

CHAPTER XXII: DE DISCIPLINA PUERILI

DATE	March, AD 90
TOP STORY	Minerva's festival of laborers (Quinquatrus) has ended
FEATURE	Scene in a Roman classroom and interview with the <i>magister</i>

PROLOGVS

Today's news is that the Quinquatrus, a springtime festival of Minerva, has just ended. That's bad news for the laborers who consider Minerva their patron goddess and who celebrated the Quinquatrus with particular zeal, but it's also bad news for Roman children, who have to head back to school now that the holiday is over.

In this episode Iulia Pauli presents a special report on Roman education. There was renewed interest in the topic in 90 AD, as the famous rhetorician and teacher Quintilian was writing his *Institutio Oratoria*, a work on the proper course of training for young Romans. Iulia Pauli goes on location to a Roman classroom, allowing us to observe children at their lessons. These students are clearly getting a good, traditional education as they recite lines from Vergil's *Aeneid*, practice Greek verb conjugations, and work on their Greek vocabulary.

A little scene unfolds in the classroom, as a mischievous pupil (Marcus), none too happy to be shown up by a girl (Hortensia), complains that girls shouldn't be in school in the first place. We also learn that the *magister* of this class, like many *magistri*, originally came from Greece. He has been involved in education for many years, and he complains to Iulia Pauli that young Marcus' generation is not sufficiently serious about school.

This discussion of education prompts members of the *Forum Romanum* news team to recall their own experiences. The freedman Aulus Serenus got his education on the sly, joining his master's sons at their lessons. Scirtus Agitator, not surprisingly, thinks little of such formal training; like the vast majority of boys in Rome, he went to the "school of hard knocks," picking up what he needed to know on the streets.

Here are some questions to help you know what to look for:

1. Listen to the Greek words the children recite (and their Latin equivalents). Can you recognize any of these Greek words by their English derivatives?
2. How does the *dictum hodiernum*, "Whoever is not prepared today will be less so tomorrow" (Qui non est hodie, cras minus aptus erit), relate to the theme of education?
3. The festival mentioned in this episode is a holiday in honor of tradesmen and also signifies "back to school" for children. What American holiday does this remind you of?
4. The students in this episode recite verses from Vergil's *Aeneid*. After that they recite some Greek vocabulary and the opening lines of what Greek epic?
5. What details about the education of Aulus Serenus, a former slave, can you pick up?

VERSUS

Nota bene: People, places, and things explained in the Notes section (*Commentarium*) are in boldface. Terms and difficult vocabulary defined in the Vocabulary section (*Glossarium*) below are underlined.

SALUTATIO

FAVONIUS

Salvete, omnes! Mihi nomen est Marcus Favonius et hoc est *Forum Romanum*! Quid novi est hodie? Summatim praedicam: Hodie tractabimus disciplinam puerilem aut educationem liberorum. Nostra Iulia Pauli loquetur cum quodam **ludi magistro** et posthac Aulus Serenus de tempestate hodierna eloquetur. Deinde, his dictis, a Scirto Agitatore audiemus de ludis. Omnia haec—plus etiam—agentur hac editione *Fori Romani*. Ante omnia, autem, ecce dictum hodiernum!

DICTUM HODIERNUM

LECTOR

Hoc est dictum hodiernum: **Qui non est hodie, cras minus aptus erit.** (“Whoever is not prepared today will be less so tomorrow.”)

QUID NOVI?

FAVONIUS

Verba notanda. Et nunc videamus quid novi sit. **Quinquatrus**, dies festi Minervae, finitae sunt. Heri, ut omnes sciunt, erat dies ultimus Quinquatruum, qua de causa **collegia fullonum et fabrorum** quam festivissime sollemnia agebant. Atque hodie, Quinquatribus finitis, liberi honesti totam per Romam ad ludos magistrorum grammaticorumque multo mane iverunt. Prima luce, aut re vera ante lucem ipsam, licet videre **paedagogos** barbatos liberos semisomnos ducentes per vicos Urbis. Ut plus videamus de his rebus, eamus nunc ad Iuliam Pauli quae est in foro.

