Chapter 9

RULE 1: *-ius* is the regular genitive singular ending and *-i* is the regular dative singular ending in pronouns.

I. Grammar

A. What is a Pronoun?

Begin by defining pronouns: "a small group of words used in place of nouns in sentences, where from context it is understood what nouns they replace." Coming from Latin *pro-nomen* ("in place of a noun"), pronouns save us a lot of breath. Consider for a moment where Old King Cole would be without pronouns:

Old King Cole was a merry old soul,
And a merry old soul was Old King Cole,
Old King Cole called for Old King Cole's pipe,
Old King Cole called for Old King Cole's bowl,
Old King Cole called for Old King Cole's fiddlers three.

Pronouns are very common forms in language, and the more common a form the less likely it is to be regularized. Simply put, when a form is heard and spoken many times in a day, it can afford to be irregular, because its irregular forms are constantly reinforced in daily use. Verbs like "be" and "bear" can be irregular because we hear their irregular forms, "was/were/been" and "bore/borne," over and over. If for some reason they were to become uncommon, their irregular forms would, no doubt, quickly degenerate into more predictable forms, " I have be-ed" and "I have bear-ed." Verbs like "to quantize" and "to retroactivate" which are heard infrequently are simply assumed to have regular forms. After all, what good is it to memorize an irregular form for a word one will use once or twice in a lifetime? Therefore, pronouns—common forms in almost all western languages—show multiple irregularities, offering interesting challenges not only to the new student memorizing forms but also the aging linguistics professor explaining word derivations. Consider as a parallel English pronouns many of which retain archaic and irregular forms, for instance, plurals such as *they/these/those*; gendered forms such as *he/she/it*; and those which retain case endings like *his, him, her, its, their, whose,* and *whom*. [*Their* = *they* + *r*, where *r* = the old genitive (plural) ending; cf. *her*, also the German article *der*].

B. The Formation of Latin Pronouns

Review the formation of *hic* and *ille* with the students. Write the forms on the board and have students write the forms in their notes along with you. Say the forms aloud with them and focus on the harder ones to pronounce (*huius*, *huic*). Practicing pronouns out loud is one of the best ways that you can help students memorize these forms. Explain away as many of the seeming irregularities as possible. For example, point out that:

1. The genitive singular ending, *-ius*, is used throughout demonstrative pronoun forms and also in certain substantive adjectives often used as demonstrative pronouns (*solus*, *alius*, *alter*, *ullus*, *nullus*, *totus*, *unus*).
2. Likewise, the dative singular ending *-i* is pervasive in pronoun forms. Students should be careful not to confuse this ending with the identical ending in the genitive singular of second declension.

3. Otherwise, pronouns generally follow first- and second- declension forms, with the following exceptions:
    - a. The *-c* suffix seen in *hic*, *haec*, *hoc* is a deictic particle, a "pointer" of sorts which denotes that the speaker is indicating something nearby, cf. colloquial English "this *here* thing." The endings of the Latin pronoun precede the *-c* marker.
    - b. In the nominative singular masculine, the *-e* ending which shows up in *ille* and *iste* was originally seen also in *hic* where the earlier form was **hec*.
    - c. In the nominative/accusative singular neuter, the distinctive ending *-d*, seen in *illud* and *istud*, is lost in *hoc* because of the addition of the deictic particle: *hod* + *c(e)* = *hoc* (sometimes spelled *hocc* in early Latin).
    - d. In the accusative singular masculine/feminine, ease of pronunciation demands that **hum-c* and **ham-c* become *hunc* and *hanc*. Likewise, when the deictic particle is added to the genitive plural *horum* as archaic Roman authors like Plautus sometimes do, the form becomes *horunc(e)*.
    - e. The long mark over the *-â* in *illâ* and *istâ* (feminine ablative singular) is mandatory! There will, however, be no confusion with the feminine ablative singular *hâc* and other forms of *hichaechoc*, but in the masculine/neuter ablative singular there can be confusion with other forms. Thus, the long mark over the vowel in *hôc* is mandatory, since it can be confused with the neuter nominative/accusative singular *hoc*.
    - f. The nominative/accusative plural neuter *haec* exhibits another deictic particle *-i-* (cf. Greek *hodi* vs. *hode*), inserted before the deictic *-c*: originally **ha/i/c*.

C. Use of Pronouns

Latin has a wider range of demonstrative pronouns (*hic, ille, is, iste*) than English (*this, that*) and uses them in a variety of ways which will seem foreign to most of your students. In much the same way, they will now find it confusing that demonstrative pronouns in Latin are frequently used as substantives (e.g. *hic* = "this man"), even though they have encountered the concept of the substantive before. Stress to them that rather often they will have to derive the "substance" of a demonstrative pronoun from its gender, just as they have learned to do with adjectives.

