

BOOK REVIEW

Lectioes Memorabiles Vol. II: Selections from Horace, Lucretius, Seneca, Suetonius, and Tacitus. By YASUKO TAOKA. Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Pp. x + 157. Paper, \$29.00. ISBN 978-0-86516-830-5.

This reader is the second of two volumes based upon the International Baccalaureate Latin syllabus and could be used separately or together with its companion. The readings selected for this volume focus on the History and Good Living curricular options in that program. Some passages are part of the Standard Level (SL) syllabus and some are part of the Higher Level (HL). Included are sections 70–73 and 82–83 from Tacitus' *Annales* 2 and sections 1–6 and 10–18 from *Annales* 3, sections 22–26, 33–36, 39–42, and 52–53 from Suetonius' *Life of Tiberius*, 71 lines from Lucretius' *De Rerum Natura* 1 and 61 lines from book 2, four *carmina* of Horace, two of Seneca's *Epistulae Morales* and two sections from his *De Tranquillitate Animi*.

Features of the volume include general introductions to the theme of each curricular option, biographical introductions to each author and a specific introduction to *De Tranquillitate Animi*. The metre is identified for poetic passages. Unlike the companion volume bolding is rarely used in this reader to draw student attention to key words and phrases. Each reading is introduced by some brief background introduction and summary designed to lead the student into the reading. Detailed commentary is provided line-by-line, especially for complex or unusual grammatical constructions. Such information, however, is not provided consistently; for example, there is a note explaining the Greek accusative form *Chloēn* at Horace's *Ode* 3.26.12 but no such explanation for *Memphin* at line 10 of the same ode.

Occasionally, translations are provided for difficult phrases, such as “appropriate for the occasion” for *pro tempore* at Tacitus' *Annales* 3.1.14. Other notes provide information about references to people, geography and historical events. While such notes are aptly designed to aid the student's comprehension of the Latin text and its cultural background, they do not always provide enough information. For example, in explaining Suetonius' reference to an embassy to Tiberius following the death of his son Drusus, students are told in notes at 52.6 that

Iliensum refers to Troy and at 52.9 that Hector is a mythological character but not that Hector was a Trojan nor that this is a reference to the death of Hector at the end of Homer's *Iliad*—all information which enhances an understanding of the situation Suetonius is describing. Because students using this reader are assumed to have access to a Latin dictionary, little or no vocabulary is provided in these commentaries or in the back of this book. More lexical aids would have made this reader that much more accessible and useful. Macrons are not used but would have been especially useful for students less familiar with Latin poetry.

Four appendices are provided: a timeline of Roman historical, political and literary events related to the readers; an introduction to Latin meter; a glossary of rhetorical terms, figures of speech and metrical devices; and a Julio-Claudian family tree. When the terms in the glossary appear in the commentary, they are printed in capital letters. Sample scanned lines from the passages found in the reader would have been useful enhancements to the section on Latin meter. A map of the Mediterranean appears in the introductory materials. The reader also contains 12 black-and-white illustrations, including statues, busts and coins of Roman authors and the imperial family, photographs of buildings like the Pantheon and the House of Horace in Venosa, a Pompeian fresco depicting the sacrifice of Iphigenia and a mosaic of Roman gladiators.

While the passages in this reader have been chosen according to the International Baccalaureate curriculum, they offer a well-rounded sampling of Latin literary texts suitable for a somewhat challenging survey course at the college level or advanced high school course. The thematic focus on history and the good life suggests that this reader could also serve as the core text for a college level course on those topics.

TOM SIENKEWICZ

Monmouth College, tjsienkewicz@gmail.com