

## The View from Masada

by Stephanie Spaulding

Thanks to support from the National Latin Exam's Christine Fernald Sleeper Educational Travel Award, I embarked on a tour of Israel and Jordan in the summer of 2022. If you use *CLC*, you probably won't be surprised that the idea for this journey all started with Masada.

This fall marks my twentieth anniversary with the *Cambridge Latin Course*, and Stage 29 has always intrigued me. In fact, this story was my first introduction to the world of Rome in the province of Judea. As I dug deeper into the history and modern mythologizing of the Roman siege (73-74 CE) and the story of the Jewish rebels, I longed to see it for myself one day. In the winter of 2021, I realized that the waning pandemic might allow for a return to travel. Since I knew that Israel had a reputation for strong COVID-19 precautions, I thought it was time to *carpe diem* and plan an exploration of this corner of the Roman world.

I spent February researching and looking for grants to help defray the cost. Since Israel is an expensive place to travel, it was truly wonderful to have my proposal selected by the NLE scholarship committee in March. If you are interested in applying for grants, I have a few suggestions that have worked well for me over the years. First, do your research. You will want to fully understand what sites you can visit. In Israel, most of the archeological sites are protected in the National Parks and Nature Reserve system. Through my research, I learned that a two-week parks pass is very affordable. I also learned that renting a car is the only practical way to visit many of the sites. Second, create a detailed budget. The most important items are airfare, lodging, ground transportation (including car rentals and train/bus cards), and museum/site entrance fees. Use online reservation platforms to get the most accurate information. Third, create an itinerary. When applying for the NLE



Resting my foot on a Roman ballista at Masada's summit with a view of the Dead Sea in the background.

Photo by Henry Kwan

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grant, I created a daily schedule that included sites to visit, mileage/transportation, and location of overnight lodging. Include as much information as you can in your proposal, but present it in a concise way using tables when possible.

My field study included so many amazing sites and experiences that it is difficult to capture it in this limited space. I'll invite you to read a more detailed summary in this fall's issue of the NLE newsletter. For the remaining time here, I'd like to share a few impressions and ideas regarding Masada that may be helpful to those of you teaching Stage 29 this year.

The scale. Masada was bigger than I imagined it would be. It lies in a mountain ridge but is flanked by valleys that make it easily defendable. Being there in person, I could better understand why Herod chose this location for one of his ten palaces!

The desert. Abstractly, this is a very bad place to build a palace fortress. There is little water, and they had to go to great lengths to supply the settlement. This brought home the idea that Masada is both about controlling the region (politically, militarily) and showing wealth and power of the Romans and their client king, Herod.

Contrast with provinces. When we arrive in Masada in the *Cambridge Latin Course*, we have spent time in Italy, Greece (briefly), Egypt, and Britain. I think that Judea provides an interesting contrast with Britain. The former was a critical, central, and well-established trade zone, while the latter was much less integrated into the Europe-Africa-Asia trade routes. This contrast became much clearer to me as I learned about the very ancient water and land trade networks that crossed through Israel.

These three impressions are just a starting point as I reflect on my time in Israel this summer. If you want to hear more, please join me for a webinar on February 23. Watch the NACCP email for more information! I also want to be available to answer any questions if you are interested in applying for summer travel funding. Please do not hesitate to reach out to me at [sspaulding@hamdenhall.org](mailto:sspaulding@hamdenhall.org).



**Admiring the Roman ramp and looking up at the breach point**  
*Photo by Henry Kwan*



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# Stan's Sing-a-Long at American Classical League Conventions Reaches the Double Bar

by S. K. Smith

Once upon a time (in 1983) in a place of fond memory (at an American Classical League Institute in Fredericksburg, Virginia), a lovely, white grand piano sat awaiting the right fingers to play it. "It's too bad somebody couldn't play that piano," Ed Phinney of *Cambridge Latin Course* renown lamented aloud. Barb Farrow, unofficial agent for her husband, Stan, slyly volunteered, "Ask that man over there." Thus, the sing-alongs with Stan were born.