D. The History of Latin Pronouns

Linguistically, pronouns are a fascinating mess. The Indo-European demonstrative pronoun, **so *sâ *tod*, yielded the Greek article *ho hê to*, as well as an archaic series of accusative pronouns preserved in the writings of the early Latin author Ennius: *som/sam* (sing.), *sôs/sâs* (pl.). The neuter of this Indo-European demonstrative pronoun survived in Latin *tum*, and the locative in *sic* (originally, **seîc(e)* = demonstrative + deictic). The genitive singular ending *-ius* is peculiar to Latin and difficult to explain fully. It may be as simple as Latin added the genitive singular ending *-s* to *-esyo*, the inherited genitive singular pronoun ending, but there is another possible explanation. Plautus has preserved a word *quoius*, *-a*, *-um*, an interrogative adjective meaning "belonging to whom." It's possible that this form replaced the genitive singular of *qui, quae, quod*, which was then misconstrued as *quo-ius*. To this new *quo-* base was added the regular dat. sing. ending *-i*, rendering *quoi* (later, *cui*). These new *-ius* and *-i* endings were then carried over to other pronoun forms.

hic. The base was originally **ghe/o-*, *gha-*. Indo-European *gh-* regularly becomes *h-* in Latin, whereas in English it becomes *g-*; cf. Latin *host-* vs. English *guest*; Latin *(h)anser* vs. English *gander*. The *-d* found regularly in the neuter nominative/accusative singular ending of pronouns disappears in *hoc* (**hodc*), but is maintained in *istud*, *illud*, *aliud*, *quod* and *quid*. In Greek this final *-d* was lost, rendering the familiar omicron ending in the neuter nominative/accusative singular: *to*, *touto*, *auto*, *ekeino*.

ille. The original nominative singular masculine ending was *-o* (cf. Greek *ho*), which in Latin became *-e*. The original base was *oll-*, later changed to *ill-* under the influence of *is*, *iste* and *ipse*. The origin of the form (*ol* + *se*? *ol* + *ne*?) is uncertain.

iste. It may be a compound formed from *is-* prefixed onto the Indo-European demonstrative pronoun **to*.

II. Vocabulary

- ***locus:*** Like *iocus* and *frenum*, *locus* has a plural with variable gender. In Latin, neuter plural forms came to have a sense of collectivity, as they often do in Greek. Therefore, *loca* came to carry the connotation of "places (which are somehow connected with one another), a region," whereas *loci* came to mean "single places (which are separate from others), individual passages in a book." This tendency to treat neuter plurals (ending in *-a*) as collective nouns led to the creation in late Latin of many feminine singular (first declension) abstract nouns (which also end in *-a*—exactly the mistake your students make!) from what were originally neuter plurals, e.g. *gaudia*, whence Ital. *goia*, Fr. *joie*, Eng. *joy*.
- ***hic/ille:*** Unlike English, Latin does not have as strong a sense of "this" being nearby and "that" being far away. Thus, the demonstrative pronoun *hic* is sometimes best rendered "this," sometimes "that." The same is true of *ille*. Likewise, *venire* can betoken both "come" and "go." Besides that, *hic* and *ille* are often used in Latin where we would use third-person pronouns (*he/she/it/they*). In this case, the force of the Latin demonstrative falls somewhere between that of the English simple pronoun (e.g. *it*) and stronger demonstrative forms (e.g. *that*). Context, then, dictates the best translation. Also, *hic* can mean "the latter" (i.e. "this," what's closer to the point where one is now in the sentence) and *ille* "the former" (i.e. "that," what's further up the sentence).
- ***iste:*** Wheelock's attempt to render the derogatory sense inherent in *iste* as "that *. . . of yours*", as in "*that* ridiculous translation *of yours*," can be somewhat misleading, especially if students come to think that there is something innately second person about this pronoun. An expletive might have served better, e.g. "*that darned* cat." I think, however, a teacher of mine had an even better idea: to translate *iste* as "that" and growl, e.g. "*that (grrrr!)* Catiline." This way, you make your point without any second-person implications or implied obscenities, and at the same time give students the pleasure of growling at their teacher. I have never in all my years of teaching had a student refuse to take this opportunity to growl in front of me, if not at me.
- ***alter:*** Its genitive singular supplies the genitive singular of *alius* which by rule should not distinguish between the nominative masculine and genitive singular forms. Why the similar problem didn't bother the Romans in the dative singular, which is identical to the nominative plural masculine form suggests that it was unnecessary to distinguish these forms in context. Students should be encouraged to learn *alius*, even though it's not listed in this chapter's vocabulary. [Originally denoting "two-ness" (see propter, Chapter 5), the *-ter* form supplies the comparative in Greek (e.g. *sophoteros*, "wiser") and is cognate with English *-ther* (e.g. *other*, *neither*). The base *al-* is cognate with Greek *allos* from an original base **aly-*.]
- ***nullus:*** Means "no" as an adjective—as in "Yes, we have *no* bananas!"—not "no" as the answer to a question. Students should memorize *ullus* with *nullus*, even though it's not listed in the vocabulary. [*Nullus* is a contract of *ne* + *ullus*; in turn, *ullus* is a shortened form of the diminutive *unulus*, "one little," cf. the colloquial expression "any old."]
- ***solus:*** The adverb *solum* (formed from the accusative singular form of the adjective) means "merely, only." The formula *non solum . . . sed etiam* ("not only . . . but also") is seen often in Latin.
- ***unus:*** There is a plural for *unus*, e.g. *uni ex omnibus Sequani* (Caesar), which means "the Sequani alone of all (the Gallic tribes)," cf. the English pluralization of "one" to create the pronoun "ones" signifying a group of individuals. [The original form in Latin was *oinos*, cf. Germ *ein*, Greek *oine* (a throw of one in dicing).]
- ***enim:*** A postpositive conjunction often used in an explanatory sense, sometimes ironical.
- ***in:*** Reinforce the different meanings of *in* when its object is ablative or accusative.

III. Sentences

Practice and Review

1. Remind students that genitives tend to follow what they go with; therefore, it's best to construe *huius* with *vitiis*.

1. A word for "man" is not necessary. Encourage students to use *hic* as a substantive.
2. Tell students that "that (courage) of yours" does not involve the second person in any way. Tell them to use *iste* for "that . . . of yours."