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Acknowledgments

The concept for this book arose when, as a young teacher, I was charged with teaching medieval Latin for the sole reason that I had taken it in college. I assigned my own college students the textbook I had used as a student and promptly found that most of the stories in the anthology held no appeal for modern students and the annotation was very poor. I therefore set out to find, collect, and annotate more suitable material. They were all tested in the classroom and many were found wanting.

Mary Moffitt Aycock, then a Masters student, used some of these texts in her MA thesis and some of that work still exists in the collection as it stands today. Thanks to her for this initial validation of the project's premise and her contribution to it. Over the years at least one hundred students have contributed to the text through their projects, questions, and suggestions. They were consistently patient with the embryonic condition of the text and, through their enthusiasm, showed the appeal of the material under study. I owe them each a debt of gratitude but can only name a few here. I begin with Wade Carruth and Ryan Williamson whose enthusiasm for the project was boundless. Hannah Griffioen and Joseph Gamache cheerfully endured poring over dictionaries and tracking down obscure references.

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Introduction

In 476 CE the last Roman emperor, Romulus Augustulus, was deposed by the northern warrior Odoacer. Many see this as the end of the Roman Empire in the West and so it may have been. Yet Latin lived on, coming into its full glory once more in the European Middle Ages.

Medieval Latin (ML) is a too often overlooked source of readings for Latin students of all levels, yet it has much to offer. Likewise, the reading of ML has been thought of as confined to those who pursue some specific aspect of medieval times such as its history (both secular and ecclesiastical), the history of medicine and law, or specific genres of literature. Indeed, many people equate ML with such specialized areas of study and, if asked, would say that it possesses little of interest to the average Latin student today. Yet the exact opposite is true.

The classical canon of literature that has come down to us has survived a long winnowing process. A work had to exhibit special qualities to justify the labor and expense involved in making handwritten copies of it over the centuries preceding the invention of the printing press. One of those qualities was inherent literary worth. Cicero and Vergil made the cut on this basis, and justifiably so. But, if truth be told, they are written in high style and often require specialized cultural knowledge to understand. Antiquity surely had texts that were written about inherently interesting subjects and were easier to read. But their last surviving copies crumbled away on

forgotten shelves centuries ago. Suetonius's *Lives of Famous Courtesans* is but one example of a lost work that we would love to thumb through. So it has come to pass that after students have battled their way through the complexities of Latin grammar and have mastered a certain number of core vocabulary words, they move directly from the world of "made-up" Latin to one of the masters and are too often overwhelmed.

The amount of ML that survives, on the other hand, is voluminous. It covers all aspects and all walks of life. It is found in high literature and short anecdotes, in serious epics and bawdy songs, in somber religious rituals and impudent parodies of those same rituals. It contains countless ability-appropriate texts that can help a Latin student achieve what should be the goal of all Latin courses—the ability to read Latin.

Dorothy Sayers (died 1957) is best known today for the fictional Lord Peter Wimsey, who was the rich and eccentric nobleman and sleuth in such novels as *The Unpleasantness at the Bellona Club* and *Murder Must Advertise*. Wimsey was a wealthy nobleman who collected rare books, especially ones in Latin. This was inevitable, for Sayers was also a scholar who studied medieval and renaissance literature. More to the current point, she wrote two notable articles in which she entreated British educators to abandon their traditional approach to teaching Latin. Why, she wondered, was she so fluent in French and yet found Latin so difficult? No better argument has ever been made for using ML than the one she made in an address to the Association for Latin Teaching, delivered in 1952 and available online (search for "Dorothy Sayers ARLT"):

The language of Cicero was not spoken in the streets, nor even, I fancy, in the drawing-rooms, of ancient Rome. The legions did not tramp their way to victory chanting the Hellenic, quantitative measures which delighted the ears of the cognoscenti assembled at poetry-readings or exchanging culture in the baths. . . . [T]eachers do not, as a rule, ask foreign children to plunge immediately into the study of English by way of Donne.

. . . Doubtless, when the time comes, they are put on to Shakespeare; but they are not, from the start, confined exclusively to the highly compressed and elliptical language of the later Shakespeare, on the grounds that this represents the Golden Age of English from which every later development is a debasement and a degeneration of the language. Yet this is the way in which, for the last four hundred years or so, we have started English boys on the learning of Latin.

Sayers then calls for the use of ML for students at the intermediate stage of their acquisition of the ability to read the language. Why might this be a good idea?

