

BELLARIA (XXV)



Manuscript (12th C AD) of an ancient Latin textbook, Codex 1 from Zwettl Abbey (Austria), folio 11r. Printed by kind permission of Zisterzienserstift Zwettl.

Colloquia (4)

This sequence of *Bellaria* is drawn from Professor Eleanor Dickey's definitive scholarly editions (CUP, 2012 and 2015), and her spin-offs from them, *Learning Latin the Ancient Way* (CUP, 2016), *Stories of Daily Life from the Ancient World* (CUP, 2017) and an elementary textbook *Learn Latin from the Romans* (CUP, 2018). She has provided the texts from her two editions (any mistakes in the way they have been set are to be laid at my door) and generously allowed me to make full use of her commentaries and the material from her books. All errors of setting are to be laid at my door.

Note: the *Colloquia* do not as a rule tell us who is speaking, and are at times rather difficult to interpret, owing to corruption of various sorts. I have followed Professor Dickey's suggestions throughout.

Ancient education



Relief from Neumagen, c. AD 180

It was Dositheus himself, not the pseudo incarnation, who was the first person to ensure his Latin *grammar* was comprehensible to his Greek pupils and teachers alike by translating it into Greek. Here he explains in the introduction to his grammar what the subject is all about. Its various emphases will help explain what is going in the schoolroom, in the next passage. Note the emphasis on technical accuracy and definition:

Ars	Τέχνη	Grammar
grammatica	γραμματική	
est	ἐστίν	is
scientia	γνώσις	the knowledge
emendati	διωρθωμένης	of correct
sermonis	ὁμιλίας	language
in loquendo	ἐν τῷ λέγειν	in speaking
et scribendo	καὶ ἐν τῷ γράφειν	and in writing,
poematumque	ποιημάτων τε	and of poems
ac lectionis	καὶ ἀναγνώσεως	and of reading
prudens	ἔμπειρος	the skilled
praeceptum.	διδασκαλία.	training.
grammaticus est	γραμματικός ἐστίν	A grammarian is
qui uniuscuiusque	ὃς ἐνὸς ἐκάστου	one who of every single
rei	πράγματος	thing
uim	τὴν δύναμιν	the force
ac proprietatem	καὶ τὴν κυριότητα	and the proper usage
potest	δύναται	is able
explanare	σαφηνίσαι	to explain
loquela.	τῇ λαλιᾷ.	through discourse.

A School day



This *colloquium*, one of the many that we have seen attributed falsely to Dositheus, gives a detailed account of what a schoolboy's day would entail. It was probably put together from two or three colloquia, with scenes from each one being grouped together by subject matter. This accounts for the far more than usually repetitive expansion of vocabulary (etc.) for educational purposes.

Ἄπειμι ἔξω
πρὸς ἀκροατήριον
ψηφιστοῦ
(σημειογράφου,
Ἕλληνος,
Ῥωμαίου,
ρήτορος).

εἰσῆλθον
εἰς σχολὴν
καὶ εἶπον·
Χαῖρε, διδάσκαλε
(χαῖρε, καθηγητά).
καὶ κεῖνός με
ἀντησπάσατο.

δίδωσίν μοι
ἀναλογεῖον
καὶ κελεύει με

Meeting the teachers

Eo foras
ad auditorium
calculatoris
(notarii,
Graeci,
Latini,
oratoris).

intraui
in scholam
et dixi:
Aue, magister
(aue, praeceptor).
et ille me
resalutat.

Reading practice

dat mihi
manuale
et iubet me

I go outside
to the lecture hall
of the mathematics teacher
(the shorthand writer,
the Greek [teacher],
the Latin [teacher],
the orator).

I entered
into the school
and said:
'Hello, teacher
(hello, instructor).'
And he returns [Gk:
returned] my greeting.

He gives me
the book-stand
and orders me

ἀναγινώσκειν
παρ' αὐτῷ
σελίδας πέντε·
καὶ ἀνέγνωκα
ἀκριβῶς
καὶ ἐπισήμως.
τότε ἄλλω ἔδωκα.

legere
apud se
paginas quinque;
et legi
certe
et nobiliter.
tunc alio dedi.

to read five columns
in front of him;
and I read
accurately
and excellently.
Then I gave [the book-
stand] to another
[student].