PERSONA NOTANDA (INTERVIEW WITH A LUDI MAGISTER)

IULIA

Gratias, Favoni. Adsum in foro **apud tabernas**. Hodie visitabimus quendam ludum magistri ubi nunc **liberi egregii** disciplinis optimis student. Agite, venite mecum!

MAGISTER

Ergo, omnes uno ore versum conficite: “**Arma virumque cano...**

DISCIPULI

“...Troiae qui primus ab oris”

MAGISTER

Musa, mihi causas memora...”

DISCIPULI

“...quo numine laeso”

MAGISTER

Quinte, tu solus, “quidve dolens regina deum...”

QUINTUS

“...tot volvere casus”

MAGISTER

Bene. Perge nunc, Marce. “insignem pietate virum...”

MARCUS

“...tot adire labores”

MAGISTER
Recte dixisti, Marce. Et nunc, “Urbs antiqua fuit...” Hortensia?
HORTENSIA
“...Tyrii tenuere coloni”
MAGISTER
Satis bene, omnes. Et nunc, exerceamus paulisper Graece.
QUINTUS
Vae nobis...
MAGISTER
St! Sequimini me dicentem: *ekho* – habeo. Marce?
MARCUS
ekheis – habes, *ekhei* – habet, *ekhousi* – habemus
MAGISTER
ekhousi – habemus? *ekhousi*. Esne tu certus?
MARCUS
Mane, sis. Nunc memini. *ekhomen* – habemus.
MAGISTER
Constat. Perge, quaeso.
MARCUS
ekhete – habetis, *ekhousi* – habent.
MAGISTER
Multo melius. Et nunc uno ore omnes reddite Latine: *Gnothi seauton*.
DISCIPULI
“Nosce te ipsum!”
MAGISTER
Meden agan.
DISCIPULI
“Ne quid nimis!”
MAGISTER
Bene. Et nunc exerceamus vocabulis Homericis. Incipiamus: *anthropos*
DISCIPULI
homo!
MAGISTER
demos
DISCIPULI
populus!
MAGISTER
Helios
DISCIPULI
Sol!
MAGISTER
oikos
DISCIPULI
domus!
MAGISTER
ophthalmos
DISCIPULI
oculus!
MAGISTER
hydor

aqua!

DISCIPULI

hypnos

MAGISTER

somnus!

DISCIPULI

Somnus me mox capiet.

MARCUS

Tace! Si tanta est tibi voluntas loquendi, Marce, eloquere clara voce versum primum *Odysseae* Homeri.

MAGISTER

Me paenitet, magister, sed nescio.

MARCUS

“Nescio”? Cur nescis?

MAGISTER

Nescio cur nesciam. Hoc tantum scio: nescio.

MARCUS

Ne sis tam molestus, Marce. Aut fortasse velis me suscipere ferulam?

MAGISTER

Certe nolo, magister. Modo est lapsus memoriae. Nonne “**aliquando bonus dormitat Homerus**”?

MARCUS

Tibi dico, Marce: Hic est locus discendi, non ridendi. “Aut disce aut discede.” Tenesne quid dicam?

MAGISTER

Teneo. Fortius conabor, magister.

MARCUS

Fac ut ita agas. Sed tamen, quis vult mihi responsum dare? Hortensia?

HORTENSIA

“*Andra moi ennepe, Mousa, polytropon, hos mala polla plangthe*”

MAGISTER

Optime, Hortensia. Gaudeo unam e discipulis meis *iam* fortius conari!

MARCUS

Quid refert? Modo puella haec est, ergo quid opus est litteris? Numquam orator aut praetor aut, re vera, consul haec erit!

MAGISTER

Melius docta mulier quam consul stultus, Marce. Si quando tu velis esse consulem, discas nunc litteras et omnes alias artes bonas. Memoria teneto: “**Qui non est hodie, cras minus aptus erit.**” Nunc tace aut vapulabis usque.

MARCUS

Taceo etiam. Sed avus dixit oportere puellas *domi*, non *foris*, disciplinam accipere; atque disciplinam idoneam puellis non esse litteras bonas sed fidibus canere.

MAGISTER

Hortensia adest quod pater vult. Tene tuas tibi, Marce. Et nunc, responde mihi, Quinte. Quis optime emendateque reddidit *Odysseam* Homeri Latine?

