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Cambridge Latin Course

Book V Stage 37

Teacher's Guide

FOURTH EDITION

The information contained within this guide comprises advice and guidance for teachers on the use of the Cambridge Latin Course. It does not represent a definitive or 'correct' way of teaching the course, and all teachers should feel confident in adapting their practice to their own classrooms and contexts.



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STAGE 37 cōnsilium

<i>Cultural Background</i>	<i>Story line</i>	<i>Main language features</i>	<i>Focus of exercises</i>
The emperor's council. The senatorial career.	Agricola writes to the emperor describing the conquest of the British mainland and suggesting that the time is right to invade Ireland. The emperor consults his advisors and receives differing opinions.	<ul style="list-style-type: none">• Indirect statement (present main verb and perfect active infinitive)• Indirect statement (present main verb and perfect passive infinitive) <p>Word Patterns Neuter nouns formed from cognate verbs.</p>	<ol style="list-style-type: none">1. Selection of correct verb, noun or participle.2. Active and passive forms of present, imperfect and future tenses.3. Selection of correct Latin words to translate an English sentence.

Opening page (p. 31)

Illustration. Detail of frieze from the reconstruction of the Ara Pacis in situ showing senators dressed and wreathed ceremonially for the dedication of the monument in 13 BC. It was built to celebrate the peace established in the empire by Augustus. (*Original in Vatican, Rome.*)

Model sentences (p. 32)

Story. Agricola dictates a letter to the emperor describing his victory over the Caledonians which has resulted in other tribes suing for peace.

Introduction. This Stage is a sequel to the description of Agricola's campaigns in Britain (Book III, Stage 26), and is set immediately after the battle of Mons Graupius, AD 84, in which Agricola finally crushed the Caledonii in eastern Scotland. A translation of Tacitus *Agricola* 35-8 may provide a helpful introduction.

Ask students to recall what they know about Agricola's career (Book III, pp. 100-3) and about the last sighting of Agricola, in confrontation with Salvius

over the emperor's policy for Britain. Put up for discussion Salvius' words: *tū ... victōriās inānēs ē Calēdoniā refers ... Calēdoniam nōn cūrat* (Book III, p. 97, lines 14-17).

Then move straight into the sentence at the top of p. 32, reading it in Latin and asking for a translation. Discuss the kind of letter Agricola will send to the emperor about his victory.

New language feature. Indirect statement (accusative and perfect active infinitive) with introductory verb in the present tense.

In the model sentences, which set the scene for the Stage, Agricola is dictating his letter to the emperor after the final defeat of the Caledonii. His words are first given in direct speech, illustrated by what is shown in the frames (e.g. 'Many of the enemy have died and few have escaped.'). To the right, in each case, an anonymous narrator reports Agricola's words in indirect speech (e.g. 'Agricola says that many of the enemy have died and few have escaped').

First reading. Read the direct speech of sentence 1 as if you were Agricola, and ask for a translation. Emphasise the perfect *superāvit*. Use comprehension questions and the illustration as necessary, e.g. Why are the horsemen riding with such excited abandon? Are they charging in to attack or celebrating a victory? What is Agricola saying about them?

With sentences 2 and 3 the direct and indirect statements will be clearly differentiated if a student reads Agricola's words and the teacher the reported statement. Follow each reading by comprehension questions and translation, as for question 1. Encourage the use of 'Agricola says that ...', but postpone detailed analysis until 'About the language 1' (p. 36).

In sentence 3 note the use of *quī* and the present subjunctive *petant* expressing purpose.

Consolidation. Ask students to write a translation of p. 32 for homework and go over their work at the start of the next lesson. If they write the Latin out as well, they can keep their exercise for future reference and revision.

Illustrations

The Roman cavalry gallop with abandon after their fleeing enemy, waving their spears in jubilation.

A lot of dead Britons, recognisable by their leggings and tartan cloaks (Britannia was famous for the weaving of check patterns), are contrasted with a small number escaping in the background.

Two, possibly three, separate groups of Britons are waiting to confer with the Romans at left.

Epistula (p. 33)

Story. Agricola's letter to Domitian reports on the success of the British campaign, commissioned by Vespasian in AD 78, and the current policy of romanization. He recommends consolidation by invading Ireland.

First reading. Introduce by asking about the gossip in Rome which emerged in Stage 35, e.g.:

What did Glabrio write to his friend Lupus (p. 2, lines 20-3)?

What did Lupus tell him about the Scots (p. 6, lines 13-16)?

What was Lupus' view of the outcome of the campaign (p. 6, lines 16-19)?