1. Examples of ML are readily available whose word order and sentence length are easier than that of Cicero or Livy.
2. There are many texts to use that demand little, if any, knowledge of medieval society. They may reveal such things, but preknowledge is not required.
3. A far wider variety of subject matter is available to read, including many pieces that are humorous.
4. While purists decry the “errors” of ML, first-time readers become used to them quickly and soon find themselves reading at a faster pace than when reading more complex classical texts.
5. There are many readings, such as those included here, that are of reasonable length. Too often beginners, slogging through the same book of Vergil at the end of the month that they began at its start, feel that they simply have no hope of learning this language. The sense of accomplishment involved in finishing an entire reading in one night is significant.

Goals

The goals of *The Other Middle Ages* are simple. Paramount is a desire to attract more students and teachers into reading ML. While doing this, the book attempts to show aspects of medieval life often overlooked in traditional ML readers and it contains pieces that differ widely in style. It is also dedicated to the simple proposition that reading skills are best acquired by level-appropriate reading. We learned our vernacular tongue by constantly reading texts of increasing grammatical and lexical complexity. We did not stop at every other word to consult a grammar, lexicon, or cultural encyclopedia, but rather relied on existing knowledge and textual context to help us understand what was being said.

Finally, it is vitally important that the readings in this book be enjoyable in and of themselves. For nothing encourages reading as much as the enjoyment of the subject matter.

How to Use This Book

Text

1. Note that long marks are employed only where they help students to understand the text, as in distinguishing **puellā** from **puella** or **manus** from **manūs**.
2. Some texts have been edited for length and/or clarity.

Vocabulary

1. All Latin words contained in the readings are in the glossary at the end of the book, with the exception of proper names.
2. The assumed vocabulary consists of the words assumed for the former New York Regents Latin Exam. Such words are not glossed opposite the readings but are in the glossary, marked with an asterisk (*).

3. Words that have obvious English derivatives are generally not glossed facing the text, e.g., **extendo, -ere; victoria, -ae; reverendus, -a, -um; omnipotens, -tis; fragilitas, -atis; pestilentia, -ae**. This is done to encourage readers to glean as much meaning as possible without slavishly and automatically referring to word lists. *It is perfectly acceptable to guess. If the guess makes no sense, then go to the glossary.*
4. Words glossed opposite readings contain only the information necessary for use at that point, such as relevant principal parts and meanings. Those wishing more are referred to the glossary.
5. Glossary words and vocabulary facing the readings are entered according to their CL spellings to facilitate continuity. Thus, **habundancia** will be found under **abundantia**. Difficult or confusing forms are explained in the notes through selection 15 but only as needed thereafter.
6. Proper names are glossed facing the readings only if they are not well known or are difficult to deduce from the context of the passage.
7. References to aspects of medieval grammar will generally be given only for the first three times they occur. The aim of this reader is to enable students to read ML fluently rather than to point out every “flaw” in ML.
8. Every attempt has been made to provide the cultural background necessary to help readers understand the text. No special knowledge of, say, Carolingian history or of the Roman Catholic Church is presumed.

Abbreviations

abl.	ablative	l.	line
abs.	absolute	lit.	literally
acc.	accusative	L&S	Lewis and Short's <i>Latin Dictionary</i>
act.	active	m.	masculine
adj.	adjective	ML	medieval Latin
adv.	adverb	MS	manuscript
CL	classical Latin	n.	neuter
c.	common gender	n.b.	<i>nota bene</i> , "take note"
ca.	circa	nom.	nominative
cf.	<i>confer</i> , "compare"	num.	numerical
conj.	conjunction	OLD	<i>Oxford Latin Dictionary</i>
dat.	dative	obj.	object
decl.	declension	part.	participle
dem.	demonstrative	pass.	passive
dep.	deponent	per.	person
dimin.	diminutive	perf.	perfect
e.g.	<i>exempli gratia</i> , "for example"	pl.	plural
EL	ecclesiastical Latin	PL	Migne, J-P. 1844. <i>Patrologia Latina</i>
esp.	especially	pluper.	pluperfect
f.	feminine	prep.	preposition
fut.	future	pres.	present
gen.	genitive	rel.	relative
imperf.	imperfect	sc.	<i>scilicet</i> , "that is to say"
impers.	impersonal	sing.	singular
indecl.	indeclinable	subj.	subjunctive
indef.	indefinite	superl.	superlative
indic.	indicative	trans.	transitive
infin.	infinitive	viz.	<i>videlicet</i> , "namely"
interj.	interjection		
interrog.	interrogative		
intrans.	intransitive		

Medieval Latin

For more than a thousand years after the fall of the Roman Empire, Latin continued to be the international language of the Western world. As vernacular languages began to emerge, Latin was no longer the language of daily life, but it continued to be spoken daily in many contexts, especially education and the world of the Roman Catholic Church, and it remained the leading language of the educated classes. Scholarship, law, medicine, religious prose and poetry, histories, popular tales, folk songs, dramas, satires, fables, love poetry, and drinking songs were all written in Latin across all the countries that would form modern Europe. But it would be misleading to give the impression that ML was a unified language, for ML varies greatly depending on geography, time period, and the whims of individual authors. The list of lexicons (pp. xxxv–xxxvii) reflects the extent of the country-by-country variations. And when did ML end and become Renaissance Latin? Again, the answer will vary by location as the Renaissance progressed at differing rates in different places.