QUINTUS

Livius Andronicus.

MAGISTER

Recte respondisti, Quinte. At vero, iam satis est. At tamen, eundum est. Valete, omnes!

DISCIPULI

Vale, magister!

IULIA

Magister, licetne mihi rogare pauca?

MAGISTER

Licet. Sed brevissime, si potes. Etiam mihi est prandium!

IULIA

Ita vero. Breviter loquar. Unde venisti et quam diu ludi magister fuisti?

MAGISTER

E Graecia venio. Athenis. Ludi magister et grammaticus fui iam decem annos. Prius paedagogus eram quinque annos.

IULIA

Tu ergo multos annos iam versatus es in puerili disciplina?

MAGISTER

Recte dicis. Multi viri egregii—senatores etiam—filios mihi erudiendos in disciplinam tradiderunt.

IULIA

Constat. At vero, nil temporis relictum est. Gratias tibi ago, magister, et cura ut valeas. Totum est, Favoni, rursus ad te!

TEMPESTAS HODIERNA

FAVONIUS

Tempus est audire de tempestate hodierna. Itaque, ecce Aulus Serenus!

SERENUS

Gratias tibi ago, Favoni. Bene memini, cum adhuc essem servus, aliquando paedagogus vetulus—patrono insciente—aliquid disciplinae mihi tradidit. Itaque cum filiis domini didici et geographiam et elementa astrologiae, cuius disciplinae nunc peritus sum. Etiam, sicut omnes pueri illis diebus, didici a memoria **Duodecim Tabulas**, tametsi mihi servo nil opus erat legibus. Sed tamen, videamus quaenam sit tempesta hodie. Hodie Romae Iuppiter pluit aliquando et aliquando Apollo currum agit manifeste per caelum. In aliis partibus Maris Nostri (aut Maris Interni—ecce quam bene didici geographiam meam!), Iuppiter pluit plerumque—in Hispania et Africa et Aegypto et Asia. In Graecia, quo iter fecit filius domini mei ut philosophiae rhetoricaeque studeret, etiam pluit. In Gallia et Germania Britanniaque, nec mirum, pluit usque. Sed tamen, iam satis est. Aulus Serenus sum atque spero caela sint vobis valde serena!

DE LUDIS

FAVONIUS

Multas gratias, Serene. Et nunc, ut de ludis audiamus, praesto est Scirtus Agitator!

SCIRTUS

Avete omnes! Scirtus Agitator nominor itaque eamus ad ludos! Sed prius, volo haec dicere: Me puero, nihil paedagogi aut ludi magistri aut grammatici aderat. Non opus erat—et scilicet non *opes* erant. Eruditionem aut disciplinam mihi accepi **in triviis et angiportis Suburanis atque apud Campum et forum et sane Circum!** Nec Platonem vertere nec aliquid e Ciceronis libris excerpere didici. Immo etiam, pugnare, certare, laborare, nil desperare—omnia haec mea studia erant. Nil mea refert Latinitatem meam esse pro luto aut bis bina quot sint non didicisse! Et nunc, de ludis: Factio Albata septem cursus vicit. Factio Prasina sex cursus vicit, Russata etiam sex et Veneta quinque. Unus auriga, lapsus e curru et habenis implicatus, usque ad mortem tractus est. At vero, haec est vita aurigae, ut ego bene novi. At tamen, ut dicunt in ludis scaenicis, “Acta est fabula!” Itaque, spectator bone, vive valeque et otiosus esto!

VALEDICTIO

FAVONIUS

Sed tamen, ut repetamus nuntios principales: Hodie, Quinquatribus Minervae celebratis, multi pueri et nonnullae puellae totam per Urbem ad ludos litterarum et scholas redierunt. Totum ergo est ad hanc editionem *Fori Romani*. Gratias summas agimus et vobis feliciter eveniat. Valet omnes!



Students follow their *ludi magsiter* in reciting lines of poetry.

COMMENTARIUM

ludi magistro. A *ludi magister* (schoolmaster) taught elementary education in reading and writing.

Qui non est hodie cras minus aptus erit. This line ("Whoever is unprepared today will be less so tomorrow") is from Quintilian, who wrote in the first century AD about Roman oratory and Roman education.