Materials for and terms involved in the classroom

ὕστερον ἐπανερχομαι
πρὸς ὑποσοφιστήν.
ἀσπάζομαι αὐτὸν
καὶ συμμαθητάς,
καὶ κείνοι ἐμὲ
ἀντησπάσαντο.

postea redeo
ad subdoctorem.
saluto illum
et condiscipulos,
et illi me
resalutauerunt.
tunc sedi in
loco meo
(meo loco),
super scamnum
(aut sellam
aut gradum
aut scamillum
aut cathedram).

Afterwards I go away
to the teacher's assistant.
I greet him
and my fellow students,
and they returned my
greeting.
Then I sat in
my place
(my place),
on top of the bench
(or seat
or stair
or stool
or chair).

τότε ἐκάθισα
τῷ τόπῳ μου
(τῷ ἐμῷ τόπῳ),
ἐπάνω βάθρον
(ἢ δίφρον
ἢ βαθμὸν
ἢ ὑποπόδιον
ἢ καθέδραν).

sedente me
porrigit
puer meus
scriniarius
pugillares
et thecam
graphiorum,
praeductale,
tabulam
et lupinos.

When I am seated
my boy who carries my
writing implements
hands [me]
writing tablets
and a case
of styluses,
ruler,
tablet,
and lupins.†

καθημένου μου
ἐπιδίδει
ὁ παῖς μου
καμπτροφόρος
πινακίδας
καὶ θήκην
γραφείων,
παράγραφον,
δέλτον
καὶ θέρμους.

(deduco,
duco,
computo,
numero, numerabo,

†pea-like seeds for counting?
(I subtract,
I calculate,
I reckon,
I count, I shall count,

(ἀποκαθιστάνω,
δακτυλίζω,
ψηφίζω,
ἀριθμῶ, ἀριθμήσω,

<p>ἀναριθμῶ, ἀπαριθμῶ, διπλασιάζω, μερίζω, μέρη, πύσμα, ζήτημα, ζητῶ, χρησις, τριβή, ψηφίζομαι, ψηφίζω, ἀναγιγνώσκω, στίχος, στίχοι, ὄνομα, ὀνόματα, σημειογράφος, σημεῖα, χαρακτήρ, λήψις,</p>	<p>denumero, dinumero, multiplico, partior, partes, quaestio, quaestio, quaero, usus, usus, calculator, calculator, lego, uersus, uersus, nomen, nomina, notarius, notae, nota, summa,</p>	<p>I count out, I enumerate, I multiply [Gk: I double], I divide, fractions, question, question, I ask, usage, practice, I reckon, I reckon, I read, verse, verses, noun, nouns, shorthand writer, symbols, mark, assumption (Lat.: main point), granting of a proposition, model, pattern, explanation, pricking, † †to guide ruling lines copy made from dictation, person who copies from dictation, reading out loud, recitation, recitation, inflection, inflections, inflections, commentary, commentaries, authors [Gk: poets], deed, deeds, book, books, carrying-cases for books, ruled line, draw ruled lines!, punctuate!, pay attention!,</p>
<p>ἐπίληψις, ἐπίγραμμα, ὑπογραμμόν, ἐκτιθέμενον, κέντημα,</p>	<p>acceptio, superpostum, praescriptum, expositum, punctus,</p>	
<p>διάδοχον, διάδοχος,</p>	<p>exceptum, exceptor,</p>	
<p>ἐπανάγνωσις, ἀναγόρευσις, ἐπανάγνωσις, κλίσις, κλισμοί, κλίσματα, ὑπόμνημα, ὑπομνήματα, ποιηταί, πρᾶξις, πράξεις, βιβλίον, βιβλία, κάμψαι, παράγραφον, παράγραψον, κέντησον, πρόσεχε,</p>	<p>relectio, recitatio, recitatio, declinatio, declinationes, declinationes, commentarium, commentaria, auctores, actio, actiones, liber, libri, capsae, praeductum, praeduc, interpunge, attende,</p>	

δίδαξον,
δείκνυσον,
δείξον,
πρόθεες,
σύναγε,
ἴξον, ἄγε,
ἀπολόγισον,
ἀπολογία,
γραφεῖον,
ἀνάδος,
παράδος,
γράψον,
ἐξάλειψον).

doce,
monstra,
ostende,
propone,
admoue,
impinge,
adduc, adduc,
excusa,
excusatio,
stilus,
dicta,
trade,
scribe,
dele).

teach!,
show!,
display!,
put forward!,
bring here!,
pin up!,
bring!, bring!,
excuse!,
excuse,
stylus,
distribute lessons!,
hand over!,
write!,
rub out!).

