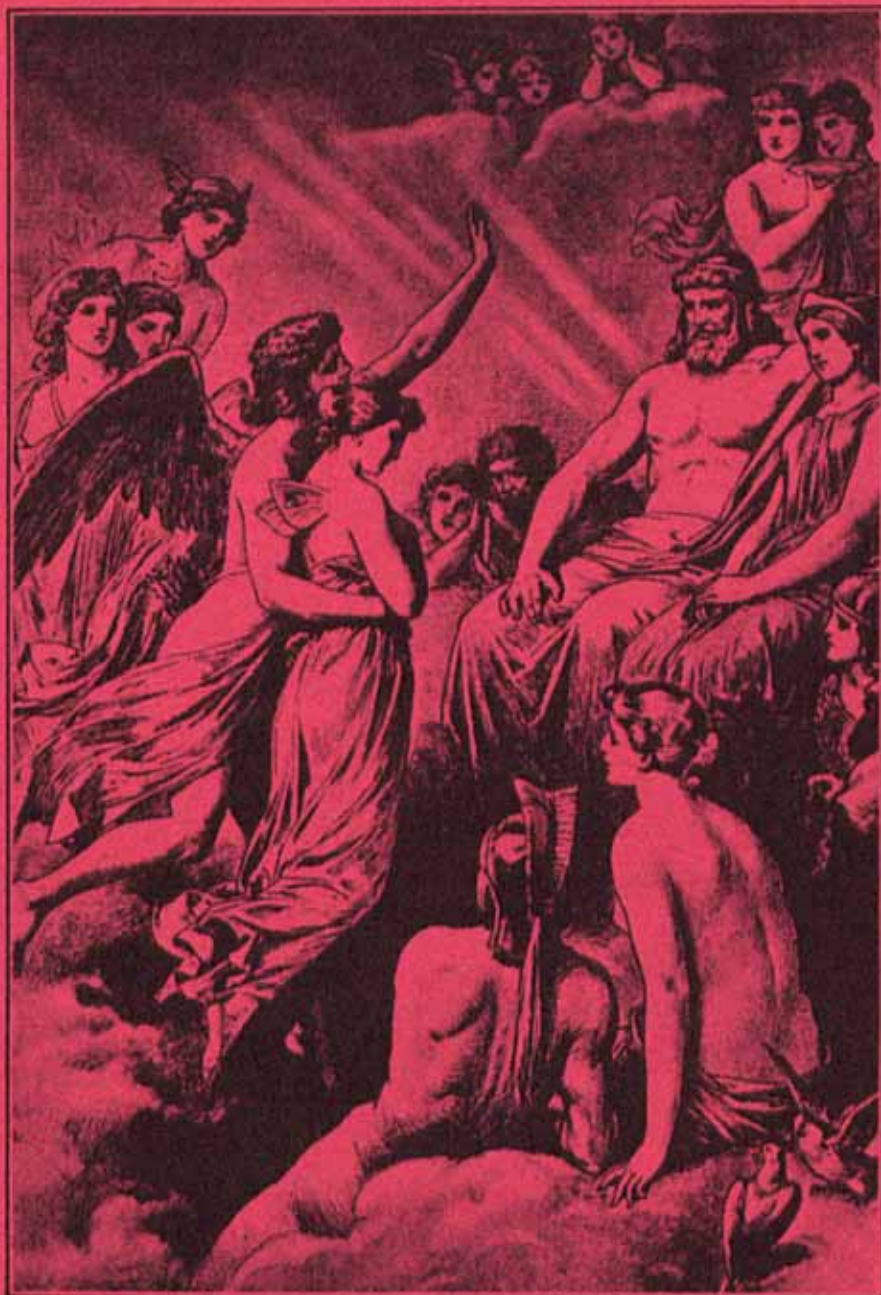


# Newsletter

Vol. III, No. 4

*Pompeiana, Inc.*

February, 1977





POMPEIANA, INC.

BOARD OF DIRECTORS

Mr. Bernard F. Barcio  
Mrs. Lillian R. Barcio  
Mr. Allen W. Clowes  
Mr. Carl R. Dortch  
Mr. Philip S. Kappes

ADVISORY BOARD

Rev. Paul J. Courtney  
Mrs. Kennard King  
Mr. John Krauss  
Mr. H. Roll McLaughlin  
Mrs. Eugene S. Pulliam  
Mrs. Howard W. Sams  
Rabbi Murray T. Saltzman  
Rev. Russell B. Staines  
Mr. Gordon Wishard

It is with deep regret that Pompeiana announces  
the loss of  
Dr. Stewart W. McClelland  
a member of our Advisory Board for two and one-half years.  
VIXIT ET QUEM DEDERAT CURSUM FORTUNA PEREGIT.



COVER PICTURE: Cupid and Psyche are welcomed to  
Mount Olympus. Based on a painting by Thumann.

Pompeiianae Praefectus Salutem Dicit  
Litterarum Classicarum Studiosis!