In general, ML syntax is marked by inventiveness and a free-spirited disregard for any one particular set of rules. Some medieval authors write elegant, crystal-clear classical Latin worthy of Caesar himself. Others do not follow classical models and their prose ranges from the equally clear to rather poor and muddy. Indeed, herein lies one of the greater attractions of ML, for one can see the language in all its manifestations, from the purely literary to the mundane. The medieval writers in this collection generally preferred straightforward communication to grammatical rigidity. If it was difficult to remember the sequence of tenses, many authors opted for a simpler construction. If the fine points of relative time in indirect statements as shown through infinitives was difficult to master, the authors turned more and more to *quod* with the indicative. If highly subordinated sentences were a problem, they turned to simpler, straightforward word order. One can choose to see these changes as sins against the Latin forefathers, but it is perhaps more interesting to view them as still more proof of the vibrancy and adaptability of the Latin language.

The following overview of ML highlights the most common characteristics of the ML selections found in this anthology. These are also very common throughout ML but do not form an overview of the entirety of ML, for that is an almost impossible task. Reference will be made back to this section the first few times a medievalism appears. Later, these references will be discontinued as you become more used to the forms and constructions. Each example below is taken from a selection used in this text and is intended as a guide for these readings only. Additional information on ML grammar may be found by consulting Elliott (1997), Mantello and Rigg (1996, especially pp. 71–136) and Strecker (1968).

1. Orthography

Rules of spelling are very flexible when they are reflecting actual local pronunciation rather than rules set forth in a textbook. One can look at the spelling of early American writings for parallels. Only later would spelling be standardized. Often, however, the spelling is “close enough” and will not cause major difficulties. There are some general trends, however. You should read this through once and then get right to the readings where all such instances will be pointed out in the notes for selections 1–14. After this point, such things will no longer pose a problem to you.

- 1.1 C and *t* are often interchangeable, yielding forms such as **negocium** or **nunciavit**.
- 1.2 *H* alternatively appears and disappears. This can be a bigger problem than it at first appears. Is **ostia** “doors” as it is in CL or is it (**h**)**ostia**, a sacrificial animal? Is **ominum** “of the omens” or “of the men”?
- 1.3 The letters *y* and *i* become interchangeable:

cignus = **cygnus** “swan” (1.9)

Yndiam = **Indiam** “India” (15.7)

Ytalia = **Italia** “Italy” (15.47)

Everyday Life

The stories that are found in this section show us concerns of everyday people in their day-to-day lives. A nobleman might be the lead character in the first story and the emperor Theodosius may be named in the third, but it is obvious that the lessons contained in the stories are universal and can be applied to a woodcutter as easily as an emperor. Thomas Wright (on whom see the introduction to selection 1) believed that stories such as these lie at the beginning of the genre of fictional short stories, and he had a point. But one should never forget that most also contain some sort of moral lesson and were often used by clergy in sermons. They are marked by straightforward Latin and plot lines, offering an excellent introduction to medieval Latin prose.



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1. A Noble Englishman and His Three Sons

Wright's Latin Stories, 34

Thomas Wright was an English scholar who spent his entire life working with collections of manuscripts, looking for out-of-the-way texts that represent the beginning of the short story genre in England. He published these stories in 1842. Most are quite short and are written to provide a moral lesson.

In this story a father tests the character of his sons before deciding how to divide up his estate. As is so often the case for medieval prose, the story is designed to entertain and to teach at the same time. It is not hard to imagine a sermon based on it.

Quidam nobilis in Anglia, habens terras in Anglia et in Wallia, tres habuit filios. Qui, cum morti se appropinquare videret, vocavit tres filios et dixit eis, “Si necesse fieret vos aves fieri, quibus avibus velletis assimilari?”

Cui respondit primogenitus, “Ego assimilarer accipitri, quia nobilis ales [est] et de rapina vivit.” Medius autem dixit, “Ego sturno, quia socialis est et turmatim volat.” Tertius et junior aliis ait, “Et ego cigno, quia longum collum habet, ut si aliquid dictum in corde meo verteretur, bene possem deliberare antequam veniret ad os.”

