

# MEAI NUCESQUE

A newsletter for Classics at the University of Dallas

## WHY STUDY CLASSICS?

I will say at once, quite firmly, that the best grounding for education is the Latin grammar. I say this not because Latin is traditional and medieval, but simply because even a rudimentary knowledge of Latin cuts down the labor and pains of learning almost any other subject by at least 50 percent. -- **Dorothy Sayers**, from the *National Review*. ([http://puffin.creighton.edu/clc/Student\\_page/Careers.html](http://puffin.creighton.edu/clc/Student_page/Careers.html))

### APOSTOLIC CONSTITUTION ON PROMOTING THE STUDY OF LATIN

Of His Holiness John XXIII Pope by Divine Providence  
John, Bishop Servant of the Servants of God For a Perpetual Remembrance

THE WISDOM OF THE ANCIENT WORLD, enshrined in Greek and Roman literature, and the truly memorable teaching of ancient peoples, served, surely, to herald the dawn of that gospel which God's Son, 'the judge and teacher of grace and truth, the light and guide of the human race',<sup>1</sup> proclaimed on earth. Such, at any rate, was the view of the Church's Fathers and Doctors. In these outstanding literary monuments of antiquity they recognized man's spiritual preparation for the supernatural riches which Jesus Christ communicated to mankind 'to give history its fulfillment'.<sup>2</sup> Thus the inauguration of Christianity did not mean the obliteration of man's past achievements. Nothing was lost that was in any way true, right, noble, and beautiful. [Part I.1: THE VALUE AND IMPORTANCE OF LATIN]

#### From the Haverford classics website:

But I have never gone away from them. How can an educated person stay away from the Greeks? I have always been far more interested in them than in science. —**Albert Einstein**

All the more strange, then, is it that we should wish to know Greek, try to know Greek, feel forever drawn back to Greek, and be forever making up some notion of the meaning of Greek, though from what incongruous odds and ends, with what slight resemblance to the real meaning of Greek, who shall say? — **Virginia Woolf**

I would make them all learn English: and then I would let the clever ones learn Latin as an honor, and Greek as a Treat. — **Sir Winston Churchill**

Latin is the first subject we do in life entirely for its own sake. A degree at university in Classics leads to almost any job in the world. It gives one a disinterestedness in the study of any subject. Disinterestedness is NOT being uninterested. Quite the opposite: it is a love of studying without any practical result intended - and it gives the soul a peace, an inner control, a quiet joy beyond words.

Only those languages can properly be called dead in which nothing living has been written. If the classic languages are dead, they yet speak to us, and with a clearer voice than that of any living tongue. — **James Russell**

### IN THE BRITISH MUSEUM

'What do you see in that time-touched stone,  
When nothing is there  
But ashen blankness, although you give it  
A rigid stare?

'You look not quite as if you saw,  
But as if you heard,  
Parting your lips, and treading softly  
As mouse or bird.

'It is only the base of a pillar, they'll tell you,  
That came to us  
From a far old hill men used to name  
Areopagus.'

-- 'I know no art, and I only view  
A stone from a wall,  
But I am thinking that stone has echoed  
The voice of Paul,

'Paul as he stood and preached beside it  
Facing the crowd,  
A small gaunt figure with wasted features,  
Calling out loud

'Words that in all their intimate accents  
Pattered upon  
That marble front, and were far reflected,  
And then were gone.

'I'm a labouring man, and know but little,  
Or nothing at all;  
But I can't help thinking that stone once echoed  
The voice of Paul.'

-- **Thomas Hardy**

Dear Reader,

This is not a self-hugging fest. But, for those who perhaps are jaded after a long struggle with Secondary Sequence in Indirect Discourse, or worse from the wiles of the Ablative Absolute, or blistered from turning lexicon pages in search of one another of Vergil's grain words, it seeks to offer a temporary remedy. Make of it what you will. As always, I encourage submissions of artistic translations; reviews of current classics articles or events; questions of grammar, history, linguistics, or translation; and drawings. Please email them to [mpawlow@udallas.edu](mailto:mpawlow@udallas.edu), drop them off at the Classics department desk, or put them in UD Box 610, Attn: MN. Pax et bonum,

Mary Pawlowski, Editor



### Classics Links Page

(www.udallas.edu/classics/useful.cfm)

Conrad Peutinger, a man of letters born in 1465, inherited a map from Conrad Celtus...

