

# THE CAMEL COURIER

## President's Message: "Habeo camisiam tibi." "Mihi?" "Sic, tibi." "For blessing?" "Minime, tibi."

"So you teach Latin ... who are you gonna talk to, the Pope?"

As fellow teachers of Latin and the classics I expect that you all have fielded this or other similar questions – ones which are directed at the usefulness of our chosen profession. I admit that I must have joked more than once about the same issue, saying, "I'm not teaching Latin so that my students can speak with anyone at the Vatican ... I'm teaching them how to think." That is, of course, until one of my students approached me this fall and told me that he was likely going to have an audience with Pope Francis. "O.K." I said, "You're going to talk with him in Latin."

In my classes, especially at the upper levels, I now routinely explain unfamiliar passages in Latin to my students before we discuss the nuances of vocabulary or work towards rendering an English equivalent, but it was not until that moment that I realized just how little conversational Latin I was using in class. It would have been easier for my students to paraphrase sections of the so-called *Laudatiō Tūriæ* in Latin than to describe what they liked and disliked to do or eat. As a result, the learning curve for both of us was steep. We kept it a secret from the others in the class until the day before he was to leave for Italy, when I played Gregorian chants over the AV system, donned a makeshift mitre, and lumbered over for our dress rehearsal, "Salve, mi fili ..."



In the end, my student carried on a conversation with Pope Francis in Latin for about 30 seconds, most of which was dominated by a discussion of our Latin club T-shirt which includes our (somewhat unfortunate) motto NONNVMQVAM FIDELIS SEMPER SVAVIS and the seal of the city of Boston with BOSTONIA FORTIS beneath. He was able, through his experience, to know firsthand the true legacy of the language, and how even today, it can still come alive in unexpected and exhilarating ways.

At the very least, we *all* now have a response to the question: "Who are you gonna talk to, the Pope?"

"Actually ... let me tell you a story ..."

[Edward M. Zarrow](#)  
President, CAM  
Westwood High School  
Westwood, MA

## The Official Dialogue:

**DISCIPULUS:** "SANCTITAS, TE  
CONVENIRE HONOR EST MIHI."

**PAPA:** "AH ... SALVE, MI FILI ...  
NON ANGLICE LOQUERIS."

**DISCIPULUS:** "MINIME,  
SANCTITAS, SED POSSUM  
LATINE LOQUI."

**PAPA:** "OPTIME, QUID TIBI EST?"

**DISCIPULUS:** "CAMISIAM TIBI  
HABEO."

**PAPA:** "MIHI?"

**DISCIPULUS:** "SIC, TIBI."

**PAPA:** "FOR BLESSING?"

**DISCIPULUS:** "MINIME, TIBI."

**POPE:** "AH ... PLURIMAS  
GRATIAS AGO, MI FILI ... QUID  
CAMISIA LOQUITUR?"

**DISCIPULUS:** "CAMISIA DICIT  
'COLLEGIVM' EST NOSTRUM  
COLLEGIUM LATINUM IN  
LYCEO. ET IN TERGŌ DICIT  
'NONNVMQVAM FIDELIS /  
SEMPER SVAVIS'"

CONSERVA DIEM!  
Saturday, May 3<sup>rd</sup> (A.D. V. NON. MAI.)  
CAM Spring Meeting  
Westwood High School  
200 Nahatan St., Westwood, MA

"ALL THINGS AUGUSTUS"



How can we enhance the ways in which we (as Latinists, Classicists, & Historians) teach Augustus?

Augustan Coinage  
The Res Gestae

Use of Less-Common Literature: Vitruvius, Manilius, etc.

Augustus' death & the Roman Funeral

Augustus' divinity

Augustus' Reception / Legacy

'How to plan an effective trip to Italy'

Augustus and the Social Studies Curriculum

And more ...

#Aug2K

Teach Augustus? Have Ideas? Want to Participate?  
Get in touch [here](#).

