

# THE LESSONS BEGIN

## Objective

• to expand students' knowledge of Roman numbers

## The Story

1. We know from Sextus' complaint in Chapter 37 (lines 4-5) that the students have been studying Vergil, as was usual in Roman schools at this level. Chapter 38 opens with a student recounting the adventures of Aeneas as told by Vergil to the point of his arrival in Carthage and his narration of his wanderings to Dido. The classroom dialogue concludes with Marcus reciting the first lines of the second book of the *Aeneid*. In the Roman Life section on p. 113 is a bit of Latin dialogue showing how a Roman grammaticus would teach the first line of the second book of the *Aeneid*.

2. Words to be deduced: Troia (4), Siciliam (7), tempestas (9), Africam (8), Troians (12), and responsum (15).

3. Various minor points of grammar:

a. Note the phrase quis e vobis (2), using the preposition with the ablative instead of a partitive genitive (cf. the familiar unus e discipulis in line 4). The genitive of the personal pronouns is not used in a partitive sense.

b. decem annos (4): accusative of duration of time, indicating "how long."

c. Hesperia (6) (the teacher may have to explain "the land in the West," i.e., to the west of Greece; cf. the cognate vesper, m., or vespera, -ae, f., "the evening," "the west"; all of these words are from a single Greek root *wesp* meaning "western" or "evening").

## Lectio: The Lessons Begin

Refer back to lines 19-24 that constitute the conclusion to the story; these are the first lines of Book II of the *Aeneid*. Refer also to the sententiae above the illustration. Have the students compare and contrast these thoughts and points of view with the point of view expressed in the illustration. Encourage students to read the tales associated with both Dido and Ariadne, and to provide their own interpretations of the behavior of the heroes Aeneas and Theseus, respectively.

There are many legends involving Dido. In the *Aeneid*, Vergil tells of the love affair between Dido, Queen of Carthage, and Aeneas, who meet after his fleet is shipwrecked on her shores. In Vergil's tale, it is Venus who leads Aeneas to Dido, and Mercury who later instructs him to abandon her in order to achieve his destiny.

Illustration p. 110

## Exercises on the Story

Here are two more questions to go with lines 11-17:

De quibus rebus regina in convivio rogabat?

Quos versus Marcus recitare coepit?

7. For a brief account of the wanderings of Aeneas from Troy to Carthage (*Aeneid* III), see *Mythology*, pp. 320-328. This version of the story by Edith Hamilton is very suitable for reading aloud to students in class.

6. The sentence beginning *Aeneas ipse*... (8) is longer than most of the sentences that the students have encountered. It is not complicated, but it will be important that the students tackle it phrase by phrase as it unfolds. The word *cum* may cause a momentary problem. Does it mean "when" or "with"? The students must leave the decision until they have examined the rest of the sentence.

5. Almost everything in the passage from Vergil (*Aeneid* II, 1-3) can be deduced from the translation, but it should be pointed out that *concurrere* = *concurrunt* (3rd person plural, perfect active) *they fell silent*.

b. List... de urbe Troia, de rebus Troianis, de periculis itineris (12-13).

a. Condensed phrase:... *capta et incensa est*. (5)

4. Structures:

f. Note linking qui (15) = "and he."

e. *alter discipulus* (12): here "the next pupil."

ablative of place where, without a preposition.

d. The stock phrase *terra marique* (7) shows an

"Abhinc tres menses primus liber Aeneidis a vobis lectus est. Quis e vobis de Aenea

Omnes pueri in ludum vix ingressi erant cum grammaticus ita coepit:

with narrare potest?"

Cui unus e discipulis respondit: "Urbs Troia a Graecis decem annos obsidebatur, sed tandem capta et incensa est. Effugit e ruinis illius urbis Aeneas, et una cum patre filioque suo et compluribus amicis ex Asia navigavit, nam terram petebat quae Hesperia vocata est. Postquam multa terra marique passus est, ad Siciliam vix venit. Atque ubi e Sicilia profectus est, maxima tempestas naves complures delevit. Aeneas ipse, ad Africam tempestate actus, cum septem modo navibus ad urbem quamdam adventit ubi a regina Didone comiter acceptus ad convivium invitatus est."

Tum grammaticus, "Res optime narrata est. Sed quid in convivio factum est?" Cui alter discipulus, "Regina plurima rogabat de urbe Troia, de rebus Troianis, de periculis itineris. Tandem omnes convivae tacuerunt et Aeneas multa et mira narrare coepit."