Why, despite his seclusion in the country, did Lupus know more about things than Glabrio who often advised the emperor?

Start by reading the superscription and asking for a translation. Invite comment on the conventional style of address from a commander in the field to the commander-in-chief (Imperātōrī). Ask what is to be expected in Agricola's letter, referring to the model sentences if necessary. Then read the letter at a sitting, if possible, using your Latin reading and comprehension questions to elicit initially the basic meaning and then a more sophisticated understanding, e.g.:

Who sent Agricola to Britain? When? With what purpose (lines 2-4)?

What does Agricola say Domitian ordered him to do? Was Agricola pleased to receive these orders? How do you know (lines 4-5)?

What announcement is Agricola making in this letter (lines 5-7)?

Translate: *bellum ... victi* (lines 6-7). What effect does Agricola intend by using such short sentences?

When did the Roman army reach the furthest parts of Britain (lines 8-9)?

What does Agricola say inspired the Roman soldiers (lines 10-12)?
victōriam nōmine tuō dignam (line 11). What kind of victory was it? Why do you think Agricola uses this phrase? Encourage alternative explanations, e.g.: to emphasize the greatness of the victory; to be tactful to the emperor. If the latter, why should he need to abase himself before an emperor who has just celebrated a victory of his own (p. 2, lines 12-19)?
What does he tell Domitian about the enemy (lines 12-15)?
What two steps has he taken to secure a lasting peace in Britain (lines 16-18)?
What have been the results (lines 18-19)?
ūna cūra (line 20). What is the worry that Agricola has while Ireland remains free?
What is Agricola's second argument for invading Ireland? What is the source of his information (lines 23-4)?
How easy will it be? What state are the soldiers in? What is awaited (lines 25-6)?

Discussion

- 1 *The contents of the letter* are imaginary. However, they are based on the accounts by Tacitus of the defeat of the Scots (*Agricola* 36-7), romanisation (21), and Agricola's view that control of Ireland was necessary (24). A letter is mentioned by Tacitus (39).
- 2 *Agricola's position*. As a successful general, what might Agricola expect from his military victory? Why might Agricola's victory be a touchy subject for Domitian (e.g. p. 2, lines 12-19)? Look at the line drawing of the coin (below the letter) which the Senate had minted to celebrate the British victory. Who gains the credit for the conquest of Britain?

How long has Agricola been away from Rome? Did his absence mean that he was out of touch with current political priorities? Does Agricola seem confident that the emperor will accede to his suggestion for invading Ireland? What arguments does he put forward? How persuasive do you think they are?
- 3 *Agricola's policy of romanisation*. What is your opinion of the measures Agricola took to bring about peace, prosperity and security in the newly conquered province (see also Book III, p. 102)? Would they have made *you* better disposed to the Romans? This is an opportunity to raise the issue of conquest and cultural subjugation with students and encourage them to critically examine the brutal

tactics of the Romans. The book gives the Roman perspective, but this should not be left unchallenged.

- 4 *The story line.* From your knowledge of Agricola, the army and Roman Britain, how would you, as Roman emperor, reply to this letter? From your knowledge of Domitian, how would you expect him to reply?

Consolidation

Allocate to half the class the translation of lines 2-15 about the victory, and to the rest lines 16-26 about Agricola's attempt to settle the province. Go over each section briskly and follow with some consolidation of language, e.g.:

Lines 2-15

Ask students to find and translate the examples of the ablative absolute in lines 4, 9 and 14. Undertake further practice using examples from pp. 128-9 if necessary.

Identify the three present passives *adsūmuntur*, *geruntur* (line 19), *expectātur* (line 26). Use the first two to practise third person present and imperfect passives (*adsūmēbantur*, etc.) and the third to practise 1st and 2nd person singular passive endings (*expector*, etc.).

Lines 16-26

Ask students to say why *exstruant* (line 17), *discant* (line 18) are in the subjunctive. What tense are they?

Draw attention to *audiō* (line 23), *crēdō* (line 25) which do not involve the act of speaking, yet introduce an indirect statement.

Illustration. A sestertius of Domitian, AD 84, minted to celebrate the victory in Britain and the seventh occasion on which Domitian was acclaimed as *Imperātor* (the ancient title that troops who had won a victory gave to their commander-in-chief. The title was later exclusively reserved for the emperors and, in addition to its military meaning, acquired the sense of sole ruler, hence the usual translation, *emperor*).

Front: Domitian wearing victory wreath.

