be …*

[3] **lucem quod esset bona = lucem esse bonam**

[4] **divido -ere divisi divisus**, *to divide, separate*

[5] verbs of calling often take a second accusative noun, *I call X* (acc. DO) *Y* (2nd acc.)

[6] **firmamentum -i n.,** *firmament, expanse*

[7] **medio** here is substantive, i.e., an adjective acting as a noun

REVIEW VOCABULARY

appello (1), *to address, call*
fio fieri factus sum, *to become, be made, happen*
inanis -e, *empty, void*
principium -i n., *beginning*
vacuus -a -um, *empty*

VOCABULARY TO REMEMBER

mane, adv., *in the morning; morning*
quoque, adv., *also*
super, prep. w/acc., *above, over; concerning*
tenebrae -arum f., *darkness*

THE TRANSLATION PROCESS

Latin does not use the same word order as English, so you cannot simply translate left to right, word by word in many cases. Instead, follow these three rules:

1. Find the main verb (if it's in a dependent clause, it's not the main verb). Parse it.
2. Look for a nominative subject that agrees with the verb in person and number.
3. Look for an accusative direct object (if the verb is active and takes a direct object) and indirect object, if the verb allows, then any prepositional phrases, adverbs, ablative uses (separation, means, agent, etc.).

TRANSLATION

In the beginning God created heaven and earth. However, the earth was void and empty, and darkness was above the face of the abyss, and the Spirit of God was being carried over the waters. And God said, "Let light be made." And light was made. And God saw that the light was good, and He separated the light from the darkness. And He called the light Day and the darkness Night and it became evening and morning, one day. God also said, "Let a firmament be made in the middle of the waters and let it divide waters from waters." And God made the firmament and separated the waters which were under the firmament from these which were above the firmament. And it became so. And God called the firmament Sky and it became evening and morning, the second day.

GRAMMAR STUDY

1. Independent Uses of the Subjunctive, *Henle Grammar* (GR) 511-514; 518-519
   The subjunctive mood, if it is used for the main verb, must have a specific meaning, either a 3rd person command, hortatory, or a wish.
2. Irregular Verb **fio fieri factus sum**, *Henle Grammar* (GR) 362; 366-384
3. Relative Clauses, *Henle Grammar* (GR) 615-622
4. Double Accusative with Verbs of Calling, *Henle Grammar* (GR) 746-747

GRAMMAR QUESTIONS

1. Parse **dixit**.
   3rd p. sg. perf. act. ind. **dico**
2. Parse **esset**.
   3rd p. sg. impf. act. subj. **sum**
3. Parse **abyssi**.
   f. sg. gen. **abyssus -i f.**
4. What is the function of **vacua**?
   predicate adjective
5. What use of the ablative is **tenebris**?
   ablative of separation
6. What type of dependent clause is **quae erant sub firmamento**?
   relative clause

NEW TESTAMENT PROSE

LECTIO 80

JOANNES BAPTISTA VENIT, SECUNDUM MATTHAEUM, PARS I (Matthew 3:1-6)

1 In diebus autem illis venit Joannes Baptista[1] praedicans[2] in deserto[3] Judaeae,[4] 2 et dicens: "Poenitentiam[5] agite: appropinquavit enim regnum caelorum." 3 Hic est enim, qui dictus est per Isaiam[6] prophetam[7] dicentem:

Vox clamantis in deserto:
"Parate viam Domini;
rectas facite semitas[8] ejus."

4 Ipse autem Joannes habebat vestimentum[9] de pilis[10] camelorum,[11] et zonam[12] pelliceam[13] circa lumbos[14] suos: esca[15] autem ejus erat locustae,[16] et mel[17] silvestre.[18] 5 Tunc exibat ad eum Jerosolyma,[19] et omnis Judaea, et omnis regio circa Jordanem;[20] 6 et baptizabantur[21] ab eo in Jordane, confitentes peccata sua.

[1] **Baptista -ae m.**, *Baptizer, Baptist*
[2] **praedico (1)**, *to declare, preach*
[3] **desertum -i n.**, *desert*
[4] **Judaea -ae f.**, *Judaea*
[5] **poenitentia -ae f.**, *repentance, penitence*
[6] **Isaia -ae m.**, *Isaiah*
[7] **propheta -ae f.**, *prophet*
[8] **semita -ae f.**, *path*
[9] **vestimentum -i n.**, *garment, clothing*
[10] **pilus -i m.**, *hair*
[11] **camelus -i m.**, *camel*
[12] **zona -ae f.**, *belt*
[13] **pelliceus -a -um**, *of skins (leather)*
[14] **lumbus -i m.**, *loin*
[15] **esca -ae f.**, *food*
[16] **locusta -ae f.**, *locust*
[17] **mel mellis n.**, *honey*
[18] **silvestris -e**, *wild*
[19] **Jerosolyma -ae f.**, *Jerusalem*
[20] **Jordanes Jordanis m.**, *Jordan River*
[21] **baptizo (1)**, *to baptize*

REVIEW VOCABULARY

ago -ere egi actus, *to do, drive, act, treat*
exeo -ire -ii -itus, *to go out, leave*
regio regionis f., *region*

VOCABULARY TO REMEMBER

circa, prep. w/acc., *around*
confiteor -eri confessus sum, *to admit, confess*
rectus -a -um, *right, straight*

TRANSLATION

However, in those days, John the Baptist came preaching in the desert of Judaea, and saying, "Do repentance, for the kingdom of the heavens has approached." For this is the one who was said through the prophet Isaiah, saying, "The voice of one shouting in the desert, 'Prepare the way of the Lord, make His paths straight.'" Moreover, John himself had clothing from the hair of camels, and a belt of skins around his loins; moreover, his food was locusts and wild honey. Then Jerusalem, and all Judaea, and all the region around the Jordan were going out to him, and they were being baptized by him in the Jordan, confessing their sins.

GRAMMAR STUDY

1. Double Accusative, GR 746

GRAMMAR QUESTIONS

1. Parse **dicentem**.
pres. act. part. m. sg. acc. **dico**

2. Parse **parate**.
pl. pres. act. imper. **paro**

3. Parse **exibat**.
3rd p. sg. impf. act. ind. **exeo**

4. Parse **baptizabantur**.
3rd p. pl. impf. pass. ind. **baptizo**

5. What type of dependent clause is **qui dictus est …** ?
relative clause

6. What use of the ablative is **ab eo**?
ablative of agent