Writing and reading

λιαίνω
(ἐξαλείφω)

deleo
(deleo)

I rub out
(I rub out) [the previous
contents of my tablets]

καὶ παραγράφω
πρὸς τὸν ἐπίγραμμαμον,
καὶ γράφω,
καὶ δεικνύω
τῷ διδάσκοντί με.

et praeduco
ad superpostum,
et scribo,
et ostendo
doctori meo.

and I rule lines
following the model,
and I write,
and I show [the results]
to the person teaching me.

καὶ ἐπήνεσέν με
ὅτι καλῶς ἔγραψα.

et laudauit me
quod bene scripsi.

And he praised me
because I wrote well.

ἐπαναγιγνώσκω
ὅτι ἔγραψα
κατὰ διαστολήν.

relego
quod scripsi
ad distinctum.

I read aloud
what I wrote,
with proper pauses.

ἀναγορεύω.

recito.

I recite.

Ἀνηγόρευκα
πρότερός σου.

Recitauit
prior te.

'I recited
before you did.'

Ψεύδη.

Mentiris.

'You're lying!'

Οὐ ψεύδομαι.

Non mentior.

'I'm not lying!'

Ἐὰν ἀληθῶς λέγεις
< . . . >

Si uerum dicis
< . . . >

'If you're telling the truth
...'

εἶπέν μοι
ὁ ἐμὸς <παιδαγωγός>

dixit mihi
meus paedagogus:

My paedagogue said
to me:

Ἄγωμεν εἰς οἶκον,

Eamus domum,

'Let's go home,

ἵνα δυνήσωμεν

ut possimus

so that we may be able

ὑπάγειν

ire

to go

πρὸς Ἑλληνα (Ἑλληνικόν) καὶ πρὸς Ῥωμαϊκόν (Ῥωμαῖον). εἶτα εἰς παλαίστραν ἀπολυόμεθα, πρὸς Ῥωμαίαν παιδείαν καὶ Ἑλληνικήν.	ad Graecum <(Graecum)> et ad grammaticum <(grammaticum)>. deinde ad ceroma dimittimur, ad Latina studia et ad Graeca.	to the Greek [teacher] and to the Latin [teacher] [Lat.: to the grammarian]. Then we are dismissed to the wrestling-ground, to Latin studies, and to Greek [studies].
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Learning Latin/Greek

εἰσήλθον εἰς σχολὴν Ἑλληνος	intrauimus scholam Graeci	We [Gk: I] entered the school of the Greek [teacher]
καὶ εἰς ἀκροατήριον Ῥωμαίου.	et auditorium grammatici.	and the lecture-hall of the Latin [teacher] [Lat.: of the grammarian].
ἐκμανθάνω τὰ γραπτὰ μου. εἰ ἐτοῖμός εἰμι, εὐθὺς ἀποδίδωμι· εἰ δὲ μή, πάλιν ἀναγιγνώσκω. (προαναγιγνώσκω,	edisco scripta mea. si paratus sum, statim reddo; sin autem, iterum lego. (praelego,	I learn my [assigned] writings thoroughly. If I am ready, I produce [them] at once; but if not, I read [them] again. (I read in front of the class,
ἐπαναγιγνώσκω, ἐπανέγνωκα, προανέγνωκα	relego, relegi, praelegi,	I read aloud, I have read aloud, I have read in front of the class,
προανεγνώκαμεν, προανεγνώκατε,	praelegimus, praelegistis,	we have read in front of the class, you [pl] have read in front of the class,
ἐπανεγνώκαμεν, ἐπανεγνώκατε, ἀναγορεύω, ἀνηγόρευκα, ἀποδίδωμι, ἀπέδωκα, πράσσω, ἔπραξα,	relegimus, relegistis, recito, recitavi, reddo, reddidi, ago, egi,	we have read aloud, you (pl) have read aloud, I recite, I have recited, I produce, I produced, I do, I did,

λαμβάνω).

accipio).

I receive).

Reading an unseen passage

ἔλαβον ἀνάγνωσιν
(στίχους,
λέξεις).
ἔξηγεῖταί μοι
ἄγνωστον βιβλίον
ἢ ἀγνώστη ἀνάγνωσις.
ἔξήγησις παραδίδοται.
λαμβάνω τόπον,
καὶ ἄλλοι μετ' ἐμοῦ
σημερινὸν
(ἀποχρονισμόν),

accepi lectionem
(uersus,
glossulas).
explanatur mihi
ignotus liber
aut ignota lectio.
expositio traditur.
accipio locum,
et alii mecum
extemporalem
(extemporalem),

I received a reading
(verses,
obscure words).
An unknown book or an
unknown reading is
explained to me.
An explanation is given.
I receive a passage,
and others along with me
render it
extemporaneously
(extemporaneously),
the rest render it
after careful preparation
(after careful preparation).