Pater autem, hoc audiens, dixit primo, “Tu, fili, ut video, vivere cupis ex raptu: do tibi terras meas in Anglia, quia terra pacis et justitiae, et in ea rapere non poteris impune. Tu autem, fili, qui societatem amas, habebis terras meas in Wallia, quae est terra discordiae et guerrae, quia per curialitatem malitiam temperabis

incolarum. Tibi autem juniori nullam terram assigno,
 20 quia sapiens eris et per sapientiam tuam sufficienter tibi
 adquires.” Mortuo igitur patre dividuntur terrae ut pater
 praedixerat. Frater autem junior, in sapientia proficiens,
 factus est capitalis iusticiarius Angliae.

Notes and Vocabulary

- 1 **Anglia, -ae, f.**, “England”
- 2 **Wallia, -ae, f.**, “Wales”—**Qui**: When a rel. pronoun starts a sentence, referring to something from a previous sentence, it is often best to translate it as a personal pronoun; here, **qui** = “he” and just below, **cui** = “to him.”
- 4 **Si . . . fieret**: “if it became necessary”
- 5 **assimilo, (1)**, + *dat.*, make like something
- 6 **primogenitus, -i, m.**, firstborn son
- 7 **accipiter, -itris, m.**, hawk—**ales, -itis, m./f.**, bird—**rapina, -ae, f.**, prey
- 8 **Ego (assimilarer) sturno**: If a main verb governs a number of clauses, Latin will often not repeat it.—**sturnus, -i, m.**, starling
- 9 **turmatim**, in crowds/flocks—**cygnus, -i, m.**, swan; note ML spelling, cf. Grammar 1.3
- 10 **si aliquid**: CL **si quid**—**dictum**: CL **verbum**: This is the subject of both **verteretur** and **veniret**.
- 11 **verteretur**: Here it means “to be in.”—**delibero, (1)**, think over
- 13–14 **ut video**: Remember that **ut** + *indic.* = “as.”
- 14 **raptus, -us, m.**, pillaging, plunder
- 15 **quia terra . . . iustitiae**: Supply **est**.
- 16 **societas, -tatis, f.**, companionship, society
- 17 **discordia, -ae, f.**, discord, civil strife
- 18 **guerra, -ae, f.**, war—**curialitas, -atis, f.**, courtliness; CL would use the *abl.*; cf. Grammar 5.1—**malitia, -ae, f.**, malice, evil; direct obj. of **temperabis**—**tempero, (1)**, restrain, control
- 19 **incola, -ae, m./f.**, inhabitant—**assigno, (1)**, allot, assign
- 20 **sufficienter**, enough, sufficiently
- 21 **adquiro, -ere, + dat.**, provide for, gain property for
- 22 **praedico, -ere, -dixi**, foretell—**proficio, -ere**, progress
- 23 **capitalis, -e**, chief, leading—**iusticiarius, -i, m.**, judge

2. One Son, Two Bastards

Wright's Latin Stories, 21

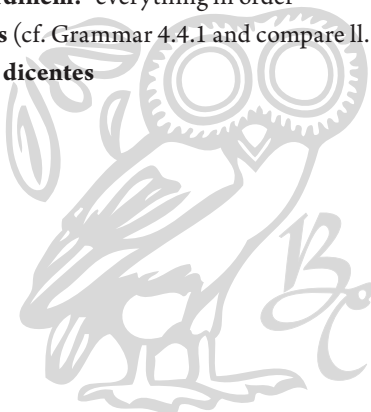
This story is built around the importance of legitimacy in matters of inheritance and a type of domestic strife that is found in soap operas to this day. At the same time it instructs the reader concerning the dangers of avarice and the necessity of piety toward one's parents, and thus was perfect material to work into a sermon, especially with the introduction of a Solomon-like wise man to resolve the problem.

Erat quidam homo qui habuit tres pueros de uxore sua—ut credidit. Sed cum quadam die litigabant simul et irati fuerant, dixit uxor viro suo dum litigabant, “Credis tu eos esse filios tuos?” Cui respondens,
 5 “Etiam.” Et ipsa dixit, “Certe non est filius tuus nisi unicus.” Unde vir multum dolens et cogitans quomodo scire poterit quis eorum esset filius ejus, quaesivit ab uxore sua aliquando in lecto ludendo, aliquando inebriando eam, sed nunquam potuit scire. Sed cum
 10 venit hora mortis, et debuit condere testamentum suum, dixit, “Fratres mei, ego credidi habere filios tres, sed non habeo nisi unum; illi soli relinquo haereditatem meam et omnia bona mea, et credo quod dominus meus, qui justus est, non permittet filiis bastardis partem
 15 habere aliquam.”