PER TOT DISCRIMINA RERUM TENDIMUS.

As fate would have it, Pompeiana, Inc. lost its appeal for the zoning variance required to rebuild the House of Marcus Loreius Tiburtinus as a national facility. We were, therefore, prevented from accepting the three acres of land that had been offered for this use on Guion Road in Indianapolis.

HAUD TANTO CESSABIMUS CARDINE RERUM.

The setback is, however, only a temporary one, and we are already hard at work tracking down a new site for the facility. We feel confident we will soon achieve the perfect blend of donor, site and zoning needed to acquire the right piece of property for our purposes.

HOC TIBI DICTUM TOLLE MEMOR. As we strive for the perfect site selection here, we would encourage all members to consider helping in some way with a fund raising activity to add to our fast-growing building fund. Believe it or not, if each of our present 1,000 members would dedicate him or herself to trying to raise \$1,000 for the building fund over the next three years, construction on the building could start as soon as a site is secured. Please think about it!

RES UTILES TIBI OFFERIMUS. Good to our word, we continue to offer classroom teachers new promotional and enrichment materials. Our latest offerings are listed on the back page of this newsletter and include buttons, bumper stickers and three new presentations which are available for immediate circulation.

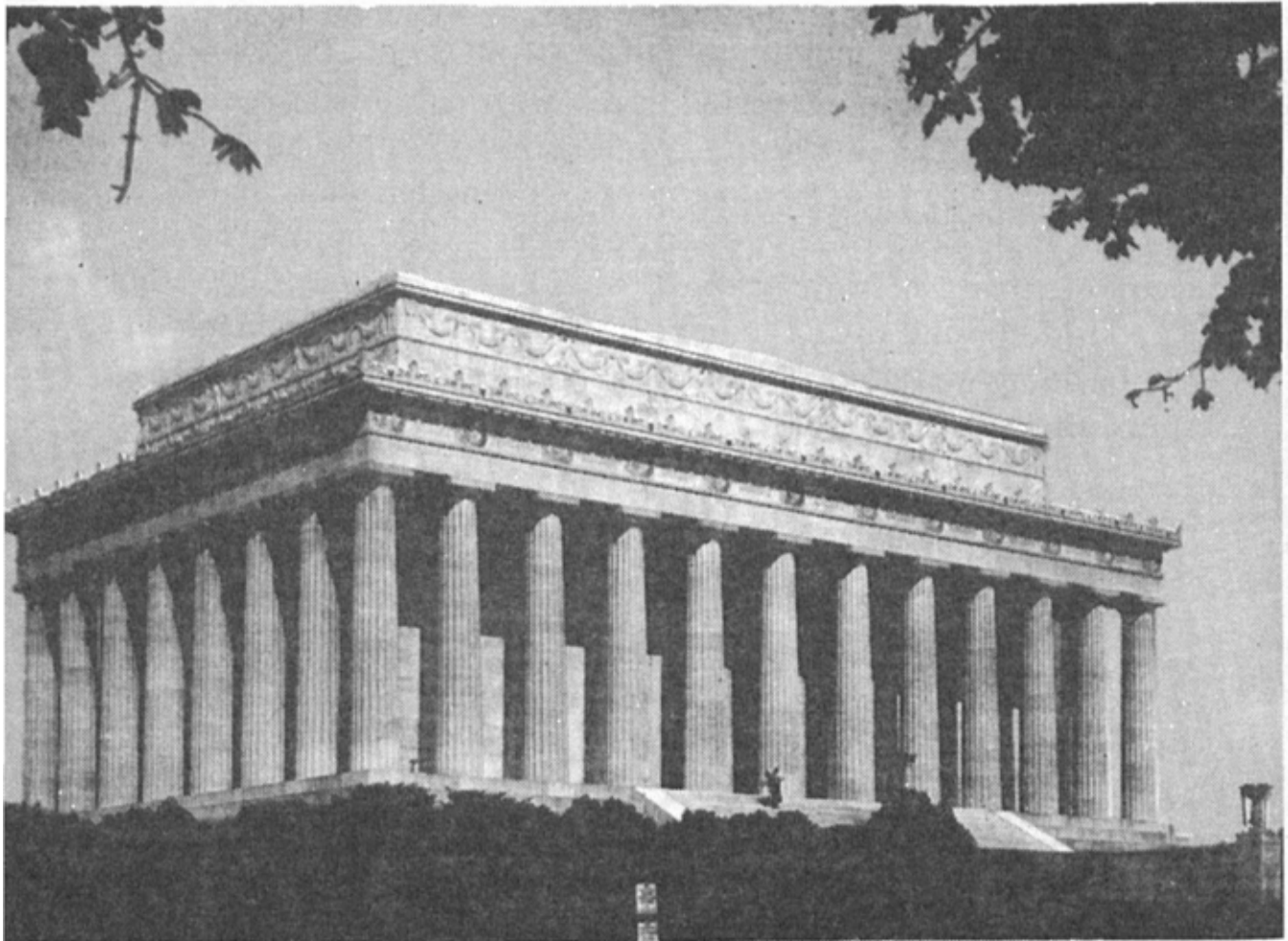
GRATES PERSOLVERE DIGNAS NON OPIS EST NOSTRAE. We continue to appreciate the support of all our members and hope that, working together, we can make a significant contribution to the promotion of classical studies in our day.