## Unexpected use of vocabulary: The Harbor Master's Office, Rockland, ME



### “Transient Dinghy”

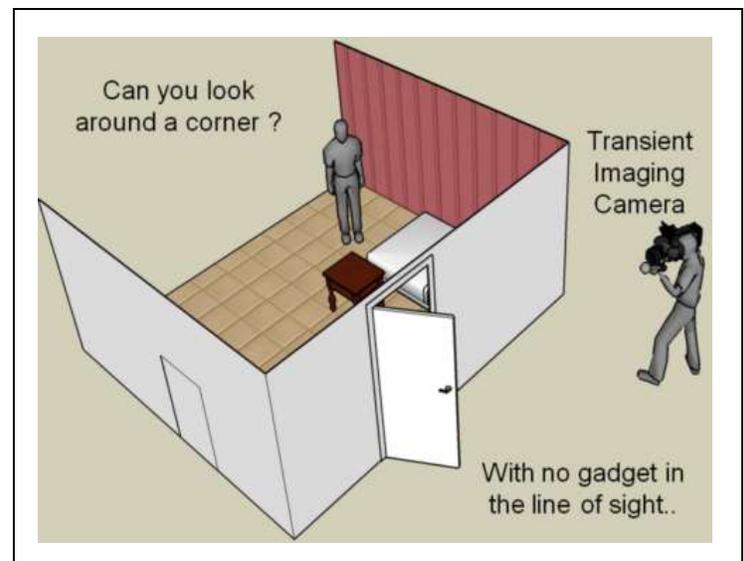
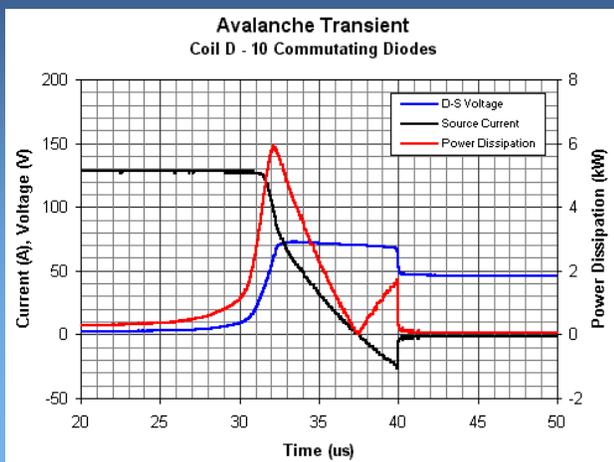
I must admit, I never thought of the dinghy itself as transient! The word transient can be used as a great derivative for *iter*, *itineris* or *eō*, *īre*, and students, at least at the freshman level, are usually unfamiliar with it. The ‘*ient*’ from ‘*iens*’ has also been helpful for me in teaching the present participle of *īre* – i.e. ‘going across.’ Some students have liked the connection.

The *OED* shows that the word transient was used to indicate something that was passing from place to place as early as about 1600. When I checked the origins of the word dinghy, I thought it might be Dutch. I was very wrong: in Hindi *ḍiṅgī* is the diminutive of *ḍiṅgā* (boat), which seems connected linguistically to the Sanskrit *dru-s* meaning ‘wood’ (and thereby words like ‘dendron’).

\*Just don’t let your students write ‘transient dingy’...

Some new ‘Transient Imaging Cameras’ detect images within a Femtosecond (i.e. 1 quadrillionth of a second).

Transient: (noun) a momentary variation in current, voltage, or frequency



## What's happening in my classroom? Edible Roads at Newton Country Day School!

When I was in 7th grade, I was assigned a science project in which we had to construct a cell using edible ingredients. My group was assigned a plant cell, which meant that we needed to make a square cake with a Golgi apparatus made of sour gummy worms and a frosting nucleus. Although I have forgotten so much about the class, I still can recall with clarity the elaborate details of the plant cell. Now in my third year of teaching Latin to middle school students, I decided to adapt this memorable project to help students learn about Roman road construction. The 7th grade Latin 1 students responded to this project with great excitement. Our *Latin for Americans* texts may address this subject dryly ("*Viae Romanae erant bonae*," and so forth), but as I overheard my students discuss which type of candy would make for the most realistic *rudus*, I could see how creatively they approached this challenge.

Students worked in groups of 3 or 4, and were assigned one region of the Roman Empire to research. The locations I chose were Pompeii, Alexandria, Britannia, and the Via Appia. They took notes using a guided worksheet and were asked to incorporate a few details onto the cake to indicate their location. The Pompeii group had several raised stones to allow for easy street crossing, and the Via Appia group used cake-pops to imitate the umbrella pines which still cast their shade onto the famous road. Next, students made recipe cards in which they described the ingredients they would use to form each layer. For example, one group wrote: "graham crackers crushed with cinnamon and sugar (a.k.a. dirt)." The recipe cards helped groups stay organized so that when they met in a student's kitchen, they knew which materials were needed. One week later, the girls constructed the roads at home and brought them to school, carrying the heavy tinfoil-covered pans with big grins on their faces. Each group presented the road to the class, with each student taking turns to explain a layer. Photographs and posters of the process helped everyone trace the steps the group used in road construction. Students were graded on cooperation, appearance/realism of their road, their ability to document the process, and of course, taste!