"I started playing a few tunes from *Patience*," Stan explained, referencing the Gilbert and Sullivan opera that several people from the ACL Institute had just seen. I didn't realize until afterwards that Ed Phinney did not like Gilbert and Sullivan. But, it was too late for that!" Stan laughed. "After I had run out of that material, I started playing some Broadway-type songs, and people started to sing along. Charlie Speck, who was very active with the ACL in those days, went dashing up to his room because he had a couple of Latin songbooks." As if by magic, a crowd gathered around those two songbooks and sang until "a little past 11:00," Stan recalled. Then, gesticulating firmly with his hands, Stan pointed out, "we were *actually* in a dorm...and thought maybe people would appreciate it if we stopped." The group finished with the British National Anthem, "God Save the Queen,"

for Cambridge, "O Canada," for Stan and his fellow Canadians, and "The Star Spangled Banner," for those in the United States. "We've been doing that ever since," Stan noted, and added that "Auld Lange Syne" found its way into the song list at some later point in the sing-along history.

The following year, Ed Phinney proposed that ACL should have a "Latin hootenanny—because folk songs were in at the time—and he created an all-Latin folk song evening," Stan continued. "It didn't really go over all that well. Because we had some English and Latin [songs] before, we got the feeling people didn't want all Latin [songs], or all folk songs. We decided in the future that we'd keep it going, but it would be a mixture." The sing-alongs, according to Stan, took place at various times during the ACL Institute schedule before they finally found their home after the banquet at the close of the Institute. "Someone decided," Stan suggested, "that since I worked for Cambridge that [the sing-alongs] had to go with the Cambridge reception. It eventually settled down to where it comfortably belongs—as the last item on the program when people have gotten to know each other."

Dear Stan, thank you for filling our hearts with song, for bringing us together, hand-in-hand, around the piano with you. *Obliti-oblitae-oblita? Non! Semper reminiscamur!* (Click the link to find out Stan's connection with these lyrics.)



**Click to sing along!**

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# What Did You Do on Your Summer Vacation?

## I Spoke Latin!

by Nora Kelly

Every year, I spend the last week of July speaking nothing but Latin from morning to early evening. People think I'm crazy or, at the very least, wasting my time. Who speaks Latin today? More people than you may realize! For the past eight years, I have been attending the *Conventiculum Aestivum*, offered through Humanitas, a society promoting the benefits of active Latin under the auspices of Profs. Milena Minkova and Terence Tunberg of the University of Kentucky.

The *Conventiculum* is the highlight of my summer! It is challenging, exhausting, humbling, enlightening, relaxing, inspiring, and just plain fun. We spend the day reading and discussing passages from throughout the span of Latin literature, not just classical. In addition to old favorites like Cicero, Pliny, and Vergil, we've also explored firsthand accounts of the cultures and customs of times and places such as medieval and Renaissance China, Japan, Mexico, Guatemala, and Germany — many of these written in that “is-it-an-‘f’-or-an-‘s’?” medieval script that, it turns out, is nowhere near as daunting as it seems. We also discuss fine art, silent films, and even comics. No English allowed!

“Yes, yes, I get reading, but why speak it?” Hearing, reading, *and* speaking Latin moves you from just “decoding” the language (looking for the verb, finding the subject, yawn) to truly immersing yourself in it. When you speak, in Latin, about the passages you are reading in Latin, you really own the language and experience it as the author intended it to be enjoyed — with all the nuances of word order, mood, and vocabulary.



**Nora Kelly**  
Washington-Liberty HS Arlington, VA

Is it hard? That depends on your definition of hard. You do need to let go of the “need” (so common to Latinists) to be right all the time. You need to be able to take chances, make mistakes, look “dumb.” However, isn’t that what we are asking our students to do? Why should it be any different for us? I think the best teachers are also students. Plus, it’s such a supportive and encouraging group of people, many of whom return year after year. For newbies, also known as *tirones*, there is a gentle easing into the process, with a lot of scaffolding and simple repetition. And there are these awesome stories about a modern-day Priscilla, that are jam-packed with all sorts of fun neo-Latin vocabulary about food, travel, weather, etc. — because you never know when you might need to know the Latin word for cocktail, *propoma*.

The *Conventiculum* has been on Zoom for the past three years. “That’s a lot of Zoom,” you say. It’s actually a great model for how to do Zoom well. At the end of the day, I don’t feel as exhausted as I have in other Zoom conferences or, *horresco referens*, teaching online. Each session is no more than an hour and fifteen minutes, much of which is spent in small-group breakout rooms, and is always followed by a 15- or 30-minute break. Lunch is a two-hour break, which leaves time for that all-important summer afternoon nap (with cats, of course). For me, it is the ultimate staycation!