Hoc responsum grammatico maxime placuit; qui, "Nunc," inquit, "nos ipsi

audiemus ea quae ab Aenea narrata sunt. Nunc legemus aliquos versus e secundo libro Aeneidis. Age, Marce! Mihi recita illos versus!"

Marcus igitur ita recitare coepit:

Contere omnes // Intellige ora tenebant.  
 Inde toto // pater Aeneas // sic orsus ab alto:  
 "Infandum, // regina, // iubes // renovare // dolorem."

N. B. The above three poetic lines from the Aeneid are written in dactylic hexameter. The meter is as thus:

— — — — —  
 — — — — —  
 — — — — —  
 — — — — —  
 — — — — —  
 — — — — —

In this meter, note that there is a pause after the 1st syllable in the 3rd foot; if this does not work, then there is ordinarily a pause, called a caesura, after the 1st syllable of the second foot and there is another ordinarily after the 1st syllable in the fourth foot as one can see in the last two lines of poetry here.

spondee = — —  
 dactyl = — — —  
 trochee = — —  
 long/long  
 long/short/short  
 long/short

In Latin poetry, a syllable is long if it contains a macron, a diphthong, or ends in ONE consonant.

Vocabulary List A

1. quora hora...? (by the clock)

2. coepit he began

3. mensis, mensis M. month (rarely i-stem)

4. Aeneis, Aeneidis F. The Aeneid (an epic poem by Vergil) Aeneis, Aeneidis

5. Aeneas, Aeneae M. Aeneas (son of Venus and Anchises) and legendary ancestor of the Romans Aeneas

Aeneas  
Aeneae  
Aenean (-am)  
Aeneas  
Aeneide  
Aeneidem  
Aeneidi  
Aeneidis

6. ruina, ae F. collapse, ruin (ruinous)

7. navigo, -are, -avi, -atus (navigator)

8. terra, ae F. earth, ground, land (terra firma)

9. Sicilia, ae F. Sicily

10. incendio, incendere, incendi, incensus to burn, set on fire (incendary)

11. mare, maris N. sea

N. B. Words ending in -e, -al, -ar in the nom. sing. of the 3rd decl. are i-stem.

mare +maria  
maris +marium  
mare +maria  
maris +marium  
+antimallia  
+antimallis  
+antimallibus  
+antimalla  
+antimallibus

Cf. terra marique on land and sea

Note the omission of the preposition in this

set phrase

Vocabulary List B

1. tempestas, tempestatis F. storm (tempestuous)

2. navis, navis F. ship (naval)

3. regina, ae F. queen

4. Africa, ae F. Africa

5. Dido, Didonis F. Dido, queen of Carthage

6. aliqui, aliquae, aliqua some (indefinite adjective)

aliqui  
aliquorum  
aliquorum  
aliquae  
aliquarum  
aliquarum  
aliqua  
aliquibus  
aliquibus  
aliquas  
aliquibus  
aliquibus

7. quotus, a, um what (in numerical sequence)

8. rhetor, rhetoris M. teacher of rhetoric (rhetorical)

9. patior, pati, passus sum (compassion, patient, patience) to suffer, endure, allow

Problems with quot and quotus, a, um

Quot requires a cardinal number in the answer of a question.

e. g. Quot libros fers? Tres.

Quotus ( what in number ) requires an ordinal number in

reply to a question.

e. g. Quotus mensis anni est Februarius? Secundus.

FORMS

The terms cardinal and ordinal may not be familiar to students. The former, meaning "principal," is derived from the Latin noun cardo, cardinis (m.), hinge, pivot, critical juncture, pivotal point. Ordinal numbers, in keeping with the derivation of the word from the Latin noun ordo, ordinis (m.), order, indicate sequence or order.

Education: Titles of teachers

- 1. magister teacher in general
- 2. litterator ( ludi magister ) elementary teacher for the five years of elementary instruction
- 3. grammaticus teacher of literature and grammar - somewhat the secondary level. This teacher taught Latin and Greek literature.
- 4. rhetor teacher of the art of public speaking

Numerals

ROMAN NUMERALS      CARDINALS      ORDINALS

XXI	21. viginti unus; unus et viginti	viciesimus primus
XXVIII	28. duodeviginti	duodevigesimus
XXIX	29. undeviginti	undevigesimus
XXX	30. triginta	tricesimus
XXXIX; XL	40. quadraginta	quadragagesimus
L	50. quinquaginta	quingagesimus
LX	60. sexaginta	sexagesimus
LXX	70. septuaginta	septuagesimus
LXXX	80. octoginta	octogagesimus
LXXXIX; XC	90. nonaginta	nonagesimus
C	100. centum	centesimus
CI	101. centum unus	centesimus primus
CC	200. ducenti, -ae, -a	ducentiesimus
CCC	300. trecenti	trecentiesimus
CCCC	400. quadringenti	quadringentesimus
D	500. quingenti	quingentesimus
DC	600. sescenti	sescentiesimus
DCC	700. septingenti	septingentesimus
DCCC	800. octingenti	octingentesimus
DCCCC	900. nongenti	nongentesimus
M	1000. mille	millesimus
MM	2000. duo milia	bis millesimus