οἱ λοιποὶ
ἀποφροντισμένον
(ἐπιμελήτατον)
ἀποδιδούσι.

ceteri
accuratum
(accuratum)
reddunt.

Primary school work

οἱ μικροὶ
ἐρμηνεύματα
καὶ συλλαβάς,
τοῦ ῥήματος κλίσιν,
τέχνην ἀπάσῃν,
διάλεκτον
διηγοῦνται
παρὰ ὑποσοφιστῆ·
πτώσεις ὀνομάτων,
γένη ὀνομάτων,
ἀριθμούς,
σχήματα,
κλίσματα,
ὀνόματα
κατὰ στοιχεῖον,
γράμματα,

minores
interpretamenta
et syllabas,
sermonis
declinationem,
artem omnem,
sermonem
exercent
apud subdoctorem:
casus nominum,
genera nominum,
numeros,
figuras,
uocabula,
uocabula
per litteras,
litteras,

The smaller [Gk: little]
[children] practice
Hermeneumata
and syllables,
the inflection of the word,
the whole grammar book,
conversation
in front of the teacher's
assistant:
the cases of nouns,
the genders of nouns,
numbers,
compositional status,
inflections [Lat.: words],
words
in alphabetical order [Lat.:
in writing],
letters,

φωνήεντα καὶ ἡμίφωνα καὶ ἄφωνα· διαμερίζουσι, συστέλλουσι, ἐπαίρουσιν. εἶτα ἅπαντα διέρχονται, τὰ δὲ κεφάλαια ὀνομάτων, μέρη λόγου τὰ ὀκτώ. οὕτως γίνεται ἡ σιγεία.	uocales et semiuocales et mutas; diuidunt, suspendunt, eleuant. deinde uniuersa pertranseunt, sed et capitula nominum, partes orationis octo. sic fit silentium.	vowels and continuants and stop consonants; they pronounce with proper divisions, suspensions, [and] accentuation. Then they go through everything, also the lists of nouns classified by subject, the eight parts of speech. So then there is silence.
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**Advanced reading
classes**

ἀπίουσιν πρωτόσχολοι πρὸς διδάσκαλον· ἀναγιγνώσκουσιν ἀνάγνωσιν περὶ Ἰλιάδος, ἄλλην περὶ Ὀδυσσεΐας. λαμβάνουσι τόπον (παραίνεσιν, ἀμφισβήτησιν, ἱστορίαν, κωμῳδίαν, διηγήματα, ἀπάσῃν φιλοπονίαν ῥητορείας, προφάσεις τοῦ Ἰλιακοῦ πολέμου, πρόθεσιν τῆς ἀναγορεύσεως, ἀνάδοσιν· πράξεις τοῦ Κικέρωνος,	eunt priores ad magistrum; legunt lectionem de Iliade, aliam de Odyssia. accipiunt locum (suasoriam, controuersiam, historiam, comoediam, narrationes, omnem industriam orationis, causas Troici belli, materiam recitationis, redictiones; actiones Tullianas,	The more advanced students go up to the teacher; they read a reading about the Iliad, another about the Odyssey. † † i.e. simplified summaries They receive a passage (a suasoria, † a controuersia, † a history, a comedy, † declaiming about the past to construct advice and arguments about the present stories, all the diligence of rhetoric, the causes of the Trojan war, the basis for a recitation, something to repeat back; the speeches of Cicero,
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<p>Οὐεργίλιον < . . . >, φωτίδιον < . . . >,</p>	<p>Maronem, Persium, Lucanum, Statium,</p>	<p>Virgil, Persius, Lucan, † Statius, †note the Greek 'little light' (lux, luc-)! the two wars, †</p>
<p>δύο μάχη < . . . >,</p>	<p>duo bella, Terentium, Sallustium,</p>	<p>Terence, Sallust, the three comedies, †</p>
<p>τρεις κωμωδίας < . . . >,</p>	<p>tres comoedias, Theocritum,</p>	<p>Theocritus, †no one knows which two or three Thucydides, Demosthenes, Hippocrates, Xenophon, and the Cynics).</p>
<p>καὶ τοὺς Κυνικούς). τότε ἐπανάρχεται ἕκαστος, ἐν τῷ ἰδίῳ τόπῳ καθέζουσιν. ἕκαστος ἀναγινώσκει ἀνάγνωσιν αὐτῷ δεδειγμένην· ἄλλος γράφει, <ἄλλος> ἠθοποιεῖ.</p>	<p>Thucydidem, Demosthenem, Hippocratem, Xenophontem et Cynicos). tunc reuertitur quisque, in suo loco considunt. quisque legit lectionem sibi subtraditam; alter scribit, alter meditat.</p>	<p>Then each one returns, they sit down in their own place. Each one reads the reading assigned to him; one writes, another practices [Gk: makes a speech in character].</p>
<p>εἰς τάξιν ἀναγορεύουσιν ἕκαστος κατὰ τὴν δύναμιν· εἴ τις καλῶς ἀνηγόρευσεν, ἐπαινεῖται· εἴ τις κακῶς, δέρεται. γίνεται ἀπόλυσις· ἀπολυόμεθα ἐγγὺς τὴν ὥραν ἐβδόμην.</p>	<p>in ordinem recitant quisque pro posse; si quis bene recitavit, laudatur; si quis male, coercetur. fit dimissio: dimittimur circiter horam septimam.</p>	<p>They recite in order, each one according to his ability; if someone has recited well, he is praised; if someone [recited] badly, he is punished/flogged The dismissal happens: we are dismissed around the seventh hour.</p>
<p>Another school day κελεύοντος καθηγητοῦ ἀνίστανται</p>	<p>iubente praeceptore surgunt</p>	<p>When the instructor orders</p>