# Participants' Summer 2022 Workshop Experiences



**Bee Smith**  
The Newman School

I was jaded after two years of Covid. I needed a boost, a reminder that teaching Latin is my calling. I signed up for the NACCP Summer Workshop and got just what I needed! The good-natured presenters were enthusiastic, informative, and so very generous with the materials they had developed. The participants reminded me that everyone has challenges, but we all love what we do. *Maximas gratias, omnes!*

Thank you so much for continuing to provide these workshops for Latin (and non-Latin) teachers. As always the *Cambridge* workshops were fabulous! I was unable to attend last year and sorely missed it. I was reminded the past two weeks why I enjoy them so much!

I love how personable and supportive Martha and Ginny (and Donna) have always been, as well as all of the presenters. This was my fourth time attending, and you all consistently provide an inspirational journey that reinvigorates me into using and exploring *CLC*! I always learn lots of new things, am reminded of lots of things I've forgotten, and just plain enjoy spending time with Latin colleagues.

Learning from such effective, encouraging, knowledgeable and down-to-earth *Cambridge* experts is such a wonderful service that you all provide — and for such a low fee. I would certainly pay much more, since these workshops are definitely worth it! I always recommend these workshops to Latin teachers I meet if they don't know about them, and I have even suggested it for non-Latin teacher colleagues. You all provide lots of valuable information about teaching, assessing, and guiding students that are not just related to *Cambridge*, learning Latin, or even another language. So much of what I learn at the workshops is also applicable to my teaching outside of using *Cambridge* or Latin.

Thank you again, and I look forward to next year!



**Erin Silkey**  
Founders Classical Academy

summer of 2022 has been no exception! It is always satisfying to touch base with colleagues, to stretch and learn new ways to keep Latin fresh and exciting, as well as to confirm with other professionals the applications and practices that have supported student achievement in my middle school classroom.

Arriving seventh graders will benefit from new take-aways; returning eighth graders will have some surprises to maintain their enthusiasm and momentum. I am excited to try new uses for stand-by Elevate applications, such as sharing the vocabulary tester as a pre-reading activity. Also increasingly useful as the stories become longer and more complex, diverse approaches to chunking the reading will be another new feature for my students. The updated visit to the house of Caecilius was spot on, and I deeply appreciate the resources for helping student de-stress during the workday.

Thank you for a spectacular presentation from a dazzling slate of brilliant Latin scholars! The workshop has been an exceptional joy and a treasure chest of inspiration from which I will draw gratefully in the coming year.



**Paulette Culpepper**  
W.P. McLean Middle School



I am a new Latin teacher without any exposure to the *Cambridge* series before I started student teaching last year. Before the workshop, I liked the level of engagement the stories brought to working with students, but I also found myself very much in the grammar-translation mode that I learned in school. Therefore, I attended the workshop on the recommendation of a colleague to learn more about the mysterious “reading method.”

The discussions and modeling really changed the way I think about delivering instruction and moving through the stages. I used to feel trapped in a rhythm of marching through the stories, calling on students to translate line by line under time pressure to cover the material. Now, I feel that I have a broader arsenal of pre-reading, reading, and post-reading strategies to better engage students through variety and curiosity, and, most importantly, to leverage more of their innate language acquisition abilities.

Although I know it will take some time to calibrate the balance of reading and explicit grammar strategies in my classroom to match my personal style, I feel much more freedom, creativity, and excitement going into my lesson planning. I also cannot overstate the impact of meeting, learning from, and bonding with a vibrant community of passionate educators striving to make positive change in our niche subject area. Thank you, *CLC* team!

**Fred Muth**

I learned a great deal! I appreciate the many tips and helpful ideas related to the scope, sequence, approach, and strengths of the *CLC* series. I also learned that there are some fantastic Latin teachers out there whom I will attempt to emulate to the best of my ability. Moreover, I found out how many resources there are for the *CLC* series, the growing trends in Latin pedagogy, and the inclusive support of the *CLC* community.  
*gratias!*

The past seven years, I have taught French at Xavier College Preparatory High School in Phoenix, Arizona. Our students took Latin at a different school. Starting in August of this year, however, it was decided that I would teach Latin every level by myself in our school. I love Latin with a passion, but I never expected to teach it after more than thirty years of no contact with the language except in church and as a reference word in my French classes.