CIFRE	arabe	romane	CARDINALI	ORDINALI	DISTRIBUTIVI	AVERBII NUMERALI
			(Quot? = Quant?)	(Quotus? = A qual posto?)	(Quotient? = Quotient per volta o per ciascumo?)	(Quotient? = Quotient? = Quante volte?)
1	I	unus, -a, -um	primus, -a, -um	primus, -a, -um	singuli, -ae, -a	semel
2	II	duo, duae, duo	secundus, -a, -um	secundus, -a, -um	binus, -ae, -a	bis
3	III	tres, tria	alter, -era, -um	tertius, -a, -um	ternus, -ae, -a (trini, ae, a)	ter
4	IV, IIII	quattuor	quartus, -a, -um	quartus, -a, -um	quaternus, -ae, -a	quater
5	V	quinque	quintus, -a, -um	quintus, -a, -um	quintus, -ae, -a	quingules
6	VI	sex	sextus, -a, -um	sextus, -a, -um	senus, -ae, -a	sexies
7	VII	septem	septimus, -a, -um	septimus, -a, -um	septenus, -ae, -a	septies
8	VIII	octo	octavus, -a, -um	octavus, -a, -um	octenus, -ae, -a	octies
9	IX, VIII	novem	novus, -a, -um	novus, -a, -um	novenus, -ae, -a	novies
10	X	decem	decimus, -a, -um	decimus, -a, -um	decenus, -ae, -a	decies
11	XI	undecim (unus + decem)	undecimus, -a, -um	undecimus, -a, -um	undecenus, -ae, -a	undecies
12	XII	duodecim	duodecimus, -a, -um	duodecimus, -a, -um	duodecenus, -ae, -a	duodecies
13	XIII	tredecim	tredecimus, -a, -um	tredecimus, -a, -um	tredecenus, -ae, -a	terdecies
14	XIV, XIII	quattuordecim	quartusdecimus	quartusdecimus	quaternusdecenus	quaterdecies
15	XV	quindecim	quintusdecimus	quintusdecimus	quintusdecenus	quindicies
16	XVI	sedecim	sexdecimus	sexdecimus	senusdecenus	sedecies
17	XVII	septendecim	septimusdecimus	septimusdecimus	septenusdecenus	septiesdecies
18	XVIII	duodeviginti <sup>2</sup>	duodevicesimus	duodevicesimus	duodevicesenus	octiesdecies
19	XIX, XVIII	undeviginti <sup>2</sup>	undevicesimus	undevicesimus	undevicesenus	noviesdecies
20	XX	viginti	vicesimus (viginti + decem)	vicesimus (viginti + decem)	vicesenus	vicies

<sup>1</sup> Da quinquedecim, come sedecim da sexdecim.

<sup>2</sup> Duodeviginti e undeviginti sono forme orientate per sottrazione (lett.: due da venti, uno da venti). Le forme più antiche, come decem (et) novem, ecc. si trova sia duodeviginti, undeviginti, quinquedecim, ecc. che viginti octo, viginti novem, triginta octo, ecc. e così vicesimus octavus, vicesim octoni, vices noves, ecc. Si dice però solo nonaginta octo (novem) (98, 99) oppure octo (novem) et nonaginta.

21	XXI	unus (-a, -um) et viginti unus	vicesimus o vicesimus et singuli et vicesim o vicesim semel	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim (non attestato)	centies
22	XXII	duo (-ae, -o) et viginti duo	vicesimus o vicesimus et vicesim semel	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	ducenties
28	XXVIII	viginti o viginti duo	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	trecenties
29	XXIX	undeviginti	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	ducenties
30	XXX	triginta	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	trecenties
30	XXX	triginta	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	trecenties
40	XL, XXXX	quadraginta	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	quadringentes
50	L	quingenta	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	quingentes
60	LX	sexaginta	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	sexcenties
70	LXX	septuaginta	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	septingentes
80	LXXX	octoginta	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	octingentes
90	XC, LXXXIX	nonaginta	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	noningentes
100	C	centum	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	centies
200	CC	ducenti, -ae, -a	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	ducenties
300	CCC	trecenti, -ae, -a	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	trecenties
400	CD, CCCC	quadringenti, -ae, -a	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	quadringentes
500	D, IC	quingenti, -ae, -a	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	quingentes
600	DC	sescenti, -ae, -a	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	sexcenties
700	DCC	septingenti, -ae, -a	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	septingentes
800	DCCC	octingenti, -ae, -a	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	octingentes
900	CM, DCCCC	noningenti, -ae, -a	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	noningentes
1000	M, CII	millia	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	millies
2000	MM, CII	duo milia (milia)	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	duo milia
10,000	X, CCIC	decem milia	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	decem milia
100,000	C, CCICCC	centum milia	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	centum milia
1,000,000	MM, CII	millia	vicesimus et vicesimus	vicesim et vicesim o bis et vicesim o vicesim bis duodevicesim	millia