οἱ μικρότατοι πρὸς <συλλαβάς>, καὶ ἡμεῖς ἀνηγορεύκαμεν ἄμιλλαν καὶ στίχους <πρὸς ὑποσοφιστήν>; ἀποδιδούσιν <ὀνόματα> καὶ ἐρμηνεύματα, γράφουσιν <ἀνάγνωσιν>. δευτέρα τάξις ἐπαναγιγνώσκει. καὶ ἐγὼ ἐν τῇ πρώτῃ, ὡς ἐκαθίσαμεν,	minores ad syllabas, et nos recitamus dictatum et uersus ad subdoctorem; reddunt nomina et interpretamenta, scribunt lectionem. secunda classis relegit. et ego in prima, ut sedimus,	the smaller [Gk: smallest] [children] stand up to [read] syllables, and we recite [Gk: have recited] an exercise and verses for the teacher's assistant; they produce vocabulary words and hermeneumata, they write a lesson. The second class reads aloud. And I in the first [class], as we sat down,
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Grammar



Declension

Note the traditional (i.e. non-British) Latin order of the cases and the use of *hic* to distinguish number, case and form, and *o* for the vocative. The (non-Greek) ablative is tacked on at the end, and prefaced by *ab* to *emphasise* that it is the ablative and distinguish it where needed from the dative in e.g. plural forms.

(Feminina) in -io: haec iussio

ἡ κέλευσις ‘command’

huius	iussionis
huic	iussioni
hanc	iussionem
o	iussio
ab hac	iussione
pl. hae	iussiones
harum	iussionum
his	iussionibus
has	iussiones
o	iussiones
ab his	iussionibus

(Feminina) in -us: haec palus

ἡ λίμνη ‘marsh’

huius	paludis
huic	paludi
hanc	paludem
o	palus
ab hac	palude
hae	paludes
et cetera	

(Feminina) in -ix: haec nutrix

ἡ τροφός ‘nurse’

huius	nutricis
huic	nutrici
hanc	nutricem
o	nutrix
ab hac	nutrice
pl. hae	nutrices
harum	nutricum
et cetera	

Neutra in -or: hoc aequor

τὸ πέλαγος ‘sea’

huius	aequoris
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huic	aequori
hoc	aequor
o	aequor
ab hoc	aequore
pl. haec	aequora
horum	aequorum
his	aequoribus
haec	aequora
o	aequora
ab his	aequoribus

**(Neutra) in -ma: hoc poema
τὸ ποίημα ‘poem’**

	huius	poematis
	huic	poemati
	hoc	poema
	o	poema
	ab hoc	poemate
pl.	haec	poemata
	horum	poematum
	his	poematibus
	haec	poemata
	o	poemata
	ab his	poematibus



Verbs

More sound stuff from Dositheus himself, presumably for students whose knowledge both of Latin and of grammatical concepts is still rather thin. The Greek, however, is far more sophisticated than that of the *Colloquia*