Bernard F. Barcio

## LINCOLN MEMORIAL

The Lincoln Memorial in Washington, D. C., is classical in design, as so many of America's memorable buildings are. Its architectural lines are similar to that of the Parthenon. The outer columns are Doric and the columns inside are Ionic. It is said that its beauty and purity of design equal the best of the ancient world.

The thirty-six columns surrounding the walls of the Memorial represent the 36 states in the Union at the time of Lincoln's death. A frieze above the colonnade names these states. On the attic walls above the frieze are the names of the 48 states in the union at the time the Memorial was built. The work was begun on February 12, 1914.





## TEACHER 'CORNER

This issue's featured teacher is Bernard Scymczak, Anoka, Minnesota.

Aside from conducting stimulating classes at Anoka High School, Bernard recently presented testimony in defense of Latin before the Education Committee of the State Senate, Senator Jerome Hughes, Chairman. Some of the ammunition Bernard used is reprinted below:

"I'll be forever grateful to my Latin teachers, as it is only my memory of Latin that enables me to have fun with the English language." Ogden Nash

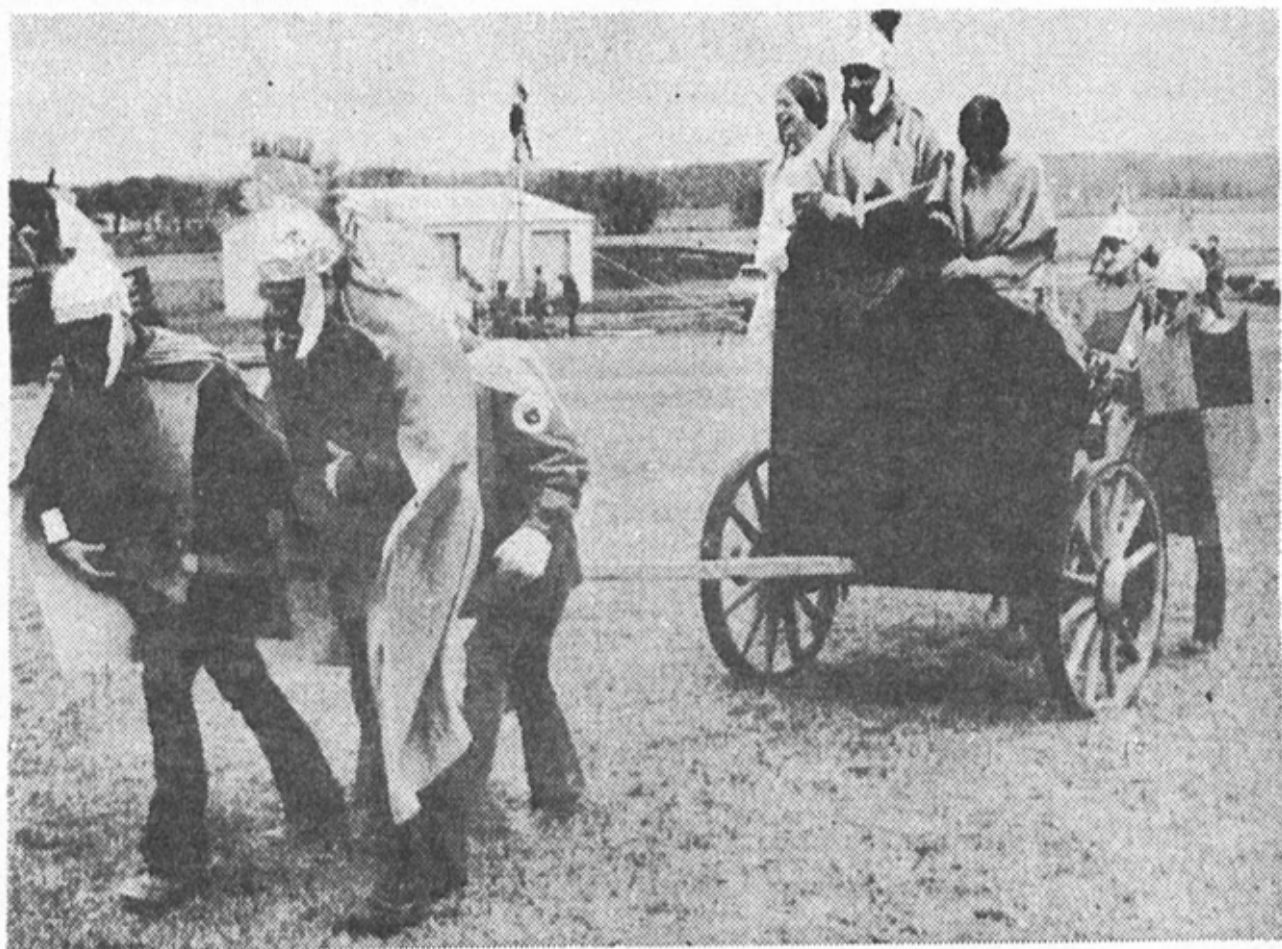
"Latin provides the roots and the fundamentals for grammar for many other languages, and, therefore, provides a basis for the modern tongues of communication in this multilingual world." Adlai Stevenson