1. The grammarian Priscian (Priscianus) was born at Caesarea in Mauritania (northwest Africa) and taught in Constantinople in the 6th century A.D. He wrote the *Institutiones grammaticae*, an eighteen volume work on Latin grammar that treats the parts of speech and syntax. The passage quoted here is from his *Partitiones XII versuum Aeneidos*.

4. Emphasize the importance of rhetoric or the art of public speaking in the education of a Roman by reminding students that in the Roman world—a world of limited literacy and no technological means of communication—the most effective medium of communication was the spoken word. For a detailed treatment of Roman higher education, see *Education in Ancient Rome*, Chapter VI, "The Rhetoric Schools and Their Critics," pp.65-75, and Chapter XVIII, "Progress into Rhetoric," pp. 250-276.

5. The question of the extent to which girls and young women had access to education in the Roman world has been much debated. Bonner cites the evidence from primary sources on pages 27-28, 107, and 135-136 of *Education in Ancient Rome*. Assign one or two students to read these pages and summarize the evidence for the class. From that starting point, a lively discussion may ensue comparing social attitudes and educational opportunities for Roman girls with those for girls today in our own society.

6. Debate raged over the effectiveness of the rhetorical schools and the educational value of the staple fare of these schools, which consisted primarily of the students' composing and delivering *controversiae*, debates of hypothetical legal cases, and *suasoriae*, speeches of advice or persuasion addressed to individuals in specific historical situations from the past. The terms of this debate are clearly seen in the following exchange between Encolpius and Agamemnon in Petronius' *Satyricon* (1-4). Encolpius has been listening to professor Agamemnon declaiming in the rhetoric school and can stand it no longer:

"No one would mind this clasp if only it put our students on the road to real eloquence. But what with all these sham heroes and this stilted bombast you stuff their heads with, by the time your students set foot in court, they talk as though they were living in another world. No, I tell you, we don't educate our children at school; we stupefy them and then send them out into the world half-baked. And why? Because we keep them utterly ignorant of real life. The common experience is something they never see or hear. All they know is pirates trooping up the beach in chains, tyrants scribbling edicts compelling sons to chop off their fathers' heads or oracles condemning three virgins—but the more the merrier—to be slaughtered to stop some plague. Action or language, it's all the same; great sticky honeyballs of phrases, every sentence looking as though it had been plopped and rolled in poppyseed and sesame. A boy gorged on a diet like this can no more acquire

real taste than a cook can stop stinking. What's more, if you'll pardon my bluntness, it was you rhetoricians who more than anyone else strangled true eloquence. By reducing everything to sound, you concocted this bloated puffpaste of pretty drivels whose only real purpose is the pleasure of punning and the thrill of ambiguity. Result? Language lost its sinew, its nerve. Eloquence died...."

Agamemnon, however, refused to let me rant on an instant longer than it had taken him to sweat out his declamation in the classroom. "Young man," he broke in, "I see that you are a speaker of unusual taste and, what is even rarer, an admirer of common sense. So I shan't put you off with the usual hocus-focus of the profession. But in all justice allow me to observe that we teachers should not be saddled with the blame for this bombast of which you complain. After all, if the patients are lunatics, surely a little professional lunacy is almost mandatory in the doctor who deals with them. And unless we professors spout the sort of twaddle our students admire, we run the risk of being, in Cicero's phrase, "left alone at our lecterns." Let me offer you by way of analogy those professional sponges in the comic plays who scrounge their suppers by flattering the rich. Like us they must devote their entire attention to one end—the satisfaction of their audience; for unless their listeners con their listeners' ears, they stand to lose their quarry. We are, that is, rather in the position of a fisherman: unless he baits the hook with the sort of tidbit the fishes like, he is doomed to spend eternity sitting on his rock without a chance of a bite.

—tr. William Arrowsmith