<p>Qualitas uerborum in quo⟨t⟩ est formis? III: absoluta, ut <i>lego</i>; meditatiua, ut <i>lecturio</i>; frequentatiua, ut <i>lectito</i>; inchoatiua, ut <i>feruesco</i>, <i>calesco</i>. modi quot sunt?</p>	<p>Ποιότης ρήμάτων ἐν πόσοις ἐστὶν τύποις; τέσσαρσιν· ἀπολυτικῇ, οἷον ἀναγινώσκω, μελετητικῇ, οἷον ἐπιθυμῶ ἀναγινώσκειν, συνεχείας σημαντικῇ, οἷον συνεχῶς ἀναγινώσκω, ἀρκτικῇ, οἷον ἄρχομαι ζέειν, ἄρχομαι θερμαίνεσθαι. ἐγκλίσεις πόσαι εἰσὶν;</p>	<p>The quality of verbs is in how many forms? Four: absolute, as ‘I read’; desiderative, as ‘I want to read’; frequentative, as ‘I read often’; inchoative, as ‘I start to boil’, ‘I start to warm up’. How many moods are there?</p>
<p>V: indicatiuus, ut <i>amo</i>, <i>doceo</i>, <i>lego</i>; imperatiuus, ut <i>ama</i>, <i>doce</i>, <i>lege</i>; optatiuus, ut <i>amarem</i> et <i>utinam amarem</i>, <i>docerem</i>, <i>legerem</i>; coniunctiuus, ⟨ut⟩ <i>cum amem</i>, <i>doceam</i>, <i>legam</i>; infinitiuus, ⟨ut⟩ <i>amare</i>, <i>docere</i>, <i>legere</i>.</p>	<p>πέντε· ὀριστική, οἷον φιλῶ διδάσκω ἀναγινώσκω, προστακτικός, οἷον φίλει δίδασκει ἀναγίνωσκε, εὐκτική, οἷον φιλοίην καὶ εἴθε φιλοίην, διδάσκοιμι, ἀναγινώσκοιμι, συνζευκτικός, ⟨οἷον⟩ ὅταν φιλῶ, διδάσκω, ἀναγινώσκω, ἀπαρέμφατος, ⟨οἷον⟩ φιλεῖν, διδάσκειν, ἀναγινώσκειν.</p>	<p>Five: indicative, as ‘I love, teach, read’, imperative, as ‘love!’ ‘teach!’ ‘read!’ optative, as ‘I would love’ and ‘if only I would love’, I would teach, I would read’; subjunctive, as ‘when I love, teach, read’; infinitive, as ‘to love, teach, read’.</p>

Alphabet

This alphabet dates from the 5/6th C AD, so capital and lower-case letters are provided. Note the two mistakes:

α	β	κ	δ	ε	φ	γ	η	ι	κ	λ	μ	ν	ο	π										
A	B	C	D	E	F	G	H	I	K	L	M	N	O	P	Q	R	S	T	V	X	Y	Z		
α	β	κ	δ	ε	φ	κ	η	ι	κ															
a	b	c	d	e	f	g	h	i	k	l	m	n	o	p	q	r	s	t	u	x	y	z		

Here are the *names* of the Roman letters. Y and z (as usual) are omitted: the former was sometimes known as *y Graeca*, the latter as *zeta*.

α	βη	κη	δη	η	εφ	γη	'	ι	κα	ιλ	μ	εν	ω	π	κου	ρ	εσ	τη	ου	ξη			
A	B	C	D	E	F	G	H	I	K	L	M	N	O	P	Q	R	S	T	U	X			

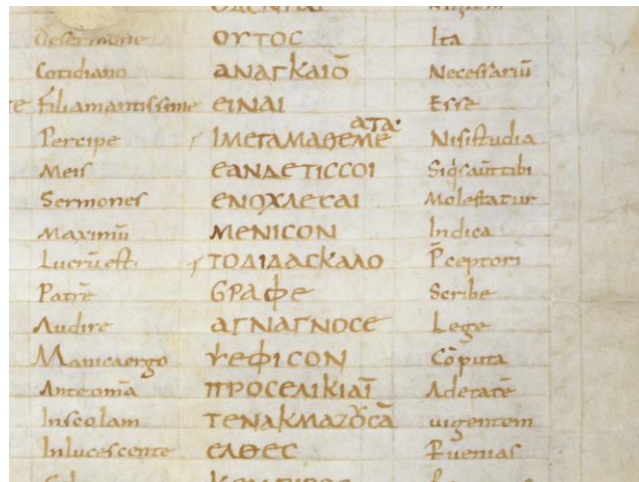
Transliterations

1. Conjugations

These are most irregular in reversing the normal order of persons (see 3. below for the transliteration system); and why no plurals?