Text: IMP(ERATOR) CAES(AR) DIVI VESP(ASIANI) F(ILIVS)

Emperor Caesar, son of the divine Vespasian,

DOMIT(IANVS) AVG(VSTUS) GERM(ANICVS) CO(N)S(VL) X
Domitianus Augustus Germanicus, ten times consul

Reverse: The victory motif. Triumphant horseman attacking the enemy and trampling a corpse.

Text: P(ONTIFEX) M(AXIMVS) TRIB(VNICIA) P(OTESTATE) III
Chief priest, holder of tribunician power for the third time,

IMP(ERATOR) VII P(ATER) P(ATRIAE) S(ENATVS) C(ONSVLTO)
Imperator for the seventh time, father of his country, by decree of the senate

Some discussion of this coin helps students to gain an insight into the emperor's position. On the reverse of the coin Domitian's titles are listed.

1 Which of these made ordinary citizens think that he was their defender?

TRIB P III (tribūnicia potestās for the third time, which dates it to AD 84).

The traditional function of the tribunes of the people (tribūnī plēbis) had been to protect Roman citizens. The emperor assumed their powers, leaving the tribunes their office but depriving them of their importance.

2 Which gives him authority in the ceremonial of the state?

P M (pontifex maximus)

3 Which conveys the impression (something every emperor wished to convey) that he was closely connected to his people?

P P (pater patriae - father of the country). The phrase is used by Domitian's admirers in the report of the triumph in Glabrio's letter (p. 2, line 15).

4 Which emphasised his position as a successful commander-in-chief?

IMP VII (imperātor - this was the seventh time)

5 Who minted the coin?

S C (senatūs cōsultō - by decree of the senate). Domitian has absolute power, but he allowed the senate nominal authority.

* amīcī prīncipis (pp. 34-5)

Story. A group of senators has been summoned for a meeting of Domitian's council. Messalinus and Crispus speculate on what the business will be. Crispus, in particular, is worried about what will be expected of him.

First reading. Take the story in small sections, e.g. lines 1-6, 7-13, 14-20, 21-5, 26-end. Have each section read two or three times in different ways, e.g. by yourself, by individual students or silently, by the class. After each section invite them to tell you what they have understood from your reading. This helps them to learn that re-reading unprepared passages leads to an increase in understanding. Then set

them the comprehension questions to answer independently in writing.

Discussion

- 1 *Power and influence.* What do you learn about Domitian as emperor from this conversation? What is Epaphroditus' official position? (See Book IV, p. 95.) How do the senators feel about him? (They fear him because he has more access to Domitian than any of them and they despise him because he is an ex-slave, not even a free man, much less a nōbilis like themselves.) What is the role of advisers to the emperor? How well do you think these senators will fulfil it? Why has this council been summoned?
- 2 *The senators.* This is an imaginary conversation between historical characters: the blind Messalinus was much feared as a hanger-on of Domitian who consistently recommended the death penalty in treason cases. According to Pliny (*Letters* IV. 22) his loss of sight had increased his vindictiveness and made him appear a depersonalised killer. See also Juvenal *Satires* IV. 113. Crispus appears to have been a talented politician with a reputation for wit (Juvenal *Satires* IV. 81 and Tacitus *Histories* II.10).
- 3 *The emperor's council.* This is a good opportunity to read and discuss The emperor's council on pp. 44-5. It was the custom among high-ranking Romans to summon their friends for a consultation about any important decision in their lives, such as a marriage or making a will. They would present their question and formally invite replies in turn, usually starting with the senior person present. The emperor's council was an extension of this custom.

Consolidation

Re-reading and translation. This is a good passage for reading aloud in pairs either in Latin with appropriate expression, or in a natural English version. Preparation for reading requires a detailed study of the text. Encourage students to stress the anxiety of Crispus and the coldness of Messalinus.

Language practice

Irregular verbs. Revision of forms, including the present subjunctive, can be developed from the examples in this story: sīs (line 8), poterō (line 13), velit (line 15), es (line 19), erō, vīsne (line 24), volō (line 27), adest (line 30). With the textbook open at p. 122, ask students to find the Latin for *you will be able, we wanted, they will be, they used to be, they had been*, etc. Write up some short Latin sentences for translation.

Passive/deponent verbs can be practised, starting from: colloquēbantur (line 6), perturbāris (line 7), perturbor (line 9) and rogābor (line 10).

Indirect questions. Identify for translation and explanation:

nōn intellegō quārē anxius sīs (lines 7-8).

nescio ... quārē Domitiānus nōs cōnsūlere velit (lines 14-15).

mihi semper difficile est intellegere quāle respōnsum Domitiānus cupiat (lines 21-3).