"The main value of Latin lies in its power to teach us the origin and effective use of English." Robert Graves, poet and novelist.

Among the top ten books rated highly by Harry S. Truman (who, incidentally, was quite a student of the classics) were "Plutarch's Lives," "Caesar's Commentaries," Gibbon's "Decline and Fall of the Roman Empire" and "Plato's Republic."

Our thanks go to you, Bernard, for your untiring efforts on behalf of the study of Latin!

(Ed. Note: Pompeiana would like to have a regular column featuring our teacher members and some of the work they are doing to enrich their classes. Please send us something about yourself - or someone you know!)



## *Doing Their Thing—Roman Style*

Pictured above are students of Mauston High School, Mauston, Wisconsin, participating in a chariot race prior to their catapult contest.

Students planning to participate in the Sixth National Catapult Contest should send their entry blanks to Pompeiiana by March 15, 1977.

If you wish to enter the contest this year but have not received a copy of the current Guidelines, please contact Pompeiiana immediately.

The National Awards Banquet will be held in Indianapolis on Saturday, May 21, 1977.

## BEATAM VALENTINI DIEM!



"Calpurnia!"

"Here, my lord."

"Stand you directly in Antonius' way when he doth run his course. Antonius!"

"Caesar, my lord?"

"Forget not, in your speed, Antonius, to touch Calpurnia, for our elders say the barren, touched in this holy chase, shake off their sterile curse."

Julius Caesar, Act I, sc. ii

The date was February 15, and the people of Rome were celebrating Lupercalia, a feast of purification and fertility.

Plutarch relates that during the celebration of Lupercalia there was first a sacrifice of goats and a dog. Then two children, noblemen's sons, after having their foreheads stained with the bloody knife and wiped off with locks of wool dipped in milk, cut the goatskins into thongs and ran about the streets lashing everyone they met. Young women offered themselves to be lashed, thinking that this would be of great help in conception and delivery.

During the reign of Claudius II a decree was issued forbidding people to marry, because Claudius felt married men did not make good soldiers. A priest, named Valentine, ignored this decree and performed weddings in secret - with the blessings of the church. When Claudius discovered this, he had Valentine imprisoned. He was executed on the Eve of Lupercalia - February 14.

# "LUPERCALIA REVISITATA"

-vel-

## VERSIPELLIS JACOLINA ITERUM FERIT

### PERSONNAE DRAMATIS

Avia - canis feminina

Remus - geminus Romuli

Rubra - canis masculinus

Proculus - porcus stultus

Romulus - geminus Remi

Avia: Intra, Rubra!

Rubra: Salve, Avia, tibi crusta tuli.

Avia: Mirabile, cara. Da ea mihi et eam in culinam feram.

Rubra: Hic manebo et textum spectabo. (exit Avia)

Avia (In altera camera): ULULULULULUL...!!

Rubra: Quid habet Avia? Agit insolite. Fit hirsuta. Timeo.

Avia (Intrans quam lupa): Crusta erant suavia. Sentio minor natu decem annos. Etiam cantare possum. (Ululat)  
Cum luna plena sit sentio canis laetus. Me renovabo quod est nox ululando.

(Exeunt Avia et Rubra. Intran Romulus Remusque)

Romulus: Sum Custos Romulus et is est Legatus Remus.  
Ubi est vetus canis?

Remus: Forsitan dormit. Probemus cubiculum.

(Exit. Intrat cum Rubra quae dormiebat.)

Romulus: Anus, dic nobis secretum. Quam servas capillas cum vetus sis.

Remus: Ita, volumus scire.

Rubra: Puto vos erravisse.

Romulus: Minime, nullus error. Volumus scire. Videamus secretum! Estne Formula Romana XVI?

Rubra: Bene, unum momentum. Debeo ire in conclavem alterum. (Exit Rubra.)

Avia (intrans): Heus, pueri. Quid vobis facere possum?

Remus: Vau! Est mama mea!