Greek	Transliterated Latin	[Latin added here by E.D.]
ἀσπάζεται	σαλουτατ	salutat
ἀσπάζει	σαλουτας	salutas
ἀσπάζομαι	σαλουτω	saluto
βασιλεύει	ρηγνατ	regnat
βασιλευείς	ρηγνας	regnas
βασιλεύω	ρηγνω	regno
βασανίζει	τορκετ	torquet
βασανίζεις	τορκες	torques
βασανίζω	τορκεω	torqueo
βλέπει	ουιδετ	uidet
βλέπεις	ουιδες	uides
βλέπω	ουιδεω	uideo
βοηθεῖ	αδιουτατ	adiuuat
βοηθεῖς	αδιουτας	adiutas
βοηθῶ	αδιουτω	adiuto
βόσκεται	ουεσκιτουρ	uescitur
βόσκει	ουεσκερις	uesceris
βόσκομαι	ουεσκουρ	uescitur

2. Military terminology



There are other such list of words relating to the theatre, amphitheatre, circus and stadium.

Note the strange spelling error φρενεκτους for *praefectus*:

Greek	Transliterated Latin	[Translation]
περὶ στρατιωτῶν	δη μιλιτιβους	About soldiers (<i>de militibus</i>)
στρατιά	μιλιτια	military service (<i>militia</i>)
παρεμβολή	καστρα	camp (<i>castra</i>)
τάφος	φοσσα	ditch (<i>fossa</i>)
ἡγεμών	δουξ	leader (<i>dux</i>)
αὐτοκράτωρ	ιμπερατωρ	commander (<i>imperator</i>)
χιλίαρχος	τριβουνους μελιτουμ	military tribune (<i>tribunus militum</i>)
στρατοπεδάρχης	φρενεκτους καστρωρουμ	camp prefect (<i>praefectus castrorum</i>)
πρωτοστάτης	πρινκιψ	commander (<i>princeps</i>)
σκηναί	ταβερνακουλα	tents (<i>tabernacula</i>)
στρατόπαιδον	εξερκितους	army (<i>exercitus</i>)
φάλαξ	λεγιων	legion (<i>legio</i>)
σημία	σιγνα	standards (<i>signa</i>)
στρατιῶται	μιλιτης	soldiers (<i>milites</i>)
πεζοί	πεδεστρης	foot-soldiers (<i>pedestres</i>)
ἵππεῖς	εκουειτης	cavalry (<i>equites</i>)

3. Daily conversations

This text derives from the *Colloquia*, but is a transliterated version of a conversation. Note that:

1. Greek *beta* transcribes both Latin *b* and *v*;
2. Latin *u* is transliterated as Greek *ου*;
3. Latin *qu* becomes Greek *κου*;
4. *i* and *e* are also sometimes confused.

Σερμω κωτιδιανους	[Latin by E.D.]	Όμιλία καθημερινή
‘Κοιδ φακιμους, φρατερ; λιβεντερ τη βιδεω.’ ‘Ετ εγω δη, δομινε.’ (ετ νως βως.)	<i>quid facimus, frater? libenter te uideo et ego te domine et nos uos</i>	‘Τί ποιοῡμεν, ἀδελφέ; ἠδέως σε ὀρω̄.’ ‘Κἀγὼ σέ, δέσποτα.’ (καὶ ἡμεῖς ὁμᾱς.)
‘Νεσκιω Κοις οστιουμ πωλσατ̄ εξειτο κιτω φορας ετ δισκε κοις εστ, αυτ κοιεμ πετιτ.’ ‘Αβ Αυρηλιω βηνιτ̄ νουντιουμ τουλιτ.’	<i>nescio quis ostium pulsat exito cito foras et disce quis est aut quem petit ab Aurelio uenit. nuntium Tulit.</i>	‘Οὐκ οἶδα τίς τὴν θύραν κρούει ἔξελθε ταχέως ἔξω καὶ μάθε τίς ἐστίν, ἢ τίνα ἀναζητεῖ.’ ‘Ἄπ’ Αὐρηλίου ἦλθεν φάσιν ἦνεγκεν.’