Future perfect tense. Write up examples from the passage and invite translation:

sī tamen tū mē adiūveris, sēcūrus erō (line 24).

vīsne, quicquid dīxerō, sententiam similem prōpōnere (lines 24-5)?

nihil dīcam priusquam Epaphrodītī sententiam audīverō (lines 27-8).

Some additional examples with a clear temporal relationship may help students to notice the future perfect form and draw their own conclusions about why it is there, e.g.:

Domitiānus, postquam cōnsilium audīverit, cōstituet quid faciat.

sī cōnsēserit, ad Hiberniam Agricola proficīscētur.

Confirm that it indicates an action which is completed before the action of the future verb (lit. *After he will have heard his council, Domitian will decide what to do*). As this is unacceptable in English, use a tense that comes naturally, normally the present or perfect (*After he hears his council/After he has heard his council*). Refer to the tables on p. 115 and create a few examples for practice, always putting the future perfect tense in the context of a future sentence. A concrete English example may help:

If you break the window, I shall punish you.

When will the breaking happen? Future.

When will the punishing happen? Future.

So both happen at the same time? No, breaking precedes punishing. So Latin uses two future tenses, one for the earlier event, the other for the later.

Illustrations

The line drawings show Crispus (left) and Messalinus (right).

About the language 1: indirect statement with perfect active infinitive (p. 36)

New language feature. Perfect active infinitive with accusative in indirect statement and present main verb. At the end of this note, students should be able to recognise that:

- 1 the nominative case in the direct statement on the left has become an accusative in the reported (indirect) speech on the right;
- 2 the verb in the perfect tense in the direct statement on the left has become a perfect infinitive in the reported (indirect) speech on the right.

Discussion. Read in Latin the direct and indirect statements in the model sentences (p. 32) and ask the class for their meaning. Recall the distinction between direct and indirect statement (p. 8):

Direct: a statement is being made;

Indirect: a statement is being reported or mentioned.

Then study the examples in paragraph 1 of the language note, and ask students to translate the examples in paragraph 2. Go over them straight away so that you can deal with any remaining uncertainty.

It is worth repeating that English sometimes uses the same accusative and infinitive construction, e.g. I believe him to have fled the country.

Finally, discuss the form of the perfect active infinitive, relating it to the 1st person singular of the perfect tense as in paragraph 3.

Consolidation

1 *Perfect active infinitive:*

With the class derive the English direct statements from the indirect statements in 2e and 2f. Then translate into Latin, comparing the forms *discessit* and *aedificāvit* with the perfect infinitives.

Using Vocabulary checklist 37 (p. 48), ask for the form of the perfect active infinitive from the principal parts of selected verbs. This could be extended using familiar verbs from the Vocabulary (p. 137). When students have generated, e.g. *didicisse*, incorporate it in a sentence for them to translate, e.g. *scio vōs haec verba didicisse*.

Look at the perfect tenses of the irregular verbs (p. 122) and ask the class to form the perfect infinitives. They could then check with the table on p. 124, paragraph 3.

2 *Indirect speech with perfect active infinitive:*

Ask students to find some examples of the indirect statement with a perfect active infinitive in the stories they have read, and ask for translation, e.g.:

p. 33: nūntiō exercitum ... retulisse (lines 5-6).
scio ... paucissimōs effūgisse (lines 12-13).
affirmant ... superstitēs ... incendisse (lines 13-14).

You could also ask for comment on examples with the present infinitive:

audiō ... metalla ... continēre (lines 23-4).
crēdō ... īnsulam ... posse (line 25).
p. 34: dīcunt ... nūntium ... advēnisse (line 16).
putant Germānōs rebellāvisse (lines 16-17).
crēdunt ministrōs ... dēprehendisse (lines 17-18).

cōnsilium Domitiānī I (p. 37)

Story. Ordering Epaphroditus to read Agricola's letter, Domitian asks for advice. Crispus sits on the fence; Veiento suggests Agricola has been carried away by his success and should be recalled; Glabrio argues he deserves a triumph and should be left to finish the job.

First reading. Start by looking at the reconstruction of Domitian's palace (pp. 38-9) and identifying, with the aid of the caption, the room where the council may have met.

Take the story in a single session if possible. If you have to make a break, ensure that you leave the class keen to find out what is going to happen next. Use the line drawings as a guide to the structure of the story (we are to hear one question and five replies) and refer to them throughout to introduce or recall the characters and to give clues to their personalities.

Note that the perfect passive infinitive in indirect statement is introduced in this story. It is used in familiar contexts and should not cause problems. Leave detailed discussion until 'About the language 2' on p. 41.

