

# STORMY LOVE

## ODES 1.5

### BEFORE YOU READ WHAT HORACE WROTE

#### Introduction

*Odes* 1.5 is a brief, beguiling poem that showcases Horace's succinct style and his interest in issues of time, love, and change. In this ode, sea, fire, and storm combine as images for erotic engagement. Pyrrha, the youth, and the speaker become entangled in a vision of love present, past, and future. While the more specific involvement of the speaker revealed in the final stanza is something of a surprise, his presence is felt from the beginning of the poem where he interrogates the present relationship between Pyrrha and her young man.

Meter: Fourth Asclepiadean

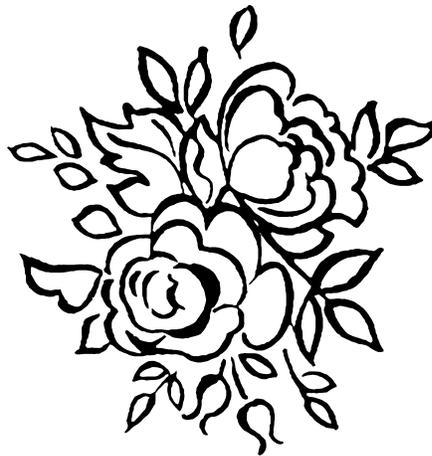


Fig. #2 - *Quis multā gracilis tē puer in rosā/perfūsus  
liquidis urget odōribus/grātō, Pyrrha, sub antrō?*  
(*Odes* 1.5.1–3)

Before translating the Latin poem that follows, answer these questions about the passage. The answers will help you to translate the Latin.

**Line 1 and Line 4.** There are two interrogative words (an interrogative adjective and an interrogative pronoun) in this poem. Which Latin words are they? Which is the adjective and which is the pronoun?

**Line 1.** There are three words in the nominative case in line 1. What are they?

Line 1 contains a prepositional phrase. What three words, including the preposition, make up this phrase? What case does the preposition take?

**Line 2.** “*Perfūsus*” is a perfect passive participle. Remember that participles have case, number, and gender, as well as tense and voice. What case, number, and gender is this participle? What Latin noun does it modify? There are two other perfect passive participles in the poem. What are they? (See lines 6 and 13.)

**Line 3.** Which word is vocative?

**Line 5.** Who is described as “*simplex*”? In coming up with your answer, consider the case of the word.

**Line 6.** There are two conjunctions in this line, “*et*” and “*-que*.” One joins two nouns, the other joins two independent clauses. Which is which?

**Line 9.** The verb “*fruor*” takes the ablative case. Which two words in line 9 are ablative because of this?

The word “*quī*” is a form of the relative pronoun. Relative pronouns agree with their antecedents in number and gender. Their case is determined by their function in their own clause. What number and gender is “*quī*”? How can you tell? Considering its case, how is it functioning in line 9?

**Line 12.** “*Quibus*” is another relative pronoun. Identify its case and number.

**Lines 13–14.** What is the subject of “*indicat*”? If this book did not provide macrons, which other Latin word might you have thought was the subject?

**Line 14–16.** What is the direct object of “*suspendisse*”? What adjective modifies the direct object you have identified?

## HELPING YOU TO READ WHAT HORACE WROTE

Vocabulary	Notes
<p>1. <b>gracilis, -e</b> slender, thin <b>rosa, -ae, f.</b> rose</p>	<p>1. <b>quis</b> interrogative adjective modifying “<i>puer</i>.” Translate “which.” <b>multā . . . in rosā</b> Translate: “amid many a rose” or “among many roses.” This is a primarily poetic usage of “<i>multus, -a, -um</i>” where the singular is used with a singular noun, standing for a plural noun. <b>multā</b> Despite what you may have learned in your beginning Latin textbook, Latin adjectives in Horace often precede their nouns.</p>
<p>2. <b>perfundō, -ere, -fūdī, -fūsum</b> to pour over, fill with <b>liquidus, -a, -um</b> flowing, clear, melodious, liquid <b>odor, odōris, m.</b> smell, odor, perfume</p>	<p>2. <b>perfūsus</b> literally, “having been poured/filled,” more naturally, “drenched” <b>liquidis . . . odōribus</b> ablative of means</p>
<p>3. <b>Pyrrha, -ae, f.</b> Pyrrha, woman’s name <b>antrum, -ī, n.</b> cave, hollow space</p>	<p>3. <b>sub</b> Translate “under, beneath, down in.”</p>
<p>4. <b>flāvus, -a, -um</b> yellow, golden, blonde, auburn <b>religō, -āre</b> tie, fasten behind; untie (occasionally)</p>	

**Making Sense of It**

- 1 ***Quis multā gracilis*** tē ***puer*** in ***rosā***
- 2 ***perfusus*** liquidīs urget odōribus
- 3 grātō, Pyrrha, sub antrō?
- 4 cui flāvam religās comam