Quinquatrus. A festival of Minerva, celebrated by craftsmen and other workers, that took place in March and coincided with the beginning of the school year.

collegia fullonum et fabrorum. A *collegium* was a guild, a society of workers in the same craft. *Fullones* were launderers and *fabri* were various craftsmen and smiths.

paedagogos. A *paedagogus* was a slave, usually Greek, who watched over his master's children—walking them to and from school, helping them with their lessons, teaching them to speak Greek, and in general trying to keep them out of trouble.

apud tabernas. *Tabernae* were shops in and around the forum. Lessons were often taught in markets or other makeshift places; the formal school buildings of today were not common in the ancient world.

liberi egregii. The term here means children of good families, those who could afford to educate their children.

Arma virumque cano... These words (as well as the lines that follow) come from the opening of Vergil's *Aeneid*, which was commonly used for recitation.

ekho – habeo. Here the *magister* is having his pupils conjugate the Greek verb *ekho*, "I have." The emphasis on Greek grammar, vocabulary, and literature throughout this lesson reflects the fact that well-to-do Romans were expected to be able to read and speak Greek fluently.

Gnothi seauton, Meden agan. These sayings ("Know thyself" and "Nothing in excess") are said to have been inscribed on the Temple of Apollo at Delphi, a famous oracular shrine in Greece.

aliquando bonus dormitat Homerus. "(even) good Horace nods off from time to time," or "nobody's perfect," a line from Horace's *Ars poetica*.

Andra moi ennepe, Mousa, polytrophon, hos mala polla plangthe. This is the first line of Homer's *Odyssey*, which, along with the *Iliad*, was commonly studied by Roman children.

Hortensia. Roman girls (unlike ancient Greek girls) could attend school, but were certainly outnumbered by the boys.

Livius Andronicus. This freedman (late third century BC) is best remembered as the first to translate Homer's *Odyssey* into Latin. He also served as a tutor to aristocratic children.

Duodecim Tabulas. The Twelve Tables, the beginnings of Roman Law, were compiled around 450 BC.

in triviis et angipertis Suburanis atque apud Campum et forum et sane Circum. Scirtus spent his youth on the streets of Rome. The Subura was a notorious red-light district; the Campus Martius was home to stadiums, theaters, and other entertainments; the Forum was the central meeting place of the city; and the Circus Maximus was the main arena for chariot racing in Rome.

GLOSSARIUM

bis bina quot sint – how much two times two makes	patrono insciente – without the master’s knowledge
constat – right; agreed	perge nunc – now go on
eloquere – recite (imperative)	prima luce – at daybreak
emendate – correctly, without mistakes	pro luto – worthless
Fac ut ita agas. – See to it that you do that.	Quid novi est? – What’s new?
fidibus canere – to play the lyre	Quid refert? – What does it matter?
foris – outside (the house)	Recte dicis. – Right you are.
licet videre – one can see	sequimini – follow (imperative)
mane, sis (si vis) – hold on, please	sollemnia agebant – were celebrating the festival
Memoria teneto – Remember (imperative)	st! – sh!
me puero – when I was a boy	Summatim praedicam – I’ll give a brief preview
multo mane – early in the morning	Tene tuas tibi – Mind your own business
ne sis tam molestus – don’t be such a pain	Tenesne? – Do you understand?
nil mea refert – it doesn’t matter a bit to me	ut omnes scuiunt – as everyone knows
non opus erat – there was no need	vapulabis usque – I’ll knock you silly
omnes uno ore – all together	verba notanda – words to remember
otiosus esto – take it easy (imperative)	versum conficite – complete the line

LATINĒ LOQUAMUR!

Here are some examples of conversational Latin used in this show. Try out some or all of these useful expressions in your own Latin conversations.

ut omnes sciunt – as everyone knows	Me paenitet – I’m sorry
re vera – actually; in fact	Ne sis tam molestus – Don’t be so obnoxious
eamus – let’s go	Tenesne quid dicam? – You get what I’m saying?
Agite, venite mecum! – Come on (y’all), come with me!	Quid refert? – Who cares? What does it matter?
Perge – Continue	Licetne mihi . . .? Licet – Can I . . .? Go ahead.
Et nunc – And now	Ita vero – Yes, indeed
Mane, sis – wait a second	Recte dicis – Right you are
Constat – right; agreed	Non opus erat – There was no need
multo melius – much better	Immo etiam – On the contrary
uno ore omnes – everybody (say it) all together	Nil mea refert – I doesn’t matter to me at all
	pro luto - worthless

GRAMMATICA

As a grammarian, you should know a grammatical form when you see it. But as a translator, use context as your guide and remember that a good translation must sound good in English.