First, I took the review workshop for beginners. I liked it, but I still had a lot of unanswered questions. With the second workshop, things got clearer for me. I was scared to teach Latin, and not French, to English speakers. Because of this workshop, I now feel confident in understanding and teaching the reading method. I also know that I can reach out to the moderators if I have any questions or feel in doubt. I learned something valuable from everyone — from the moderators as well as from the experienced teachers who were there.

Who can forget the dramatic reading of Margaret, the Canadian teacher; the skillful Stephanie with so many clever ways of introducing the material to students; and the gargantuan knowledge of the playful Patrick? I would like to be one of their students. I am no longer scared but excited to start my Latin classes with this method. “*Gratias omnibus vobis.*”



**Marie Hélène de Soler**  
Xavier College  
Preparatory

Thank you for putting on such an informative webinar in July; I got a lot out of it. I registered because I am teaching Latin for the first time in eight years, and I will attempt to use the CI approach, which is new to me. The *CLC* series is also new to me, so I thought the webinar would help with at least one of the balls I'm attempting to keep in the air this year.



**Lisa Mallen**  
Devon Preparatory  
School

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## Upcoming Offerings

*supported by Cambridge University Press*

### Victims of Vesuvius

**Thursday, October 27, 7:00 pm EST**



Come join ACL Merita 2022 awardee veteran CLC teacher, Nathalie Roy, to learn about the human remains of the 79 CE eruption of Vesuvius - the plaster casts of Pompeii and the skeletons of Herculaneum. In this session, we'll explore how human remains were used to sensationalize the early archaeological site of Pompeii and make it into a tourist attraction, how plaster casts were altered to fit stories about them, what happened to the human remains of those who weren't cast, and how we can teach this sensitive topic responsibly. We'll also learn about related projects including a Google Earth tour of Pompeii and how to make your own plaster casts.

To register, [Click Here](#)

### The NLE and the CLC

**Thursday, November 17, 7:00 pm EST**



Joe Davenport, a veteran CLC user (43 yrs!) and member of the NLE Committee will examine changes the National Latin Exam (NLE) has undergone to help teachers to choose an exam level that best fits the pacing of their classes. He will also explore the resources that are available on the NLE website for all teachers and students who feel the need to practice for the exam. In addition, Joe will compare parts of the syllabi of the early level exams with the CLC scope and sequence and point out a couple of topics that CLC users might find useful to supplement.

To register, [please click here](#)

### “LEGAMUS!”

#### A Reading Method Practicum

**Thursday, March 31, 7:00 pm EST**



Stefanie Gigante and William Lee, both long time Cambridge users, will expand upon their webinar on the Reading Method and offer demonstrations on various reading method strategies and activities for selected stages in the CLC. Participants will have opportunities to collaborate and work on activities and strategies that can be implemented immediately in their classrooms.

[https://youtu.be/7zl1\\_8VRKvw](https://youtu.be/7zl1_8VRKvw)



## Director's Message

*Martha Altieri*

Welcome back! I hope you had a relaxing, fun-filled summer and are invigorated for the new school year. One of the highlights of my summer was The American Classical League Institute in Charleston, South Carolina at the end of June. It was such a pleasure to re-connect in person with friends and colleagues after two years of virtual institutes and to attend the many excellent presentations.

Several of our board members gave informative presentations at the Institute. Stefanie Gigante, Nora Kelley and S.K. Smith demonstrated how teachers can use images and maps to help students visualize the content they are reading and explored a variety of interactive visual approaches. Stefanie Gigante's solo session, "Effective Feedback: Consideration and Methods," introduced many ways of offering student feedback with online tools to provide students support as they complete their course work.

The annual summer workshops were held virtually in July. We offered a three-day novice workshop for beginning teachers (and new adopters) July 6-8, and a three-day workshop for experienced users of the course July 11-13. Board members Stefanie Gigante, Margaret-Anne Gillis, Nora Kelley, S.K. Smith, and Patrick Yaggy did an excellent job facilitating the presentations with a focus on reading selected passages in Latin, teaching techniques, and employing classroom best practices. Board members Joe Davenport and Kyle Smith-Laird participated each day and shared insights based on their many years of classroom experience.