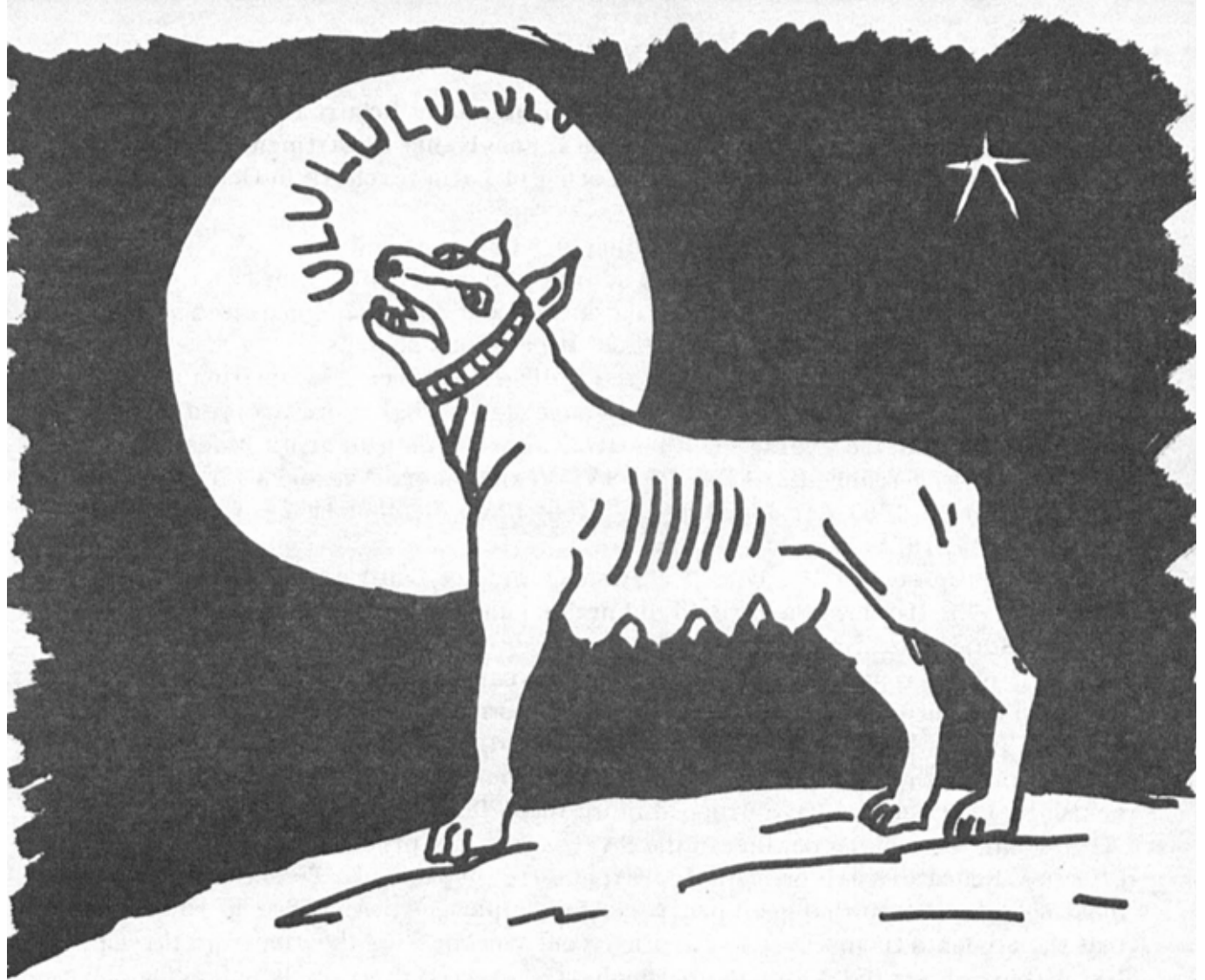
Romulus: Mutat sed scit nihil.

Avia: Exspectate, vobis parabo lactem et dulces lupiveneni.

Romulus et Remus: Non possum exspectare.

(Avia dat pueris dulces et lactem. Edunt, saltant et exeunt.  
Reintran quam lupi ululantes.)





Romulus: Sentio magnus. Quid agis, Reme?

Remus: Optime. Dulces sunt mirabiles. (Cantens:) Me faciunt renovatum.

Rubra: Avia, habui dulces. Me faciunt renovatam.

Avia, est hora cenae. Id paremus.

(Quisque ferit in porta. Porcus intrat)

Porcus: Salvete!

Omnes: Nostra cena, salve!

Porcus: Est falsum domum. Valetate, valetate.

Omnes (ululantes et clamantes): Occidete porcum!

-Plaudite Omnes-

Written by Tracy Woods  
Arsenal Technical High  
School, Indianapolis, Indiana.  
Student of Mrs. Serine Fine.

LATIN: A BASIC EXPERIENCE FOR ALL (Prepared by Robert R. Dobroski,  
Language Program Advisor for the Pennsylvania Department of Education,  
to be presented to the IFLTA meeting of Latin teachers in October, 1976)

I. High School Senior's Scores Declining

The mysterious decline in the scores of high school seniors on the Scholastic Aptitude Test during the last decade and more has generated a nationwide debate over the quality of education in our schools.