Et cum haec audierunt filii, antequam pater eorum sepeliebatur, cucurrit unus eorum ad dominum suum et dixit ei omnia per ordinem sicut dixit pater, “Et scio, domine, quod sum filius suus, da mihi haereditatem, et
 20 dabo tibi quod vis.” Et antequam iste narravit omnia, venit secundus, et postea tertius, ita dicendo sicut et primus.

Notes and Vocabulary

- 2 **litigo, (1)**, argue, squabble; the subject is the married couple.
- 3 **irascor, irasci, iratus sum**, be angry; **irati fuerant** = CL **irati erant**. Cf. Grammar 6.2.—**uxor, -oris, f.**, wife
- 6 **unicus, -a, -um**, single—**unde**, wherefore, for this reason—**doleo, -ere**, grieve, be in pain, be sad—**cogito, (1)**, consider, reflect on, think
- 6–7 **quomodo . . . ejus**: a double indirect question, but only one verb is in the subj. Cf. Grammar 10.1.
- 7 **ejus** = **eius**, CL **suus**; cf. Grammar 1.4
- 8 **aliquando**, occasionally
- 8–9 **ludendo . . . inebriando**: The abl. of a gerund often acts like a pres. act. part. Cf. Grammar 8.1.
- 9 **inebrio, (1)**, make drunk
- 10 **debut**: Note the sense of “have to,” “must”; cf. Grammar 6.6.—**condo, -dere**, make, produce—**testamentum, -i, n.**, last will or testament
- 12 **illi soli**: not nom. pl. but dat. sing.; remember that **ille** and **solus** have the same irregular decl.—**h(a)ereditas, -atis, f.**, inheritance
- 13 **bona**: “goods,” “possessions”—**credo quod**: indirect statement; cf. Grammar 9.1.2—**dominus**: his master, to whom he was a vassal
- 14 **iustus, -a, -um**, righteous, just—**permitto, -ere, + dat.**, permit, allow
- 17 **sepelio, -ire, -ivi, sepultus**, bury
- 18 **omnia per ordinem**: “everything in order”
- 19 **suus**: CL **eius** (cf. Grammar 4.4.1 and compare ll. 27, 34)
- 21 **dicendo**: CL **dicentes**



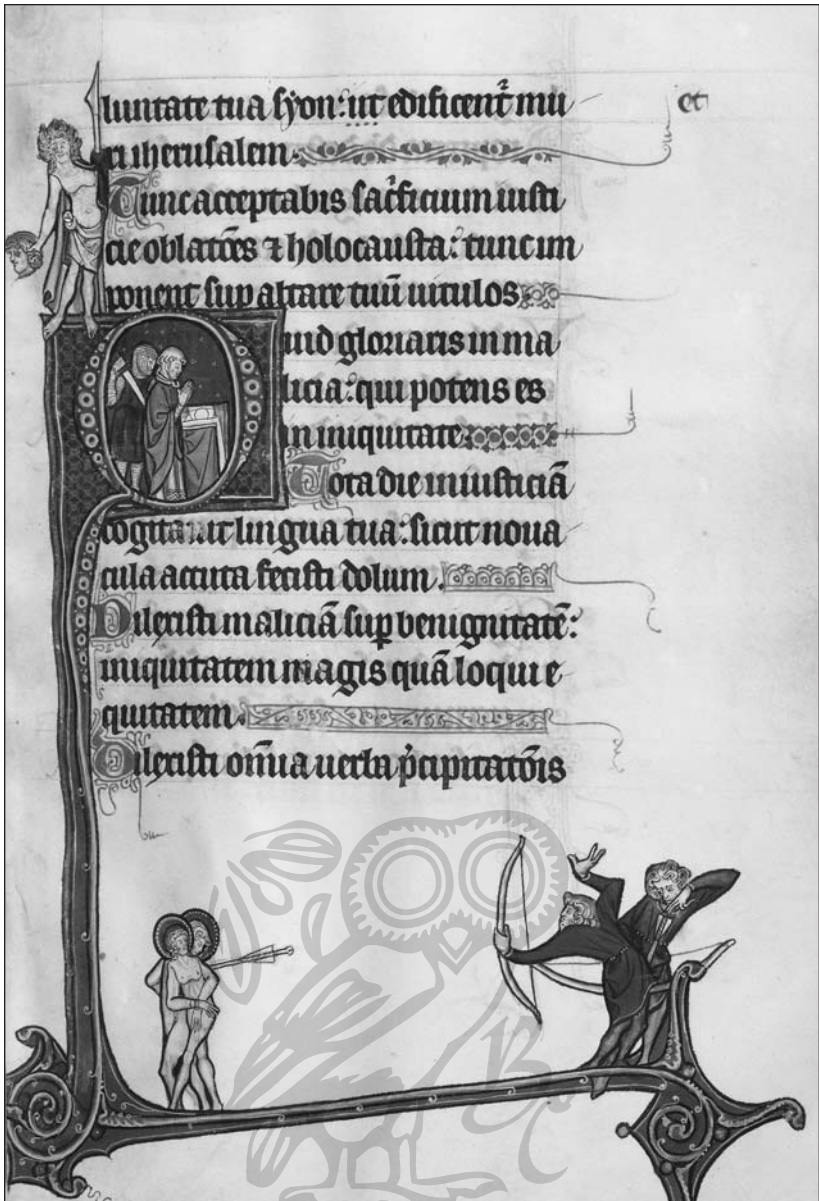
Unde dominus valde motus ait, “Ite et ferte patrem
 vestrum coram me mortuum.” Et cum tulissent,
 25 dixit dominus, “Accipite corpus illud, et ligate hoc ad
 arborem illam, et sumite arcum et saggitas, et quis
 vestrum profundius percusserit illum filius ejus est.”