One area I will tweak for next time will be the research process. Some students struggled to find answers to questions on the worksheet. With additional resources, I feel the students would more easily integrate location-specific details and could gain even more from the project. The project worked on the whole because the students were thrilled to get started on such an unusual assignment. They put incredible effort into their roads, and we all benefitted from their culinary creativity.

As the students cut through chocolate paving-stones and ate forkfuls of *pavimentum*, they congratulated each other on the taste and appearance of their roads. This ancient construction approach was illuminated as they animatedly chatted about their creations. The construction of these lasting roads helped maintain connections across the empire, and this is an important concept for students to understand. Through this project, the subject can be made fun and memorable. I hope that, just as I remember the plant cell project, my students will recall the day when they cut into a cake and saw, to their great joy, the clearly defined layers of cookie crumb gravel and icing cement.

Skye Shirley, Newton Country Day School

# Roman history that you might have missed: *Giraffe* was on the Menu in Pompeii!

Archaeologists have turned up discoveries in Pompeii that are challenging the historic perceptions of how the Romans dined, with the rich enjoying delicacies such as flamingos and the poor scrounging for soup or gruel. Steven Ellis of the University of Cincinnati presented these discoveries on Jan. 4, at the joint meeting of the APA/AIA in Chicago.

UC teams of archaeologists have spent more than a decade excavating at two city blocks in a non-elite district in Pompeii. Ellis says the excavation is producing a complete archaeological analysis of homes, shops and businesses in a forgotten area inside one of the busiest gates of Pompeii, the Porta Stabia.

The area covers 10 separate building plots and a total of 20 shop fronts, most of which served food and drink. The waste that was examined included



Prof. Steven Ellis standing over a recently excavated ceramic kiln.

collections from drains as well as 10 latrines and cesspits, which yielded mineralized and charred food waste coming from kitchens and excrement. Ellis says among the discoveries in the drains was an abundance of the remains of fully-processed foods, especially grains.

A drain from a central property revealed a richer variety of foods as well as imports from outside Italy, such as shellfish, sea urchin, and even delicacies including the butchered leg joint of a *giraffe*.

“That the bone represents the height of exotic food is underscored by the fact that this is thought to be the only giraffe bone ever recorded from an archaeological excavation in Roman Italy,” says Ellis. “How part of the animal, butchered, came to be a kitchen scrap in a seemingly standard Pompeian restaurant not only speaks to long-distance trade in exotic and wild animals, but also something of the richness, variety and range of a non-elite diet.”

For more, click [here](#).



The neighborhood currently being excavated near the Porta Stabia

## CANE is approaching rapidly!

The Annual Meeting of the Classical Association of New England will be held at St. Anselm College in Manchester, NH from March 7-8, 2014. For more information about granting periods for discretionary funds for teachers and deadlines for submissions, visit [caneweb.org](http://caneweb.org).

Submitted by Emil Penarubia  
CAM Representative to CANE



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### JULIUS CAESAR GOES ONLINE WITH HIS GOOGLE 'ROMEBOOK'



Miles I: Caesar, castra iam capta sunt ...

Miles II: Caesar, primipilus interfectus est...

Caesar: Alius miles pronuntiat castra iam capta ...

For years, my students have had greater difficulty retaining how to form indirect statements than virtually any other feature of Latin grammar. As a result, this year, my Latin III class staged a video in which they changed direct statements to indirect statements, highlighted verbs that introduce indirect statements, and recreated a camp scene from the *dē Bellō Gallicō* in which Caesar uses a 'Romebook' to report speech. If ever my students are confused, they can now refer to the video for review (and they have!)

For a link to the video, click [here](#).

### Do you have contributions from your classes for the newsletter?

Please direct any comments or questions to  
Edward "Ted" Zarrow at  
[tzarrow@westwood.k12.ma.us](mailto:tzarrow@westwood.k12.ma.us).

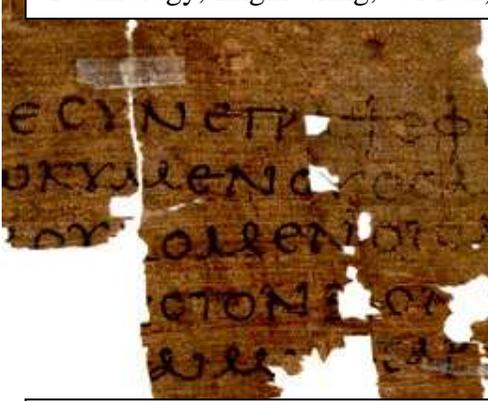
Please do not hesitate to contribute. Send me copy ready materials of events in your classroom or activities that you would like to share – pictures are especially welcome!