The latest report released by the College Entrance Examination Board shows that in the 1975-76 school year the average verbal score dropped three more points, and the average mathematics score remained at its lowest level ever, which was reached in 1974-75. SAT Verbal Score Averages for College-Bound Seniors: 1963-64, 478; 1966-67, 466; 1969-70, 460; 1972-73, 445; 1973-74, 444; 1974-75, 434.

Although overall student performance did not falter as badly in 1975-76 as in 1974-75, the downward trend did not end and the test scores failed to rise for the 13th consecutive year.

It is interesting to note that during the same period of time Latin enrollments in the nation's schools have dropped drastically. In my own state of Pennsylvania, where we like to believe that relatively speaking we still have a decent enrollment, overall secondary enrollments in commonwealth public and nonpublic high schools have dropped more than 70% in the last ten years.

This continuing decline in the SAT scores has produced a number of effects. Educators are mystified. Parents are displeased. Potential employers must seek harder to find good prospects for employees. And what is so cruel is that the students themselves are the innocent victims, for they must go through life making up for the deficiencies which have marred their early schooling. We are reaping the sad harvest of years in which pupils are suffering an educational deprivation which is growing worse. Many colleges have had to install remedial courses to prepare students to take college level courses.

A commission was created last year by the College Board to investigate the reasons for the decline in scores. The more it looked into the mystery, the more complex it appeared to become. Speculation on the causes falls into four main areas:

1. The demographic characteristics of the young people taking the SAT.
2. The nature of the SAT.
3. The content and teaching of the elementary and secondary school curriculum.
4. and changes in society and family life.

The commission has raised questions about the effects on the scores of more blacks and women going to college and taking the test (this touches on area 1), the possibility of schools no longer teaching what the test is testing (this touches on area 2), and the impact of television, food additives, drugs, and higher divorce rates (this touches on area 4). For some strange reason I have not read anything touching on area 3, the content and teaching of the elementary and secondary school curriculum. But more on this point later.

The College Board has been cautious in its pronouncements. In a recent statement it has been reported to have said, "We don't know the reasons for the decline, but take very serious our responsibility to try to help explain the phenomenon."

The College Board does not hesitate to state what are not the causes. "A series of studies conducted in recent years suggest that the score decline has not resulted from some technical factor in testing techniques; that the SAT has not become more difficult during the decline; that there has been no deservable decline in the validity of the SAT as a predictor of academic performance in the freshman year; and that a decrease in the number of students repeating the SAT from junior to senior year is not responsible for more than a minor proportion of the decline."

Turning to the Gallup-Poll we pick up a different emphasis. Nearly two-thirds of Americans surveyed believe that parents bear a major responsibility for the controversial test score decline in the country's schools because they have not provided enough attention, concern, and supervision for their children.

Confidence in the public schools remains at a low level. Although the public accepts some blame in the declining test scores, many are growing more dissatisfied with what is happening in the classrooms.

The main findings of the latest survey conducted by the Gallup Poll are these: Lack of discipline is the leading problem that the public sees in the schools; Increasing the teaching of basic skills is considered the most important step toward improving the schools; the ability to think for oneself is believed to be the quality that can contribute to the educational development of a child; schools should take on a larger share of the responsibility for the moral behavior of pupils.

This was the seventh time in the eight years the poll has been conducted that the public has identified discipline as the leading problem in the public schools. Another frequently mentioned problem is poor curriculum. Concern about curriculum quality has increased from last year to this year.

When the College Entrance Examination Board released its analysis of 1975 test results a year ago, James J. Kilpatrick, a syndicated columnist, wrote that the figures were shocking, dismaying, disturbing, but not surprising.

Telling a story about college students who wanted to be writers, Kilpatrick said that recently at the University of Wisconsin a test on English usage was given to students intending to major in Journalism. Of 200 who took the test, 125 flunked. The failure rate was double the 30 percent of the year previous.

Discrediting the causes for the decline as suggested by the commission created by the College Board, Kilpatrick placed the primary blame for this colossal failure squarely upon the educational establishment. He claimed that our schools had been afflicted with some teachers more interested in fads than in fundamentals; that textbook publishing houses were obsessed with form rather than with substance; that teachers' unions were striking for more, but when we look at the end products were producing less.

Kilpatrick was reared in the public schools of Oklahoma City many years ago. He wrote that in his day children had spelling bees, wrote weekly themes, diagramed sentences, memorized poets like Longfellow and Wordsworth; when he went to school teachers loved to teach and maintained discipline; he also wrote that those who intended to go on to college were required to take Latin.

THE PHILADELPHIA STORY - Summer of 1976. Michael P. Marcuse, in his first year as Philadelphia Superintendent of Schools, has hit pay dirt with his "revolutionary" proposal for back-to-the-basics education. The enthusiastic response of parents has sent a powerful message to the school board.