Et primus accepit arcum et tractavit eum per medium
 subtus umbilicum. Et postea secundus per medium
 30 super corpus. Cum vero tertius deberet tractare, flevit
 et ait, “Nonne est ille pater meus? Non percuterim
 illum pro toto mundo; habeatis prius omnia bona sua et
 haereditatem, antequam darem ei unicum ictum.”

Et dixit dominus ejus, “Vere tu filius ejus es, et
 35 habebitis bona sua et haereditatem suam.”

Notes and Vocabulary

- 23 **valde**, very, greatly
- 24 **coram**, + *abl.*, in the presence of, in front of
- 25 **illud . . . hoc**: Note the ML loose usage of these words.—**ligo**, (1), tie, bind
- 26 **saggita**: The odd spelling is found in Wright’s edition.—**quis**: CL
quisquis
- 27 **profunde**, deeply—**percutio**, -ere, -cussi, hit, pierce
- 28 **tracto**, (1), drag, draw; here, “shoot”
- 29 **subtus**, + *acc.*, below—**umbilicus**, -i, *m.*, navel
- 29–30 **per medium super**: “all the way through” the body, as the winner
 would be the one who shot **profundius** than the others; **super** seems
 unnecessary unless it means “high up on the body.”
- 30 **Cum . . . tractare**: “but when it was time for the third son to make his
 attempt”
- 31 **percuterim**: fut. perf. used as a fut.; cf. Grammar 6.1; note that an
 alternative 3rd principal part has been used (cf. l. 27)
- 32 **mundus**, -i, *m.*, world—**habeatis**: “you can have”; also note the use of 2nd
 per. pl. showing he is talking to his brothers or to the lord, using the
 pl. as a sign of respect as became the norm in the vernaculars—**sua**:
 again, = **eius**, referring to the father
- 33 **antequam darem**: Note the subj., “before I would . . .”—**ictus**, -us, *m.*, blow



From a French illuminated manuscript painted by the so-called Bute Master and dating to 1270–80. The figures on the right hold bows similar to those the brothers in this story would have used. The halos on the two men to the left signify that they are saints. Although their identity is unknown, one thinks of St. Sebastian, who was martyred in this fashion. (Getty Museum, California) (Public Domain)

3. A Man and His Three Daughters

Gesta Romanorum, 273

The *Gesta Romanorum* is a collection of short prose stories probably put together in the 13th or 14th century in England. As the title of the collection indicates, most stories are set in ancient Roman times even though the authors' sense of history as we know it is nonexistent. They are instructive in that many served as source material for later authors such as Chaucer and Shakespeare. Most have a clear moralizing bent and were used in sermons. As you read, take note of the repetitive phrases, often a hallmark of stories initially transmitted orally. The text used is that of Osterley (1872).

Once again three siblings show different aspects of their love for their father in a story that you may recognize as a parallel to the King Lear story of Shakespeare, in which a king tests the love of his daughters. He does so, really, in order to inflate his own vanity and the end results are grim. Here, this king learns which daughter loves him the most, but only after a personal disaster. The historical setting is in the reign of the early Byzantine emperor Theodosius I, 347–95 CE.

Theodosius in civitate Romana regnavit prudens valde et potens; qui tres filias pulcras habebat, dixitque filie seniori: “Quantum diligis me?” At illa: “Certe plus quam me ipsam.” Ait ei pater: “Et te ad magnas divicias
5 promotebo.” Statim ipsam dedit uni regi opulento et potenti in uxorem.

Post hec venit ad secundam filiam et ait ei: “Quantum diligis me?” At illa: “Tantum sicut me ipsam.” Imperator vero eam cuidam duci tradidit in uxorem. Et post hec
10 venit ad tertiam filiam et ait ei: “Quantum me diligis?” At illa: “Tantum sicut vales et non plus neque minus.”