Domitian, lines 1-12. Read in Latin. Confirm that students have understood exactly what Domitian is asking, and invite them to suggest the responses to be expected from the council members they have already met: Crispus (p. 34), Glabrio (p.2, lines 24-7; p. 7, lines 30-5), Epaphroditus (Book IV, Stage 34) and Messalinus (p. 34). Then ask students to translate lines 1-12 aloud in pairs, checking their understanding with a few key questions:

- What was Domitian's expression as he entered?
- Who followed him?
- How did Domitian introduce the council's business?

Crispus, lines 13-20. Explore the text with broad comprehension questions:

- Why did the emperor turn to him *statim* (line 14)? Is this what Crispus expected?
- What physical signs showed his state of mind (lines 17-19)? Do you think Crispus was really considering the problem? Does any word suggest that he wasn't?
- Do you find Crispus' situation comic, threatening, or pathetic?
- What is your opinion of the advice he gave?
- Can you deduce what Domitian thought of his advice (lines 21-2)? Is 'He has a sense of humour, albeit a cruel one' a fair comment on Domitian?
- What occurred to let Crispus off the hook (lines 23-4)?

Veiento, lines 23-36. Introduce Veiento by inviting comments on his picture. Read this section and follow with more detailed questions:

- What was Veiento afraid of? How did he try to prevent Domitian taking offence (lines 24-5)?
- What did Veiento say they had learnt (lines 27-8)? What was he insinuating with the word *tandem*?
- What did he think had made Agricola over-excited (lines 28-9)?
- Why did he think that Agricola was wrong about Ireland (lines 32-3)?
- What would happen to the Roman forces if they were taken there (lines 33-6)?
- How did Veiento sum up his advice (line 36)?
- What is your opinion of this advice? What effect will it have on other members of the council, and on Domitian?
- Do you agree with the description of Veiento as *cēterīs paulō audācior* (lines 23-4)?

Aulus Fabricius Veiento was reputed to be an informer. His career in public life lasted until the reign of Nerva and he is mentioned in Juvenal (Satires IV. 111-13) and Pliny

(Letters IV. 22).

Glabrio, lines 37-42. Read as dramatically as possible and then draw together a group translation by reading each sentence again and inviting volunteers to translate.

Discussion

- 1 *Glabrio's speech.* Ask the group to describe Glabrio's mood when he started speaking. What triggered his intervention? Are there any expressions which might affect Domitian's feelings towards Glabrio and his advice? Why might his reference to a triumph might have been a sensitive matter for Domitian? What do you think is likely to happen next? Recall Lupus' words to Glabrio (p. 7, lines 30-5). Does Glabrio's behaviour in the emperor's council bear out his friend's fears for him?
- 2 *Glabrio's choices.* Men of integrity were often helpless to oppose tyrannical emperors. What would happen to them if they resisted openly? How might Glabrio have escaped suspicion without compromising himself too much? By retiring to his country estates? Contrast Glabrio's attitude with that of Tacitus quoted in the Cultural Background of this Stage.
- 3 *Members of the council.* This meeting is imaginary, though all the characters are historical. For notes on Epaphroditus see Book IV, Stage 34, p. 95; Glabrio, p. 7 above; Messsalinus and Crispus, p. 35 above; Veiento, p. 38 above.

Consolidation

Written translation of lines 23-36.

Future perfect tense. Ask for an explanation of the tense of *ductae erunt* (line 35); *victa erit* (line 39).

Illustrations

- p. 37 The line drawings represent Domitian (top right), Crispus (top left), repeated from p. 34, Veiento (bottom left), Glabrio (bottom right), already familiar from p. 3.
- pp.38-9 Section through the state rooms of Domitian's palace, looking approximately from the north (reconstruction by Peter Connolly). For more on Domitian's palace see pp. 82-4 in the textbook.

From left: portico; audience hall with two smaller halls on either side (one of

these, the apsidal basilica, with yellow marble columns from north Africa, is cut away in the foreground); peristyle with formal garden and fountain, and rooms on either side (the nearer with unusually curved internal walls); huge triclinium with platform in apse for high table, small oval fountain courts on either side, visible to diners through a row of grey Egyptian granite columns and large windows. The audience room and the triclinium were probably roofed in timber: vaulting of such a huge span would have exerted too great a sideways thrust.

The architect was Rabirius and he obviously enjoyed experimenting with unusually shaped rooms. See the plan on p. 73.