The Marcase proposal early this year was a model of simplicity. "Let's start a pilot program in September, he said, with a curriculum stressing reading, writing and arithmetic. Let's include, also, homework assignments and final examinations. Let's insist upon maintenance of strict discipline in the classroom -- and enforcement of a dress code requiring neatness and cleanliness."

A somewhat skeptical Board of Education was uneasy about embracing so radical an idea. Nonetheless it approved a pilot program at one school -- Fitler Elementary in Germantown -- for 330 children. Notices would be sent to parents to see if any were interested in volunteering their children for participation in the bold experiment.

The first results are in -- and they are a ringing endorsement for back-to-basics. More than 4,800 applications were received for the 330-pupil program at Fitler.

Now the Board of Education has responded, commendably, with a plan to establish not just one but 17 back-to-basic schools in September -- in all sections of the city. They will include middle and junior high as well as elementary schools.

It is interesting to note that when the guidelines were prepared for setting up the return-to-basics curriculum for Fitler Elementary School LATIN was strongly recommended for grades five and six. When I checked last week with the School District of Philadelphia, I learned that LATIN was in fact in the program of this, the first of Philadelphia's return-to-basics schools. I was told that it is presumed that this will be the case for all return-to-basics schools to be established by this school district.

Summer of 1975 - As you may well know Philadelphia's elementary school Latin program began in 1968 when Latin teachers decided it was time to stem the general decline in interest. By then only 490 pupils in the city were studying Latin.

The program began with one teacher and has increased every year since. There are now 18,000 Latin students in the city, more than 14,000 of them in the fifth and sixth grades.

The elementary program is taught by 53 itinerant teachers in 130 schools.

Lessons emphasize conversation and vocabulary, rather than grammar and classic literature, and teachers prefer games and songs to books.

The program was started mainly to help teach vocabulary. Sixty percent of English words come from Latin. A Latin experience enables the children to analyze words and tell what they mean because they know the Latin roots. And it works. On the Iowa Tests, the ones who took Latin scored a full year higher on vocabulary than the ones who didn't. The original budget for the program for the 1975-76 school year was \$644,873. On May 29, as part of its effort to lessen a \$25 million budget deficit, the Board agreed to cut \$364,141 from the program.

There was an immediate reaction from parents and students. Thousands of fifth and sixth graders were unhappy at the Board of Education's decision to cut the widely acclaimed elementary school Latin program by more than half, and they responded by bombarding board members with letters stating their objections.

Parents of the young Latin scholars were also unhappy with the proposed cut, and some of them demonstrated outside the school administration building. As the result of parent and student pressure, the entire Latin FLES program was funded.

THOUGHTS TO PONDER - An organization in Boston, Massachusetts, called the Human Engineering Laboratory put forth a convincing argument recently in favor of retaining Latin as part of a school curriculum. H.E.L. noted in a study that the understanding of English words has persistently declined in the United States for the past fifty years, dropping at the rate of one point a year on the Laboratory's "general scale" of vocabulary.

This is alarming enough in an era which supposedly is one of progress, but even more alarming is H.E.L.'s contention that there is a direct, one-to-one relationship between vocabulary and violence. If the level of verbal expression is low, in other words, the only other form of expression is physical. A fifty-year study by this organization reveals that crime and violence predominate among those who score low in recognition vocabulary, especially of abstract words. Therefore, abstract ideas such as justice, honesty, personal property, law, country and thoughtfulness for others seem quite impossible to comprehend.'

National columnist Sydney J. Harris wrote recently that what is particularly interesting to him in this study is the fact that the understanding of English words by students is declining because most schools have removed Latin from the curriculum. The study determined that a student's knowledge of English vocabulary is often directly related to the number of years he studied Latin in high school and college. H.E.L. emphasized that the structure of English is Anglo-Saxon, but the words which give color to writing and definition to thought, are Latin. The Latin language then, though it is dead, furnished a background for English, a foundation on which to build. The Boston Lab then proceeds to recommend that in order to retard the downward trend in English vocabulary in our own country, the schools which have removed Latin from their list of language courses should reinstate it promptly. Harris carried this study one step beyond the conclusions of the H.E.L. and noted that there is a pronounced difference between the verbal expression levels of the average Briton and the average American.

He notes that the Briton is more fluent and expressive, more respectful toward precision and form in language; and this flexible use of language may account in large part for the civility, the courtesy and the lack of violence in British life. It is one explanation, perhaps, of why the English Bobby never carries a gun, as does his counterpart in this country, the American policeman. An argument in favor of keeping Latin in the curriculum, then, in all of the United States high schools and colleges, can be based on the theory that what the tongue cannot articulate must be expressed by the fist or the gun.

The following statements appear indisputable: There has been a mysterious gradual decline in verbal SAT scores. There has been a drastic drop in Latin enrollments in the nation's schools. Educators are mystified by the decline of SAT scores. Parents are displeased with the quality of education in the public schools. The basics have yielded to other activities which have usurped valuable curriculum time. Students are being cheated out of solid, substantive, basic education.