Ait ei pater: “Ex quo ita est, non ita opulenter ero
maritare sicut et sorores tue.” Tradidit eam cuidam
comiti in uxorem.

Notes and Vocabulary

- 1 **Theodosius**: a devout Christian emperor who reigned 388–95 CE, but note that the mention of emperors in the *Gesta* has nothing to do with historical accuracy—**civitate Romana**: i.e., Rome—**regno, (1)**, reign, rule—**prudens, -entis**, sensible, prudent
- 2 **valde**, very—**potens, -entis**, powerful
- 3 **senior, -ius**, older—**diligo, -ere, dilexi**, to love—**certe**, certainly
- 4 **divitiae, -arum, f. pl.**, riches, wealth
- 5 **promoveo, -ere**, promote, move up into—**opulentus, -a, -um**, wealthy
- 5–6 **dedit . . . in uxorem**: “gave as a wife”; cf. l. 13 using **tradidit**
- 9 **duci**: CL leader, ML duke
- 11 **Tantum . . . vales**: “as much as you deserve”
- 12–13 **Ex quo . . . sorores tue**: a nice example of the problems that can arise in medieval texts. The sense is clear: “Since this is so I will not marry you as opulently as I did your sisters.” But the Latin is far from clear. Is **ero** the fut. of **sum** or the dat. of **(h)erus, -i, m.** (CL husband, ML nobleman)? Is **maritare** an infin. (**marito, (1)**, to marry) or the alternative form of the 2nd sing. pass., **maritaris**? Geoffrey of Monmouth, in his tale of “Leir” in the *Historia Regum Britanniae*, puts it more clearly: “Illud autem affirmo, quod numquam eo honore, quo sorores tuas, te maritare laborabo.” The current text, therefore, seems corrupted.
- 14 **comes, -itis, m.**, CL companion, ML count or earl

15 Accidit cito post hec, quod imperator bellum contra
 regem Egipti habebat. Rex vero imperatorem de imperio
 fugabat, unde bonum refugii habere non poterat. Scripsit
 literas anulo suo signatas ad primam filiam suam, que
 dixit quod patrem suum plus quam se ipsam dilexit, ut
 20 ei succurreret in sua necessitate, eo quod de imperio
 expulsus erat. Filia, cum has literas ejus legisset, viro
 suo regi casum primo narrabat.

 Ait rex: “Bonum est, ut succurramus ei in hac sua
 magna necessitate. Colligam exercitum meum et cum
 25 toto posse meo adjuvabo eum.” Ait illa: “Istud non potest
 fieri sine magnis expensis. Sufficit, quod ei concedatis,
 quamdiu est extra imperium suum, quinque milites, qui
 ei associentur.” Et sic factum est. Filia patri rescripsit,
 quod aliud auxilium ab ea habere non posset nisi
 30 quinque milites de sumptibus regis in societate sua.

 Imperator, cum hoc audisset, contristatus est valde
 et infra se dicebat: “Heu mihi, tota spes mea erat in
 seniore filia mea, eo quod dixit, quod plus me dilexit
 quam se ipsam, et propter hoc ad magnam dignitatem
 35 ipsam promovi.” Scripsit statim secunde filie, que dixit
 “Tantum te diligo quantum me ipsam,” quod succurreret
 ei in tanta necessitate. At illa, cum audisset, viro suo
 denunciabat et ipsi consiliavit, ut nihil aliud ei concederet
 nisi victum et vestitum, quamdiu viveret honeste pro
 40 tali rege, et super hoc literas patri suo rescripsit.

Notes and Vocabulary

15 **Accidit . . . quod:** **Accidit ut** + subj. is more usual in CL, but **quod** +
 indic. occurs as well, e.g., Cicero *Att.* 1.17.— **cito**, suddenly, quickly