## Other articles you / your students might enjoy reading

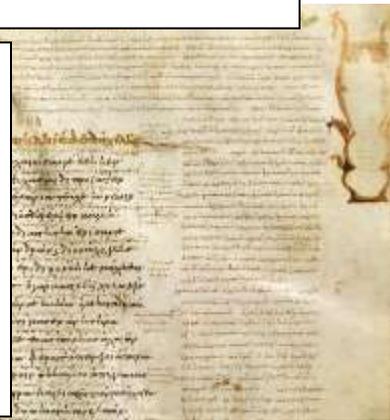
[“Saving the Villa of the Mysteries”](#) – Since its original excavation in 1909, the stunning frescoes of Pompeii’s Villa of the Mysteries were immediately exposed to potential damage from the elements and earthquakes. This article discusses the threats to the frescoes as well as some cutting-edge laser technology now being used to attempt to prevent further damage. Now you can impress administrators by using STEM (Science, Technology, Engineering, & Math) in Latin class!



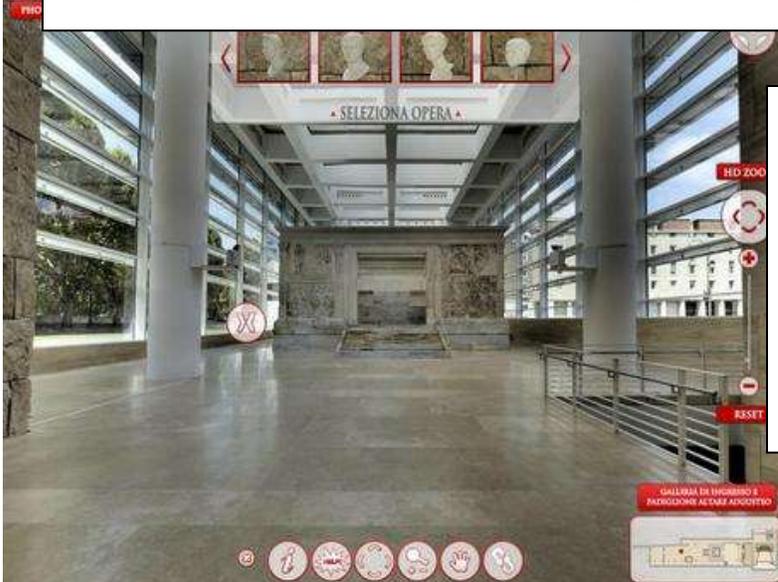
[“New Poems by Sappho”](#) – Everyone, take the day off ... Prof. Dirk Obbink in advance of his publication of two new poems in the ZPE (*Zeitschrift für Papyrologie und Epigraphik*) discusses their authenticity and content. Prof. Chris Pelling provides a translation. Apparently, one of the new poems was known to Herodotus (about Sappho criticizing her brother Charaxos) and the other was known to Horace. As I said ... use up a sick day for this one, it’s probably snowing anyway.