I would also like to recognize Jacob Sung, a senior at Johns Creek High School in Georgia for his project and the





website ([www.narramus.org](http://www.narramus.org)) he developed to increase accessibility in the field of classics. I am so impressed with what he is doing! One of the things that NACCP and CSCP have discussed over the years is recording the English culture section at the end of each stage. I want to thank Jacob for contacting me this summer and giving us the impetus and motivation to make this project a reality. Unit 1 and Unit 2 recordings are now available on our website [www.cambridgelatin.org/resources](http://www.cambridgelatin.org/resources) and other units will be added when completed.

As a reminder, there is a “Webinar Archives” section on our website: <http://www.cambridgelatin.org/training>. The recordings are organized by topic areas – Reading, Culture, Vocabulary, Language, Assessment, Pedagogy, Diversity, AP-IB-NLE, and Technology.

NACCP is a non-profit organization whose purpose is to promote the study of Classics and to support Latin teachers who use the *Cambridge Latin Course*. Our continued focus is how we can best support classroom teachers. We welcome and appreciate your questions, suggestions, and feedback on how best to do that!



# CLASSICAL ITALY TOUR

JULY 23 TO AUGUST 1, 2023

**Highlights include:** Pompeii, Boscoreale, Oplontis, Castellamare di Stabia, Paestum, Positano, Pozzuoli, Baiae, Herculaneum, Mt Vesuvius, Naples

**Package includes:** Accommodations in a 4-star hotel in Sorrento, breakfast and dinner every day, 7 lunches, wine tasting tour, guided tours and entrance fees, lectures by Classics professors

## LAND PACKAGE COSTS:

	IN CAD\$	IN US\$	IN UK£
Based on 32 passengers	\$3,839.00	\$2,999.00	\$2,399.00
Based on 24 passengers	\$4,239.00	\$3,311.00	\$2,649.00
Based on 16 passengers	\$4,959.00	\$3,875.00	\$3,099.00
Single supplement	\$ 729.00	\$ 569.00	\$ 456.00

**\*\*** The final price will depend on the number of participants and the exchange rate applicable at the time of booking.

FOR MORE DETAILS PLEASE CONTACT:

**TOURINGHOUSE INC.**  
(613) 741-2942  
[travel@touringhouse.com](mailto:travel@touringhouse.com)

**Contact Margaret-Anne Gillis, ([margaretanne.gillis@gmail.com](mailto:margaretanne.gillis@gmail.com))**  
**CLC and House of Caecilius expert. for more information.**

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Thanks to Kyle Smith-Laird for writing and sharing this new story that could be used as a supplemental reading or part of an assessment . . . .

Stage Nine: *thermae*

mihi nōmina sunt \_\_\_\_\_

### Caecilius et Vātia in thermīs – Caecilius and Vatia at the baths

- 1   ōlim Caecilius cum Clēmēte ad **thermās** ambulāvit. in **apodytēriō** pater servō **togam**  
2   trādidit et ad **tepidārium** prōcessit ubi Clēmēns exspectābat.  
3   “ecce!” servus **susurrāvit** et dominō hominem ostendēbat. “Vātia adest.” Caecilius  
4   rīsīt. Vātia mercātor **dīvitissimus** erat sed servum nōn habēbat.  
5   **“euge!”** inquit Caecilius, “Vātia hospitibus cēnās optimās dat.”  
6   postquam Vātia ad **caldārium** prōcessit, **ibi** dominus servum celeriter dūxit.  
7   in caldāriō Vātia iacēbat et circumspectābat. Caecilius mercātōrem salūtāvit.  
8   “salvē, Vātia,” clāmāvit dominus.  
9   “salvē,” respondit Vātia. “quid quaeris?”  
10   “ego tibi servum meum offerō. ecce! Clēmēns **oleum** et **strigilēs** fert et **doctissimus** est.”  
11   “tū mihi nihil offers. ego oleum optimum et strigilēs **ossueās** ferō. **valē.**”  
12   tum Vātia ē caldāriō exiit et ad apodytērium celeriter petīvit. Caecilius laetus nōn erat sed  
13   Clēmēns rīdēbat.  
14   “cūr rīdes?” inquit Caecilius, “Vātia abest.”  
15   “ecce!” clāmāvit servus, et dominō oleum optimum et strigilēs osseās ostendit.