## HELPING YOU TO READ WHAT HORACE WROTE

Vocabulary	Notes
5. <b>simplex, simplicis</b> simple, artless, plain <b>munditia, -ae, f.</b> neatness, elegance <b>heu</b> interj. expressing grief or pain, oh, alas <b>quotiens</b> adv. how often	5. <b>munditiis</b> ablative of respect. Translate “in (your) neatness, elegance, etc.” <b>fidem</b> Understand the sense of <i>mūtātōs</i> with <i>fidem</i> as well as with <i>deōs</i> . “Changed faith” equals “faithlessness.”
6. <b>mūtō, -āre</b> to change <b>fleō, flēre, flēvī, flētum</b> to weep for, lament <b>asper, -a, -um</b> fierce, rough	
8. <b>ēmīror, ēmīrārī</b> to wonder at exceedingly, be astonished at <b>insolens, insolentis</b> unaccustomed, excessive	
9. <b>fruor, fruī, fructus sum</b> to enjoy (with abl.) <b>crēdulus, -a, -um</b> credulous, trustful <b>aureus, -a, -um</b> golden, splendid	9. Don’t confuse <b>aureus, -a, -um</b> , adj., “golden splendid,” with <b>aura, -ae, f.</b> , “breeze” (line 11). Can you see the difference in the stems? Some other “ <i>au-</i> ” words to pay attention to are: <b>aurum, -ī, n.</b> , “gold” (the noun), and <b>auris, auris, f.</b> , “ear.”
10. <b>vacuus, -a, -um</b> empty, free, available <b>amābilis, -e</b> lovable, delightful	10–11. “ <b>quī . . . spērat</b> ” introduces a gapped indirect statement. Translate “who hopes (that) you will be . . .”
11. <b>spērō, -āre</b> to hope, hope for, expect <b>nescius, -a, -um</b> ignorant, unaware	11. <b>nescius</b> takes the genitive. Translate “ignorant of . . .”
12. <b>fallax, fallācis</b> deceitful, deceptive	12. <b>miserī</b> Translate “unhappy (are those) . . .”
13. <b>intemptātus, -a, -um</b> untried, unattempted <b>niteō, -ēre, -uī</b> to shine, be radiant with beauty <b>tabula, -ae, f.</b> , board, plank, writing tablet, (votive) tablet	13–14. <b>tabulā . . . vōtīvā</b> ablative of means or location where. Translate “on/by means of . . .”
14. <b>vōtīvus, -a, -um</b> votive, relating to a vow <b>pariēs, parietis, m.</b> wall <b>indicō, -āre</b> point out, show, declare <b>ūvidus, -a, -um</b> wet	
15. <b>suspendō, -ere, -pendī, -pensum</b> , to hang up	
16. <b>vestīmentum, -ī, n.</b> clothes, garments	

## Making Sense of It (CONTINUED)

- 5 (tū) simplex munditiīs? heu quotiens fidem  
 6 mūtātōsque deōs flēbit et **aspera**  
 7 **nigrīs aequora ventīs**  
 8 ēmīrābitur insolens,  
 9 quī nunc **tē** fruitur crēdulus **aureā**,  
 10 quī (**tē**) semper **vacuam**, (**tē**) semper **amābilem** (**futūram** esse/fore)  
 11 spērat, nescius **aurae**  
 12 **fallācis**. miserī (sunt illī), quibus  
 13 intemptāta nitēs. mē **tabulā sacer**  
 14 **vōtīvā pariēs** indicat **ūvida**  
 15 suspendisse **potenti**  
 16 **vestimenta** maris **deō**.

## Keep This Grammar in Mind

## INDIRECT STATEMENT

Remember that **indirect statements** in Latin, i.e., statements introduced by a verb of saying, thinking, etc., use the **accusative/infinite construction**.

For example, "He says that I see you."

In Latin "I" will be in the accusative case and "see" will be in the infinitive. (Dicit, of course, is the verb of "saying" and "tē" is the direct object of the infinitive, "vidēre.")

Dicit mē tē vidēre.

This poem contains two indirect statements (in lines 10–11 and 13–16). One (in lines 13–16) has all of the pieces you would expect to find in an indirect statement (verb of saying, thinking, etc., subject of the indirect statement in the accusative case, and verb in the infinitive). The other (in lines 10–11) is expressed more succinctly, with “understood” subject in the accusative, and verb in the infinitive gapped. This briefer version of indirect statement is not uncommon in Latin, especially when the gapped verb is a form of the verb “to be.” Even the “complete” indirect statement has one feature that may be new to you: the accusative subject of the infinitive comes before the verb of saying, thinking, etc., not after, as you might expect.