- p.39 Bottom right: View along the portico of the audience hall block (same viewpoint as the reconstruction). The walls of the hall block are of brick-faced concrete. Part of one of the portico columns can be seen at left.

cōnsilium Domitiānī II (p. 40)

Story. Glabrio's gaffe paralyses the council until Epaphroditus compares Agricola's achievements unfavourably with those of Domitian. Messalinus suggests that Agricola could be a threat, but Domitian remains impassive as he dismisses them.

First reading. Start by asking the group for Glabrio's closing words (p. 37); why do you think Glabrio overlooked the emperor's German campaign?

Then read lines 1-5 in Latin and ask students the effect of Glabrio's speech on the group, and on the emperor. Suggest they identify the Latin words which support their view.

Epaphroditus, lines 6-15. Read the speech and approach it through comprehension questions, ensuring a correct understanding of *dēductōs esse* (line 15):

What adjective did Epaphroditus use to describe Agricola's victory (line 7)?

What adjective did he use for Domitian's achievements (line 8)?

What had happened the previous year (lines 9-12)?

What had happened to the German chieftains (lines 12-15)? What rumour had there been about them (see p. 2, lines 17-19)?

Twice Epaphroditus used the word *num* and once *nōnne*. What does that suggest about the tone of voice in which he spoke? Is what he says a fair

interpretation of Glabrio's speech or deliberate misrepresentation?

Messalinus, lines 16-32

When did Messalinus give his opinion?

occāsione ūsus (lines 17-18). What do these words mean? What had Messalinus said earlier (p. 34) about when he intended to speak?

What reason did he give for saying that no general was better than Domitian (lines 19-20)?

What information about Agricola did he recall at this point (lines 20-2)?

What statement of Agricola's did he misquote (lines 22-5)? What did Agricola actually say? (See p. 33, lines 25-6.) What conclusion does Messalinus draw (line 25)? What did he say were his fears about Agricola (lines 25-8)?

What reference did he make to Glabrio (lines 29-30)? In what tone of voice? How do you know?

How did Messalinus recommend Agricola be treated (lines 30-2)? Do any of his recommendations come as a surprise?

The meeting ends, lines 33-9.

Read in Latin and let the class translate on their own, referring to you only if necessary. You will be able to check if they have understood from their contributions to discussion.

Discussion

Why did Epaphroditus and Messalinus feel able to voice an opinion at this stage?

How did they exploit Glabrio's outburst?

Bearing in mind that Vespasian, Domitian's father, was a general in Judaea when he made his successful bid for the throne, what do you think the effect of lines 25-8 was on Domitian?

What do you think Messalinus means by: *revocandus, laudandus, tollendus*?

Why did the emperor conceal all evidence of his feelings during the meeting? What would be the effect of this?

What motives underlay the advice given by the counsellors?

How do you interpret the last line of the passage? What do you think will happen?

(Agricola was recalled, given the *ōrnāmenta triumphālia*, i.e. honours due to a successful general, including the right to wear a laurel crown on occasions, and a splendid statue, but held no further office. If time allows, read the account of his death in Tacitus *Agricola* 43, where Tacitus conveys the strong impression that Domitian had Agricola poisoned, although he states that he has no definite evidence.)

This is a good time to read The senatorial career pp. 45-7, where the career of Agricola is set out.

Consolidation

Re-reading and translation. Divide the class into two groups and allocate one of the speeches to each group. Ask them to translate the Latin into good English, and to prepare to read aloud in Latin and English with a lively expression. Have the groups deliver their speeches in sequence.

5th declension. Select and write up the sentences met in this Stage in which nouns of the 5th declension occur, e.g. *spē glōriāe* (p. 33, line 11); *diē illūcēscēte* (p. 34, line 1); *rēbus splēdidīs* (p. 40, line 8); *spē imperiū adductus* (p. 40, line 26). Then create some simple sentences for translation using other cases of these nouns, e.g.:

spem nūllam habēmus.

multōs diēs in ultimās partēs Calēdoniāe prōgrediēbantur.

quā rē perfectā, senātor domum in lectīcā vectus est.

omnī spē āmissā, rem gerere recūsāvī.

hoc opus paucīs diēbus perficiam.

legātus fidem exercitūs Rōmānī laudāvit.

As students translate each one, build up a grid of the 5th declension words, entering each case, and then refer to the table on p. 104.

Create a few English phrases/sentences for students to supply in Latin the word indicated, e.g.: a journey *of many days*; in many *things*; *hope* springs eternal.

Ask students to learn *diēs* for homework in preparation for similar practice in the next lesson.