[http://www.fhaugsburg.de/~harsch/Chronologia/Lspost03/Tabula/tab\\_pe00.html](http://www.fhaugsburg.de/~harsch/Chronologia/Lspost03/Tabula/tab_pe00.html)

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This is a website of the astounding Peutinger Map, a medieval copy and adaptation of an ancient Roman "road map" of the world (from Great Britain to the Far East). The segment above shows a very small bit of it: the medallion in the middle contains the city of Rome, the roads leading into Rome, and its port, Ostia. The map also marks the distances between cities and the sites of some major historical and biblical events.

### Bit from Smyth's Greek Grammar

from Scott Laverick

#### The Generic Article ¶¶ 1122, 1123

The definite article can be used to denote an entire class, as distinguished from other classes. Thus, ὁ ἄνθρωπος = *man* (i.e. as distinguished from ὁ θεός = *god*), οἱ γέροντες = *the aged*. In the singular the generic article makes a single object the representative of the entire class. In the plural, however, it denotes all objects belonging to a class. (The generic article in the plural is commonly used with adjectives used substantively: οἱ κάκουροι καὶ ἀδίκου = *the malefactors and wrongdoers*, that is, all those who do wrong.)



Rome, Vatican Museum. Credits: Barbara McManus, 1979

### τίς ἐστι;

"During the nine years of his command this is in substance what he did. All that part of Gaul which is bounded by the Pyrenees, the Alps and the Cévennes, and by the Rhine and Rhone rivers, a circuit of some 3,200 miles, with the exception

of some allied states which had rendered him good service, he reduced to the form of a province; and imposed upon it a yearly tribute of 40,000,000 sesterces. He was the first Roman to build a bridge and attack the Germans beyond the Rhine; and he inflicted heavy losses upon them. He invaded the Britons too, a people unknown before, vanquished them, and exacted moneys and hostages. Amid all these successes he met with adverse fortune but three times in all: in Britain, where his fleet narrowly escaped destruction in a violent storm; in Gaul, when one of his legions was routed at Gergovia; and on the borders of Germany, when his lieutenants Titurius and Aurunculeius were ambushed and slain."

(N.B. The source of this quote will be given in the next issue.)

### JOB OPPORTUNITY

I am a Latin teacher at an area private school. I am writing to enquire about the possibility of any students at UD graduating classics this spring and interested in maybe teaching for a short or long time (whichever they prefer). It is great experience for grad school and the program here is so new that there is a lot of room for creativity. Please let me know if you have any potentially interested students. Thank you so much.

Jennifer Hardy  
j.annhardy@gmail.com

### T U T O R S

SCOTT LAVERICK

*Greek*

MWF 10:50-12:50

TuTh 3:30-5 p.m.

ELIZABETH MALONE

*Latin*

MTuWThF

12-2

Please schedule with Elizabeth ahead of time for tutoring on Fridays.

CLASSICS DEPARTMENT  
AUDIO VISUAL CENTER  
2ND FL. CARPENTER

SUCH  
A  
SOUND

Unseasonable help for Latin grammar 'specially from Kate Wyman:

Sing the endings of the second declension to the Tune of Jingle Bells, thus:

u-s, i, o, u-m / o, long i, o-r-u-m,

i-s, o-s, i-s too.

2nd declension nouns.

(Come by the Classics Department for a performance by Elizabeth Malone, during her tutoring hours of course!)

LATINAM? by ELIZABETH MALONE

### Book Review from the Classics department Library

Edith Hamilton. The Roman Way to Western Civilization. New York: W.W. Norton & Company, 1932.

"Miss Hamilton describes the Roman Republic at its height as reflected in the comedies of Plautus and Terence; the surging political changes of Caesar's day, as revealed by Cicero; the money-mad, pleasure-bent Empire as seen by Horace and Catullus as well as the later poets and historians. With insight and subtle appreciation, she explores the contrast between Greek and Roman culture as well as the surprising similarities between Roman civilization and that of modern America" (from an introduction to the text).