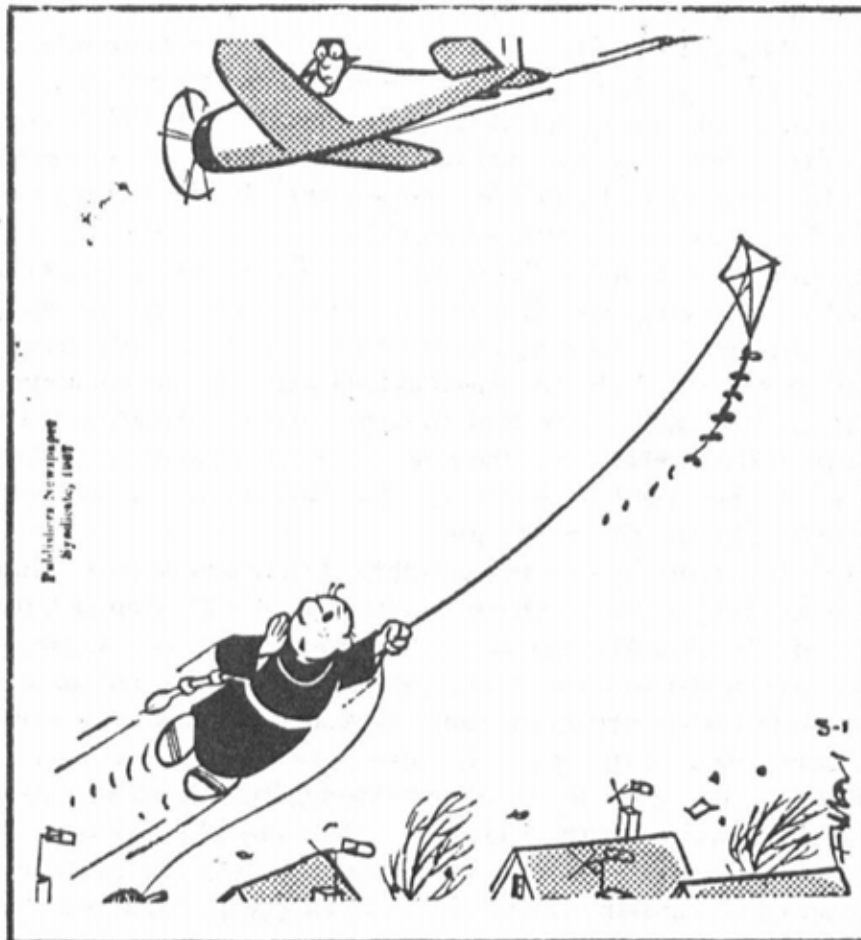
Recommendations that seem desirable are these: Parents should show greater attention to and concern for their children; they should provide greater supervision of their children. The era of permissiveness should be brought to an end; public schools should establish stricter rules dealing with behavior of the young and demand higher standards. The educational establishment should accept its share of blame for the poor products which it produces. Curriculum content and teaching methods should be re-evaluated. Latin should be retained as an essential part of each school's curriculum, and be thought of as a basic experience for all.

## NOTAE MISCELLANEA

Salt attached its name to the Roman soldier's pay (originally his salt allowance) as *salarium*, or, salary. Hence, the expression "worth your salt."

Orange-sized melons brought to Italy from Armenia, were soon cultivated at Cantalupo, near Rome, and that's how Cantaloupe got its name.

Coin-operated vending machines were used by the Greeks nearly 2,000 years ago. They dispensed holy water -- one drop for five drachmas.



"Beware the Ides of March."



THE FOLLOWING NEW PRESENTATIONS ARE NOW  
READY FOR FREE CIRCULATION:

"Classical Forms in the Private Homes of New England"  
by Professor Paul Burke, Boston University

"Vestigia Romana - or - Whatever Happened To SPQR?"  
by William Gleason, South Hadley, Massachusetts

"Military Legacy of the Greco-Roman Era"  
by John Houlihan, Student, Brebeuf Preparatory School,  
Indianapolis, Indiana

Pompeiana, Inc. is grateful to the above authors for the  
opportunity to record, reproduce and circulate their  
presentations.



**BUTTONS**

(1 3/4" diameter)

25¢ each

I. 1 - "I teach Latin"

30 - "I take Latin"

50 - "I took Latin"

\$15.00

II. Your choice of any

100 buttons

\$18.00

**BUMPER STICKERS**

(Same 3 sayings as buttons)

25¢ each

25 - \$4.00

50 - \$7.00

100 - \$13.00

(Any combination)

(1" x 10 1/2")



**I TEACH LATIN**



*Campbelliana, Inc.*

6026 Indianapolis Avenue  
Indianapolis, Indiana 46220  
(317) 255-0589

*Latin... Your best educational investment*

Nonprofit Org.  
U.S. Postage  
PAID  
Indianapolis, In.  
Permit No. 4037