Future participle. In preparation for Stage 38, create some sentences from these stories with the future participle (see Book IV, p. 70), e.g.:

nunc Domitiānus amīcōs dē Britannīs cōsultūrus est.

senātōrēs in animō volvēbant quid imperātōrī dictūrī essent.

Crispus Messalīnum rogāvit num Epaphrodītus adfutūrus esset.

subitō amīcī Domitiānum cōspexērunt aulam intrātūrum.

Illustration. The line drawings represent Epaphroditus (top), familiar from Book IV, Stage 34, p. 95 and Messalinus (bottom), repeated from p. 35.

About the language 2: indirect statement with perfect passive infinitive (p. 41)

New language feature. Perfect passive infinitive with accusative in indirect statement, and present main verb.

Discussion. Reflect on paragraph 1 of the language note, and ask students to translate the examples in paragraph 2. Go over them straight away. Finally, discuss the form of the perfect passive infinitive, relating it to the 1st person singular of the perfect passive indicative as in paragraph 3.

Consolidation. In a subsequent lesson, revisit some of the examples in paragraph 2, and extend the exercise by altering the sentences slightly, e.g. *novae viae in Britannia exstructae sunt. audiō novās viās in Britannia exstructās esse.*

Then ask students to find examples of similar indirect statements in the stories they have read, and ask for translation of the complete sentences e.g.:

p. 37: *cognōvimus ... victōs esse* (lines 27-8).

gaudeō ... superātōs esse (lines 38-9).

p. 40: *num oblītus es ... dēductōs esse?* (lines 12-15).

If necessary, make up more examples like a and c in paragraph 2, and ask students to turn them into indirect speech with your help as appropriate.

To familiarise students with the perfect passive infinitive, ask them to form the perfect passive infinitive from the principal parts of selected verbs. Link form and function by incorporating some of the examples into indirect statements, taking care to keep the introductory verb in the present tense.

Look at the active and passive perfect infinitives of *ferō* (pp. 124-5) and relate them to the perfect active and passive indicatives. Use simple manipulation exercises, including examples with compounds, e.g.:

vīnum ad triclinium affer! *dominus servum vīnum afferre iubet.*

servus vīnum attulit. dominus crēdit servum vīnum attulisse.

vīnum in triclinium adlātum est. scio vīnum in triclinium adlātum esse.

Word patterns: verbs and nouns (p. 42)

New language feature. Neuter nouns and cognate verbs.

Discussion. This is straightforward enough for students to tackle on their own as homework, provided they have the opportunity in a subsequent lesson to raise with you any queries or comments.

Consolidation. Use the opportunity to revise the neuter nouns on pp. 104-5 working through paragraphs 3 and 4 on p. 105.

Practising the language (pp. 42-3)

Exercise 1. Complete the sentences with the correct Latin word, selecting by sense. Follow up by identifying the particular form of the verb or noun.

Exercise 2. Recognition of both active and passive forms of the present, imperfect and future tenses. Convert sentences from the active to the passive form, supply the correct ablative ending for the agent and translate.

Exercise 3. Translate English sentences into Latin with words chosen from a selection. In exercises like this, it is helpful to note any mistake made frequently by the class and then practise the relevant point with them.

Cultural background material (pp. 44-7)

Content. The material deals with two topics: The emperor's council is best taken in a discussion of *amīcī prīncipis* (p. 34), where it allows students to appreciate the dialogue between the two senators. The senatorial career is useful at the end of *cōsiliū Domitiānī II* (p. 40), since it puts the characters in this Stage in context and clarifies the fate of Agricola, which is left hanging at the end of the story.

Discussion

The emperor's council

- How were the emperor's counsellors selected?
- Why was the membership different on different occasions?
- Why did the emperor need a group of counsellors or friends to advise him?
- How did the consultation process work?
- What was the most usual subject for consultation?
- Why did the emperor have so many legal cases to consider?
- What qualifications and experience would senators need to advise the

emperor?

Can you give any examples of cases which came before the emperor? (Some are quoted in the text, but some students may be familiar with the New Testament story of St Paul who had claimed the right of a Roman citizen to appeal to the emperor and was shipwrecked on his way to Rome (*Acts* 25-27).

The senatorial career (see also Book IV, Stage 32, p. 71)

Why did you need money to follow the *cursus honōrum*? (Only members of the senatorial class, who had to possess 1,000,000 sesterces, were eligible to pursue a senatorial career. Posts were unpaid, although some, e.g. provincial governorships gave opportunities to amass wealth, sometimes by dubious means.)