1. Vocative case

When you directly address someone in Latin—not “Jack is tired” but “Hey, Jack, are you tired?”—you put that person’s name in form we call the vocative case. For vocative forms, change final *-ius* to *-i* and change final *-us* to *-e*. Other forms, such as feminine names ending in *-a*, or all plural forms, just leave as they are.

Example in context

1. Gratias, Favoni.
2. Recte repondisti, Quinte.
3. Perge nunc, Marce.
4. Optime, Hortensia.
5. Vale, magister.
6. Itaque, spectator bone...

Translation

1. Thanks, Favonius.
2. Correct, Quintus.
3. Go on now, Marcus.
4. Excellent, Hortensia.
5. Farewell, teacher.
6. And so, (my) good viewer...

2. Hortatory (“Let’s”) subjunctive

In English we use the form *Let’s* as in “Let’s go swimming!” all the time. In Latin, instead of *Let’s* we use the present subjunctive in a construction called the *hortatory subjunctive* because the Latin verb *hortari* means to urge or encourage someone to do something.

Example in context

1. Et nunc videamus quid novi sit.
2. eamus nunc ad Iuliam Pauli
3. exerceamus...Graece
4. Incipiamus.

Translation

1. And now let’s see what’s new.
2. let’s go now to Iulia Pauli
3. let’s practice...Greek
4. Let’s begin.

3. Gerunds

A gerund is part verb, part noun—it shows tense and voice like a verb, and has gender, number, and case like a noun. We translate Latin gerunds into English by adding *-ing* to the verb stem, as in *talking, learning, or laughing*. Gerunds exist in the genitive, dative, accusative, and ablative using 2nd declension, neuter endings (*i, o, um, o*).

Example in context

1. Si tanta est tibi voluntas loquendi,...
2. Hic est locus discendi, non ridendi.

Translation

1. If you have such a desire to speak,...
(lit., such a desire of speaking)
2. This is a place of learning, not laughter.
(lit., not of laughing)

RECITATIO

Practice reading aloud—with your teacher or in pairs—these excerpts from the show. After you practice reading aloud, sum up in a few words what the excerpt is about. At this point, don't translate, just give a summary.

1. Quinquatrus, dies festi Minervae, finitae sunt. Heri, ut omnes sciunt, erat dies ultimus Quinquatruum, qua de causa collegia fullonum et fabrorum quam festivissime sollemnia agebant.
2. Hodie visitabimus quendam ludum magistri ubi nunc liberi egregii disciplinis optimis student. Agite, venite mecum!
3. Quid refert? Modo puella haec est, ergo quid opus est litteris? Numquam orator aut praetor aut, re vera, consul haec erit!
4. E Graecia venio. Athenis. Ludi magister et grammaticus fui iam decem annos. Prius paedagogus eram quinque annos.
5. Immo etiam, pugnare, certare, laborare, nil desperare—omnia haec mea studia erant.

DELIBERANDA

1. How does the schoolmaster's lesson portrayed in this episode differ in style from what you encounter in modern schools? How much emphasis, for example, is placed on memorization and recitation in your classes?
2. The pupil Marcus asks what good Hortensia's education will do her, since she can never give speeches or hold office in Rome. In your opinion, what is the benefit of learning things that do not apply directly to your chosen career? For example, how do you think your study of Latin will benefit you?