### Supplemental vocabulary

**thermās** *baths*

**apodytēriō** *changing room*

**togam** *toga*

**tepidarium** *warm bath*

**susurrāvit** *whispered*

**dīvitissimus** *very rich*

**euge!** *hurray!*

**caldarium** *hot bath*

**ibi** *there*

**oleum** *olive oil*

**strigilēs** *strigils (body scrapers)*

**doctissimus** *very skilled*

**ossueās** *made of bone*

**valē** *good-bye*

**Quīntus et Clēmēns ad urbem Neāpolim** – *Quintus and Clemens at Naples*

**I**

- 1 quondam Rūfilla cum Quīntō **sermōnem habēbat**.  
2 “postquam tū **clādī terribilī in urbe Pompeiīs superfuistī**, quid fēcistī?”  
3 Quīntus, paene lacrimīs commōtus, fābulam trīstem vix nārrāre potuit.  
4 “ego et Clēmēns, servus fidēlissimus, nāvem invēnimus et clādem **evitāvimus**. nōs, in  
5 nāvī stāntēs, mōntem īrātum, quī urbem et Pompeiānōs dēlēbat, spectābāmus. flammae  
6 erant **ubique**. nōs multās vōcēs clāmāntēs lacrimantēsque audiēbāmus. quamquam ego  
7 timēbam, Clēmēns, quī urbem **ardentem** unde vēnerāmus spectābat, **placidus** erat.  
8 “cūr,” eī dīxī, “nōn timēs? tūne urbem, quam mōns īrātus dēlēvit, vidēs?”  
9 “audī, domine,” inquit Clēmēns. “ubi in urbe Pompeiīs **errābam**, multōs mortuōs,  
10 multōs in viā iacentēs, multōs **liberōs**, quī **parentēs** frustrā quaerēbant, cōspexī.  
11 ego valdē timēbam; **paulātim** per fūmum flammāsque templum **Īsidis** cōspexī. ad  
12 templum ego, servātus ā deā, contendī et ubi mānsī. postquam ē templō discessī,  
13 domum cucurrī ubi patrem tuum **moribundum** invēnī. ille mihi ānulum dedit, patrem  
14 mortuum reliquī, diū tē quaerēbam; tandemque invēnī tamen nōn iam terrēbam quod  
15 dea Īsis mē cūrābat.”  
16 “num,” eī respondī, “deōs Rōmānos **offendere** vīs?”  
17 “minimē,” mihi dīxit sapiēns, “quod erant multī deī deaque ex quibus aliquis  
18 ēligere potest. **ovis** sōla **gregem** nōn facit.”

**Supplemental Vocabulary**

**Neāpolim:** **Neāpolis** *Naples (a city near Pompeii)*

**sermōnem habēbat:** **sermōnem habēre** *have a conversation*

**clādī:** **clādēs** *disaster*

**upeterribilī:** **terribilis** *terrible*

**in urbe Pompeiīs** *in Pompeii*

**srfuistī:** **superesse** *survive*

**ēvitāvimus:** **ēvitāre** *avoid*

**ubique** *everywhere*

**ārdentem:** **ārdēns** *burning*

**placidus** *calm, serene*

**errābam:** **errāre** *wander*

**liberōs:** **liberī** *children*

**parentēs:** **parēns** *parent*

**paulātim** *gradually, little by little*

**Īsidis:** **Īsis** *Isis*

**moribundum:** **moribundus** *dying*

**reliquī:** **relinquere** *leave behind*

**offendere** *offend*

**ovis** *sheep*

**gregem:** **grex** *flock*



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1. To whom was Quintus retelling the story?
  2. How did reliving Vesuvius' explosion affect Quintus?
  3. Compare how differently Clemens and Quintus react to the same spectacle: why did each one feel something the other did not?
  4. What did Clemens see that made him feel less fearful?
  5. Translate into beautiful and flowing English:  
  
*ad templum ego, servātus ā deā, contendī et ibi mānsī.*
  6. What did Clemens receive from a dying Caecilius?
  7. Why was Quintus upset that Clemens had put all his trust in Isis?
  8. How did Clemens explain to his master about his view of the gods?

*You can read part II of this story in the upcoming, "Fabulae Mirabilissimae!"*

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