Three components of the indirect statement to keep in mind:

- Verb Introducing Indirect Statement
- Subject of Indirect Statement (in Accusative)
- Verb in Indirect Statement (Infinitive)

(Remember that adjectives connected by linking verbs to nouns in the accusative case will also be accusative.)

### Example 1

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quī (tē) semper vacuam, (tē) semper amābilem (futūram esse/fore) / spērat

In this example, the verb that introduces the indirect statement is “spērat,” (with “quī” as its subject).

The subject accusative of the indirect statement is a gapped/understood “tē.”

The verb in the indirect statement is a gapped/understood “futūram esse/fore.”

(The adjectives linked to “tē” are also accusative [*vacuam, amābilem*]).

### Example 2

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In the next example, all of the expected pieces of the indirect statement are there. There is no gapping.

mē tabulā sacer / . . . pariēs indicat ūvida / suspendisse . . . / vestīmenta

In this example, the verb introducing the indirect statement is “indicat” (with *sacer . . . pariēs* as its subject).

The subject accusative of the indirect statement is “mē.” (Note that it comes before the verb introducing the indirect statement and its subject.) Latin writers sometimes place words in first or last position in a sentence for emphasis.

The verb in the indirect statement is “suspendisse.”

(Remember that the infinitive in an indirect statement can take a direct object, hence, *ūvida . . . vestīmenta*.)

**Example 3**

Remember that the tense of the infinitive in an indirect statement is **relative** to the time of the main verb. There are three tenses of the infinitive (present, perfect, future).

He hopes (that) I am hanging up my clothes.  
Spērat mē (mea) vestīmenta suspendere.

He hopes (that) I will hang up my clothes.  
Spērat mē (mea) vestīmenta suspensūrum/suspensūram/esse.

He hopes (that) I have hung up my clothes.  
Spērat mē (mea) vestīmenta suspendisse.

(We have put the English word “that” in parentheses to point out that English has gapping, too! Less formal English often omits this word “that.”)

**Now It's Your Turn****Exercise A**

Translate the following sentences into English and label the appropriate Latin words with a 1, 1a, 2, or 3 to identify their usage:

- 1) the verb introducing the indirect statement and
  - 1a) **its** subject (if expressed)
- 2) the subject accusative of the indirect statement
- 3) the verb of the indirect statement

1. Pariēs indicat mē vestīmenta suspendisse.

Translation: \_\_\_\_\_

2. Pariēs sacer indicat mē suspendisse vestīmenta ūvida.

Translation: \_\_\_\_\_

3. Mē tabulā sacer vōtīvā pariēs indicat vestīmenta suspendisse.

Translation: \_\_\_\_\_

4. Puer spērat tē amābilem futūram esse.

Translation: \_\_\_\_\_

**Keep This Grammar in Mind****VERBS THAT TAKE THE ABLATIVE CASE**

Of course you are familiar with the “**ablative of means.**” One particular variety of this ablative is the use of the ablative with five deponent verbs and their compounds:

ūtor, ūtī, ūsus sum	use, enjoy
fruor, fruī, fructus sum	enjoy, derive pleasure from
fungor, fungī, functus sum	perform, experience
potior, potīrī, potītus sum	get possession of, obtain, possess
vescor, vescī, ---	enjoy, feed on, eat

If you look at the following translations, you can see how the use of the ablative with these verbs is a kind of ablative of means:

Vitā fruor.	I enjoy life. (natural English translation)
	I enjoy myself by (means of) life. (more literal English translation showing the ablative of means)

**Now It's Your Turn****Exercise B**

Choose the correct form to complete the following Latin sentences. Remember, your choice must be ablative. Consult the vocabulary below or at the end of the book if you need to do so. Consider what tense each verb is. (They are all third person singular, indicative mood, as you will see!) Then translate the sentence into English two ways, “naturally” and “more literally.”

1. Puer \_\_\_\_\_ fruitur. (tū, tuī, tē) \_\_\_\_\_
2. Puer \_\_\_\_\_ fruētur. (multīs, multās, multōs) \_\_\_\_\_
3. Puer \_\_\_\_\_ fruēbātur. (Pyrrha, Pyrrham, Pyrrhā) \_\_\_\_\_
4. Pyrrha \_\_\_\_\_ fruitur. (puer, puerum, puerō) \_\_\_\_\_
5. Pyrrha \_\_\_\_\_ fructa est. (aurīs, aura, auram) \_\_\_\_\_

**Stopping for Some Practice****ENGLISH DERIVATIVES**

One way of increasing and developing your Latin vocabulary is by learning English derivatives that come from Latin words you are studying.

Each of the following English words comes from (is derived from) a Latin word from *Odes* 1.5. Use the letters in bold to help you figure out the Latin word. What is the meaning of the Latin word? While you do this exercise, think about ways the English derivative can help you to remember the meaning of the Latin word.

Example:

English derivative	Latin Word	Meaning of the Latin Word
simplicity	simplex, simplicis	simple, artless, plain