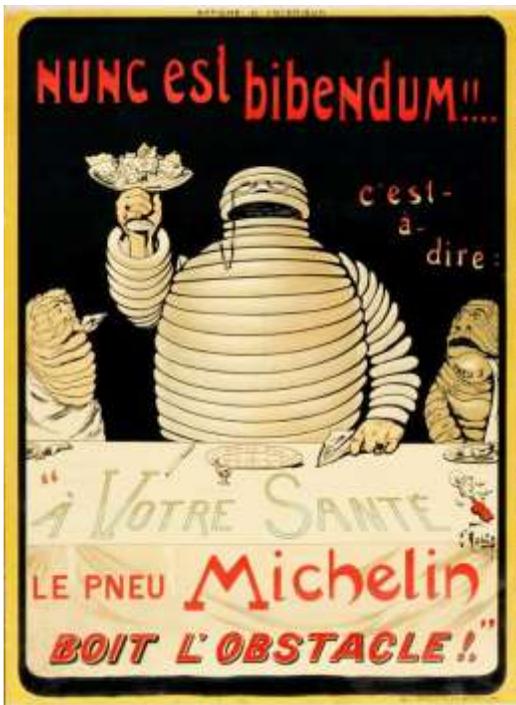
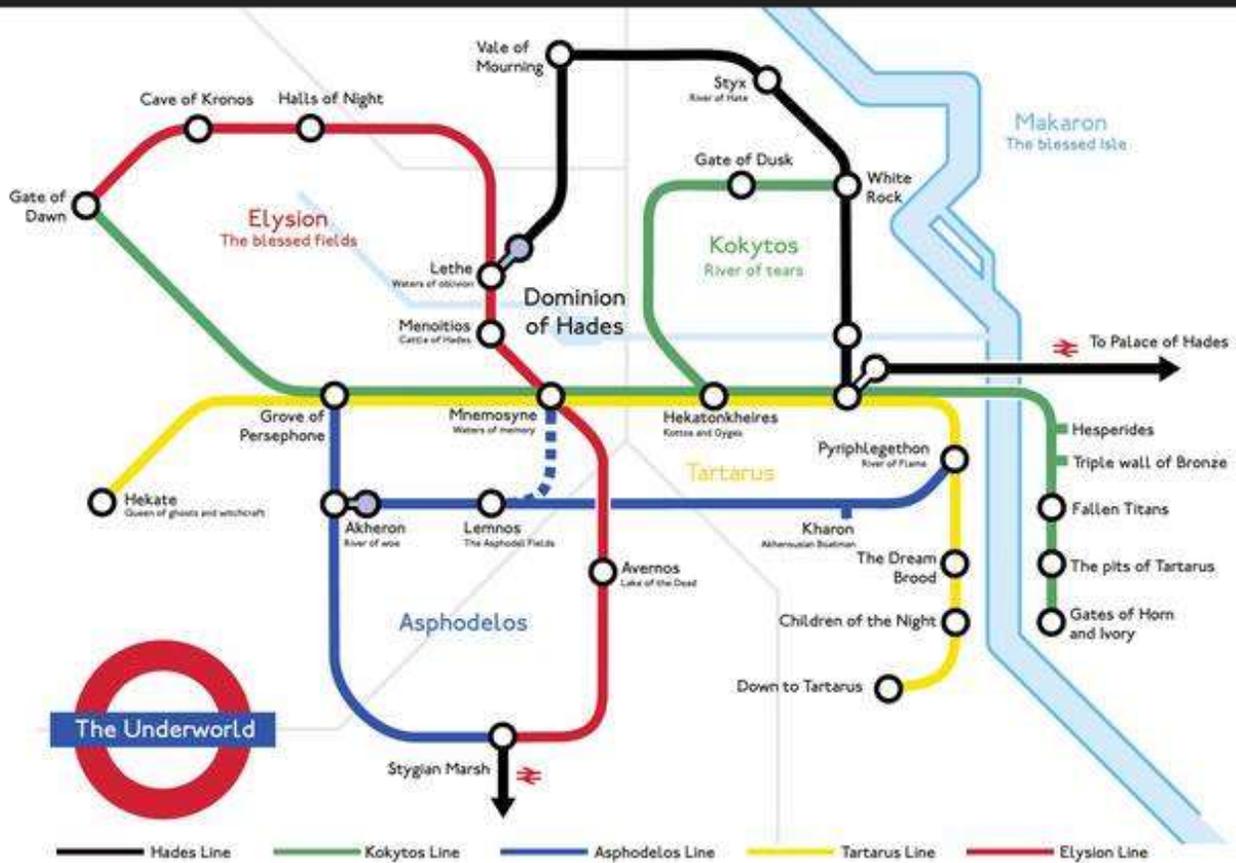
[“Latin Verse Composition in English Schools”](#) – When in Latin IV this year I decided to be more demanding with my students’ mastery of hexameter, I began to adopt a few of the exercises (word jumbles mostly) which were once asked of English schoolboys from the 16<sup>th</sup> to the 19<sup>th</sup> centuries. Steven Jenkin @classicslibrary has put together a thoughtful history of verse composition and even a number of original elegiacs. As the late Sir James Fitzjames Stephen once wrote (1894): “If you do not take more pains, how can you ever expect to write good longs and shorts? If you do not write good longs and shorts, how can you ever be a man of taste? If you are not a man of taste, how can you ever be of use in the world?”



A must for the 1:1 classroom! – “A Virtual Tour of the Ara Pacis” – While you may remember that the architecture of the new Ara Pacis Museum pavilion (2006) was universally panned by everyone outside of Rome, the virtual tour of the monument is actually quite thoughtful. Developed by Gebsoftware using “Immersive Virtual Reality” technology, your students can visit the museum by taking a virtual walk, getting around the halls and examining the reliefs in HD.



# If you could get to HADES VIA THE 'TUBE'...



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