15–16 **bellum . . . habebat:** CL **bellum gerebat**

- 16 **Egipti**: Egypt here merely represents far-off lands.—**imperio**: ML kingdom
- 17 **fugo, (1)**, cause to flee—**unde**: “and, as a result”—**bonum refugii**: Translate as “the benefit of refuge.”
- 18 **littera, -ae, f.**, letter of the alphabet, *pl.*, letter = **epistula**—**anulus, -i, m.**, ring—**signatas**: i.e., sealed in wax from his ring’s impression, hence “signet ring”—**que dixit quod . . . dilexit**: ML indirect statement using the subj.; cf. Grammar 9.1.2
- 19–20 **ut . . . succurreret**: a type of purpose clause but verging on indirect statement, “a letter (saying) that . . .”
- 20 **succorro, -ere, -curri**, come to one’s aid—**necessitas, -atis, f.**, emergency, plight—**eo quod**: CL **quia**; cf. Grammar 5.4.
- 22 **casus, -us, m.**, situation
- 24 **colligo, -ere**, gather
- 25 **posse**: indecl. infin. turned noun, meaning “power” or “force.” Cf. Grammar 7.1.—**adiuvo, (1)**, help, aid
- 26 **expensa, -ae, f.**, expense—**sufficio, -ere**, be sufficient—**concedo, -ere**, grant
- 27 **quamdiu**, until, as long as
- 28 **associo, (1)**, + *dat.*, associate, attend upon; subj. in a rel. purpose clause, “five soldiers to join/accompany him”
- 29 **quod . . . posset**: another ML indirect statement, this time with **quod** + the subj.
- 30 **sumptus, -us, m.**, cost, expense—**in societate sua**: “to accompany him”
- 31 **audisset**: = **audivisset**—**contristor, -ari, -atus sum**, feel sad—**infra se**: “to himself.” In ML **intra** and **infra** can become confused.
- 33 **eo quod**: = **quia** (“in this that”)—**dixit quod . . . dilexit**: ML indirect statement, this time with the indic.
- 34 **ipsam**: = **eam**, referring to the daughter, not **dignitatem**; but note its correct CL usage in l. 19—**dignitas, -atis, f.**, dignity, elevated status
- 38 **denuntio, (1)**, inform, denounce; supply **eum**—**ipsi**: dat. with **consiliare**, for **ei**, “him,” cf. Grammar 4.3—**consilio, (1)**, + *dat.*, advise; note that the CL **consilior** has become an act. verb; cf. Grammar 6.3
- 39 **victus, -us, m.**, food—**vestitus, -us, m.**, clothing
- 39–40 **quamdiu . . . rege**: The meaning is cloudy: “until he might live honorably as befits such a king,” although the context seems to demand a purpose clause, “so that he might . . .”
- 40 **super hoc**: “concerning her decision”

Imperator, cum hoc audisset, contristatus est valde, dicens: “Deceptus sum per duas filias. Jam temptabo terciam, que mihi dixit ‘Tantum te diligo, quantum vales.’” Literas scripsit ei, ut ei succurreret in tanta
 45 necessitate, et quomodo sorores sue ei respondebant. Tercia filia, cum vidisset inopiam patris sui, ad virum suum dixit: “Domine mi reverende, mihi succurre in hac necessitate! Jam pater meus expulsus est ab hereditate sua.” Ait ei vir ejus: “Quid vis tu, ut ei
 50 faciam?” At illa: “Exercitum colligas et ad debellandum inimicum suum pergas cum eo!” Ait comes: “Voluntatem tuam adimplebo.” Statim collegit magnum exercitum et sumptibus suis propriis cum imperatore perrexit ad bellum. Victoriā obtinuit et imperatorem
 55 in imperio suo posuit. Tunc ait imperator: “Benedicta hora, in qua genui filiam meam juniorem. Ipsam minus aliis filiabus dilexi et mihi in magna necessitate succurrit, et alie filie mee defecerunt, propter quod totum imperium reliquero post decessum meum filie
 60 mee juniore.” Et sic factum est. Post decessum patris filia junior regnavit et in pace vitam finivit.

Notes and Vocabulary

- 42 **decipio, -cipere, -cepi, -ceptus**, cheat, deceive—**per duas filias**: CL a duabus filiabus; cf. Grammar 5.1
- 45 **sue**: the third sister’s—**ei**: the king, her father
- 46 **inopia, -ae, f.**, need, destitution
- 46–47 **ad virum suum dixit**: CL **viro suo dixit**; cf. Grammar 5.1
- 48 **h(a)ereditas, -atis, f.**, inheritance, birthright
- 50 **colligo, -ere, -legi**, gather—**debello, (1)**, vanquish, conquer
- 51 **inimicus, -i, m.**, enemy—**suum**: CL **eius** (her father’s)—**pergo, -ere**, proceed, go off; undertake, pursue a course of action—**cum eo**: i.e., the army

- 52 **adimpleo, -ere**, fulfill, perform
- 53 **sumptibus suis propriis**: cf. Grammar 4.4.2
- 55 **benedico, (1)**, bless; **Benedicta hora (est)**
- 56 **gigno, -ere, genui**, produce, bring forth; the mother is not thought of, on which see selections 23 and 24 in the Perspectives on Women section.
- 58 **deficio, -ere, -feci**, be lacking, desert
- 59 **reliquero**: fut. perf. used as fut.; cf. Grammar 6.1—**decessus, -us, m.**, death
- 61 **iunior, -oris**, younger