What else do you think you needed besides wealth? (e.g. patronage, family connections, rhetorical training, military training, a good record in the earlier stages)

Which post was at the top of this ladder? How was it achieved?

Which of the offices would give men: a legal experience; b financial experience; c military experience; d experience with major building works; e general administrative experience?

Their rewards were status and influence. What status symbols could these officials display? (The senior officials were entitled to sit in 'curule chairs' (picture on p. 45). They were also accompanied by lictors carrying the fasces; the number of lictors varied according to the seniority of the officials (Book IV, p. 105). For the privileges of members of the senatorial class, see Book IV p. 71. Many honorific inscriptions recording the careers of senators survive; see the inscription set up in honour of Pliny, p. 46.)

What differences do you notice between the careers of Agricola and Pliny? (It is worth discussing the different specialisms of the two men. By the time Agricola became governor of Britain he had already done two tours of duty there and had governed another western province, Aquitania. Similarly Pliny's financial expertise was repeatedly put to the service of Rome - even his military tribunate was an accountancy job, and he was sent to Bithynia with the special commission of sorting out its serious financial problems. His letters regularly show an interest in engineering and technology rare in an upper-class Roman and his supervision of the Tiber water authority may be the effect of this.)

Note that Pliny was appointed as augur, a highly prestigious honorary priesthood. His letter to Trojan (X. 13) begging for the priesthood and his smug letter (IV. 8) to a friend, when he had attained it, are both instructive and entertaining.)

Public life under bad emperors

What choices in public life faced a man of integrity during the reign of Domitian? Should he resist? What would that achieve? Should he keep quiet or drop out? Tacitus claimed (*Agricola* 42. 4) that, even under a tyrant, a man might live and serve honourably by exercising discretion and foregoing personal ambitions. To Tacitus, his father-in-law Agricola was such a man. He himself rose to high office under Domitian. Such men enabled the empire to function efficiently even under bad emperors.

Illustrations

- p. 44 Emperor dealing with affairs of state, seated on magistrate's chair on a platform in front of the Basilica Julia in the Forum Romanum, with the sacred fig tree to the right. Detail of relief from the time of Hadrian, found in the Forum, now in the Curia.
- p.45 The curule chair, detail from a relief of mid-first century BC-AD (*Via Casalina, Rome*).
- p.46 Cursus inscription from Tifernum Tiberinum, on the upper Tiber, where Pliny had a villa (*Citta di Castello*). It was set up in Pliny's honour by the people of Vercellae where he also had a villa, in northern Italy near his birthplace of Comum.

The people of Vercellae to Gaius Plinius Caecilius Secundus, son of Lucius, of the Tribe Oufentinus, consul; augur; curator alvei Tiberis et riparum et cloacarum urbis; praefectus aerarii Saturni; praefectus aerarii militaris; quaestor imperii; sevir equitum Romanorum; tribunus militum legionis III Gallorum; decemvir stlitibus iudicandis; flamen divi Titi Augusti. (Pliny's career is listed in reverse order, but with the special distinctions of consul and augur placed out of sequence at the start)

The list includes the honorific but junior post of **sēvir equitum**, commander of the detachment of young equites who paraded annually before the emperor.

Bronze coin of Nicaea (*British Museum*), one of the self-governing cities of Bithynia whose muddled finances Pliny was sent to sort out.

p. 48 Temple of Saturn in Forum Romanum with the Rostra in the foreground.

Checklist vocabulary: cognates, compounds, opposites, etc. (p. 48)

complūrēs (plūrēs); dubitō (dubium); odium (ōdī, odiōsus); paulō (multō); revocō (vocō, convocō); trāns (trānseō, trānsfīgō, trānscurrō, etc.).

Suggested activities

1. *The council's discussion of Agricola*. Ask students to re-read consilium Domitian I and II and then do the exercise overleaf. They could complete the speech bubbles in a variety of ways, e.g. select for each member the Latin sentence which they consider most characteristic or summarise the viewpoint in English. This could be a group exercise.

If you are short of time, you could complete the sheet yourself and give it to students at an early stage in the reading, to help them work on the text.

2. *Activity*. In a year when the wine crop was prolific and grain was sparse, Domitian considered that the vineyards were receiving attention at the expense of the cornfields. He proposed that all vineyards in Italy and half the vineyards in the provinces should be cut down (*Suetonius VII, 2*). How would you advise him?
3. *Revision*. Prepare for Attainment Test 1 by reviewing Stages 35-37. A sound strategy is to read at least one story from each Stage, look at some of the exercises, and read the cultural background material and the language notes. Features for attention are: passives, subjunctives and indirect statement.

What point did they make?