4. The names of the gods

θεων ονοματα	δεαρουμ νωμινα [dearum nomina]	[Latin names by P]]
υγεια	σαλους	<i>Salus</i>
γη μητηρ	τερρα ματερ	<i>Terra Mater</i>
ηρα	ιουνων	<i>Juno</i>
ηρα βασιλισσα	ιουνων ρηγινα	<i>Juno regina</i>
ειλειθια	ιουνων λουκινα	<i>Juno lucina</i>
αρτεμις	διανα	<i>Diana</i>
λητω	λατωνα	<i>Leto</i>
αφροδειτη	ουενους	<i>Venus</i>
νεμεσις	ουλτριξ	<i>Ultrix</i>
δημητηρ	κερης	<i>Ceres</i>
φερσεφονη	προσερπινα	<i>Proserpina</i>
εστια	ουεστα	<i>Vesta</i>
τυχη	φορτουνα	<i>Fortuna</i>
σεμελη	λειβερα	<i>Libera</i>
εισις	εισις	<i>Acis</i>
μητηρ μεγαλη	ματερ μαγνα	<i>Mater Magna</i>

Dositheus on the case system



Since Greek also used nominative, vocative, accusative, genitive and dative, Dositheus finds no reason to discuss them. What interests him is the ablative, and here he gives four examples. His seventh case—too long to insert here—simply gives more examples of the uses of the ablative. One can imagine Greek pupils wondering how this could possibly be *both* a six and seventh ‘case’.

Casus sunt VI: nominatiuus genetiuus datiuus accusatiuus uocatiuus ablatiuus. adicitur a diligentioribus etiam septimus casus. semper ablatiuus uno modo profertur, cum a persona aut a loco aut a re ablatum quid (significetur), ueluti <i>ab Aenea stirpem deducit Romulus, ab urbe in Africam redit, a libris Ciceronis intellectum est.</i> septimus uero casus modis IIII profertur.	Πτώσεις εἰσὶν ἕξ· ὀνομαστικὴ γενικὴ δοτικὴ αἰτιατικὴ κλητικὴ ἀφαιρετικὴ, ἢ καὶ ἀπενεκτικὴ. προσβάλλεται παρὰ τῶν ἐπιμελεστέρων καὶ ἑβδόμη πτώσις. ἀεὶ ἢ ἀπενεκτικὴ ἐνὶ τρόπῳ ἐκφέρεται, ὅταν ἀπὸ προσώπου ἢ ἀπὸ τόπου ἢ ἀπὸ πράγματος ἀφαιρεθὲν τι (σημαίνηται), οἷον ἀπὸ Αἰνείου τὴν ρίζαν τὸ γένος κατάγει Ῥωμύλος, ἀπὸ Ῥώμης εἰς Ἀφρικὴν ἐπάνεισιν, ἀπὸ τῶν βιβλίων τῶν Κικέρωνος νενόηται. ἢ δὲ ἑβδόμη πτώσις τρόποις τέτρασιν ἐκφέρεται·	There are 6 cases: nominative, genitive, dative, accusative, vocative, ablative. There is added by more careful people also a seventh case. Always the ablative in one way is used, when from a person or from a place or from a thing something taken away it signifies, as in: 'from Aeneas Romulus traced his descent', 'from Rome he returns to Africa', 'from Cicero's books it was understood'. But the seventh case in four ways is used.
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Case examples

These provide homonyms and examples of case usage. Note that the cases specified in the third column are the Greek ones, not the Latin. The idea is to show how many translations the Latin *uos* has in Greek.

uos (pl)	ὕμεῖς, ὑμᾶς	'You (nom. pl.)', 'you' (acc. pl.)
uos priores uenistis	ὕμεῖς πρότεροι ἔληλύθατε	'you (nom.) came earlier'
uos sic iussi	ὕμᾶς οὕτως ἐκέλευσα	'I ordered you (acc.) thus'
genetiui sic fit casus	γενικῆς οὕτω γίνεται πτώσεως	It becomes a genitive case thus:
audio uos	ἀκούω ὑμῶν, ἀκούω ὕμᾶς	'I hear you (gen.)', 'I hear you (acc.)'
contemno uos	καταφρονῶ ὑμῶν	'I despise you (gen.)'
datiui rursus sic	δοτικῆς πάλιν οὕτως	but (it becomes) a dative thus:
sequor uos	ἀκολουθῶ ὑμῖν	'I follow you' (dat.)
adiuuo uos	βοηθῶ ὑμῖν	'I help you' (dat.)

Next week: reading the real thing, or a paraphrase of it.



This is an extract selected for you as part of Classics for All's 'Bellaria' series to cheer us up during the COVID-19 pandemic. The full series of weekly instalments may be found on our website classicsforall.org.uk/bellaria/