Greek Temple in the Doric Style

EXERCITATIO

I. PARI RESPONDERE (MATCHING)

- | | |
|---|--|
| _____ 1. paedagogus | A. poeta qui reddidit <i>Odysseam</i> Latine |
| _____ 2. prima verba <i>Odysseae</i> Homeri | B. leges Romanae antiquissimae |
| _____ 3. Duodecim Tabulae | C. puella quae litteris studet cum Marco Quintoque |
| _____ 4. Subura | D. servus qui liberos curabat |
| _____ 5. Quinquatrus | E. is qui currum agit in Circo |
| _____ 6. <i>ophthalmos</i> | F. poeta qui <i>Odysseam</i> cecinit |
| _____ 7. Livius Andronicus | G. <i>oculus</i> |
| _____ 8. Hortensia | H. homo qui liberos Romanos docet |
| _____ 9. <i>demos</i> | I. regio urbis Romae |
| _____ 10. magister ludi | J. <i>Andra moi ennepe, Mousa...</i> |
| _____ 11. auriga | K. <i>populus</i> |
| _____ 12. Homerus | L. dies festi Minervae |

II. VERUM AUT FALSUM? (TRUE OR FALSE?)

1. Quinquatrus sunt dies festi Vestae.
2. Post Quinquatrus liberi Romani ad ludos magistrorum eunt.
3. Ut Marco videtur, Hortensia litteris Graecis debet studere.
4. Cum servus esset, Aulus Serenus Decem Tabulas didicit.
5. Scirtus Agitator nec paedagogum nec ludi magistrum habuit.

III. REDDE ANGLICE! (TRANSLATE INTO ENGLISH)

1. Salvete, omnes!
2. Hoc est dictum hodiernum.
3. Eamus nunc ad Iuliam Pauli.
4. Agite, venite mecum!
5. Recte dixisti, Marce.
6. Vale, magister!
7. Eundum est.
8. Vive valeque et otiosus esto!

IV. QUOMODO DICITUR LATINE? (HOW DO YOU SAY EACH IN LATIN?)

1. What's new today?
2. Thanks, Favonius.
3. Good (well done).
4. Excellent (very well done).
5. and now...
6. Be quiet!
7. That's all, Favonius, back to you!
8. Here is Aulus Serenus.

ΣΤΥΔΙΑ ΑΜΠΛΙΒΣ: It's Greek to Me (20 minutes)

Greek alphabet, with Roman equivalents

alpha	α A	a (as in "aha")	nu	ν N	n
beta	β B	b	xi	ξ Ξ	x (as in "axis")
gamma	γ Γ	g (as in "Greek")	omicron	ο O	short o (as in "hoplite")
delta	δ Δ	d	pi	π Π	p
epsilon	ε E	e (as in "epitaph")	rho	ρ P	r
zeta	ζ Z	z	sigma	σ (ς) Σ	s
eta	η H	long e (like a in "major")	tau	τ T	t
theta	θ Θ	th (as in "theater")	upsilon	υ Y	u (as in "tube")
iota	ι I	i (as in "bit" or in "saline")	phi	φ Φ	ph (as in "philosophy")
kappa	κ K	k	chi	χ X	hard ch (as in "chronic")
lambda	λ Λ	l	psi	ψ Ψ	ps (as in "synapse")
mu	μ M	m	omega	ω Ω	long o (as in "ocean")

Transliteration Exercise

1. Have students figure out what their own name would be using Greek letters. For example, David might be ΔΑΦΙΔ, and Debra might be ΔΕΒΡΑ.
2. Ask students to try to transliterate famous book or movie titles using Greek letters. For example, *A Tale of Two Cities* might be *Α Ταλε οφ Τωο Σιτιεσ*, while *Star Wars* might be *Σταρ Ωυαρσ*.

Reading Greek

See if students can use their knowledge of English and their new knowledge of the Greek alphabet to give the English equivalent of the following Greek words. The first several are Greek loan words (words taken letter-for-letter or nearly so into English), while the rest are Greek words that appear in English derivatives. (Note: If a Greek word has an ' before the first letter, then you pronounce an *h* sound—for example, 'ηλιος is pronounced "helios.")

Greek	English	Greek	English
δραμα		σοφος	
νεκταρ		λογος	
διαγνωσις		βιος	
κπισις		φιλος	
φαινομενον		αστερ	
θεατρον		ζων	
Βιογραφια		γραφη	
χαρακτηρ		ανθρωπος	
ψυχη		χρονος	
βιβλιον		'υπνος	
θεος		'ηλιος	

Lastly, using your knowledge of Latin, see if you can guess what these two Greek verbs mean:

αγω
φερω