

Newsletter

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Pompeiana, Inc.

November, 1979



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COVER PHOTO--Our "smiling Charioteer," Heidi Nielsen, is a student of Latin VIII at Fulton Jr. High School, Indianapolis, Indiana. Even though the chariot in which she rode won the Hard Luck Award, her spirits weren't dampened!

POMPEIIANAE PRAEFECTUS SALUTEM DICIT LITTERARUM
CLASSICARUM STUDIOIS!

In the September 1979 Newsletter I promised more definitive news regarding the zoning petition before the Metropolitan Development Commission which would enable Pompeiiana, Inc. to accept a 3-acre tract of land on which to build the long-planned Museum of Classical Heritage.

On November 7, 1979, the petition was heard by five members of the Metropolitan Development Commission who voted against the petition 4 to 1. Although the city planning staff supported the latest scaled-down plan, and all efforts had been made to adjust the plan and program of the proposed facility to appease all voiced objections of the nearby neighbors, representatives from the nearby Whitehall addition and the Pike Township Residents Association still objected. They argued that construction of the museum would reduce values of homes in the area and create a hazardous traffic situation.

The Italians say, "Roma non fufatta in un giorno" and apparently the same goes for a Museum of Classical Heritage. In the week or so that has passed since the petition was voted down by the Metropolitan Development Commission, two new offers of property have come to Pompeiiana, Inc., and I will now begin the long process of checking these offers out and determining city and neighborhood support of our proposed facility in the locations offered.

In the meantime, all the members of Pompeiiana, Inc. can help with continued efforts at fund raising so that when the matter of a location is finally settled, we will be in a solid position to move ahead with the construction of this much-needed and long-awaited facility.

An updated list of contributions gathered by prospective members of Pompeiiana, Inc.'s \$1,000 Club appear in this newsletter.

In the January Newsletter, Pompeiiana, Inc. will announce a large-scale fund raising activity to be conducted in the spring, in which we hope all members will participate.

B. F. Barcio

MAKING LATIN FUN HELPS 6th-GRADE PUPILS READ, SPELL

Salve, magistra. (Greetings, teacher.) Thus, do sixth-grade pupils in 22 Indianapolis Public Schools begin their daily, half-hour Latin lesson.

From there, they learn about vestimenta Romana--Roman clothes, giggling as they try on togas and tunics and are reminded that blue jeans and T-shirts hadn't been invented when Julius Caesar lived.

Mary Jo Euvino, director of the program, asks what English words come from vestimenta. The children easily come up with "vest." She gives them a clue about another. "Your minister wears this on Sunday morning, she says, finally supplying the word "vestments" when her pupils can't.



Mary Jo Euvino, director of the Latin program in the Indianapolis Public Schools, shows pupil Larry Jimmson, 11, how to wrap a toga. Roman men never left home without the 30-pound robe, which was a semi-circle 15 by 8 feet and made of 100 percent wool. (Star Photo)

The program's purpose is serious, even though the lessons are fun. The 786 boys and girls who are studying the Latin language and culture in IPS classes this year were selected because of their poor reading scores--some of the worst in the city.

Started in Philadelphia in 1968 and in Indianapolis six years ago, the Latin-in-the-elementary-schools program was designed to help children do better in reading and spelling classes through an informal study of derivatives.

"We teach three to 10 English words that come from each Latin word," reports Ms. Euvino. "For example, from the Latin word *videre*, *visum*, which means 'to see,' we get the words 'visible,' 'visit,' 'television,' 'vision,' and 'supervise.'"

The program works. "We've seen a real improvement in reading scores," and on the Metropolitan and California Achievement Tests, says Ms. Euvino, a graduate of Indiana University in Latin and ancient Greek.

"Even my students with low IQs can tell you what a quadruped is." When she joined the program in 1976, Ms. Euvino rewrote the curriculum, including in it games, quizzes and helpful hints for getting the lessons across.

To cut costs and to make the subject more interesting, study materials, which are illustrated with humorous line drawings, have been transferred to transparencies for use with an overhead projector--standard equipment in today's classrooms.

...Each child receives a stenographer's notebook to write down the words he or she learns and to make notes. "The steno pads cost only about 25 cents a student," says Ms. Euvino. "Latin is really a low-budget program."

...Family life, government, military service, food, clothing, coins, architecture and entertainment of the Romans are taught by Ms. Euvino, who travels around from school to school to present her "culture capsules" to all 28 classes.

The object is to "try to make them appreciate differences" and to help them relate the Roman culture to our own. Romans invented the welfare system; they set up breadlines for the poor, she tells her classes.

...A self-styled "natural comedian," Ms. Euvino digs into her work with gusto. "I love the language," she says. "I want to transfer my enthusiasm."

(Excerpts from an article in The Indianapolis Star, Saturday, October 27, 1979, written by Carol Elrod.)

THE
THIRD
NATIONAL CHARIATHON FOR LATIN
run at the
INDIANAPOLIS MOTOR SPEEDWAY
"The Greatest Race Course in the World"
SATURDAY, OCTOBER 20



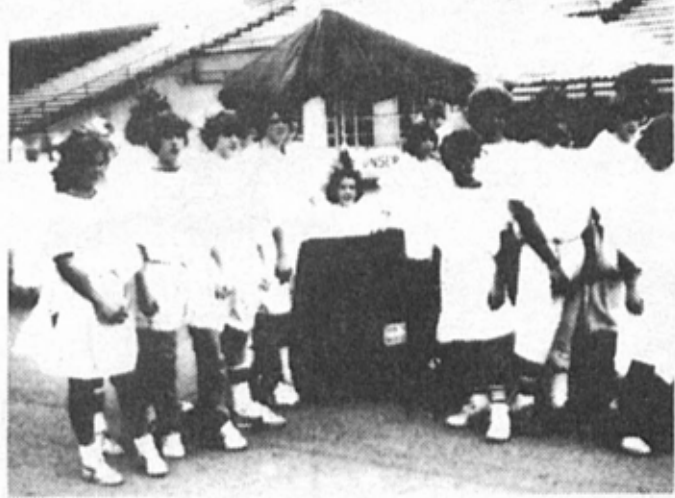
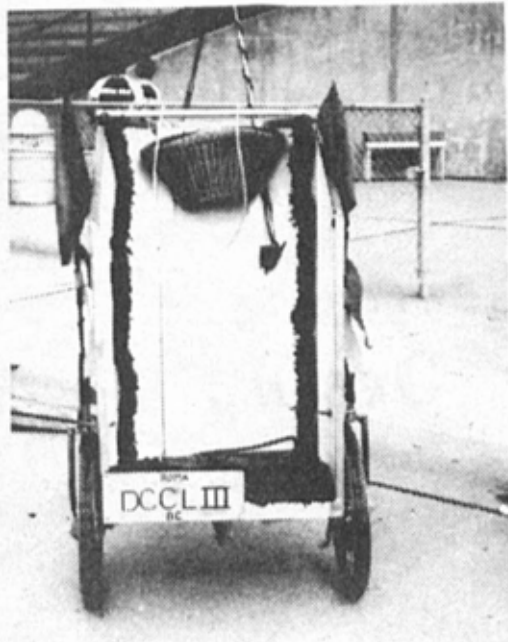
DISCIPULI IN
POMPA AMBULANT.



CELERITER CURRUNT!



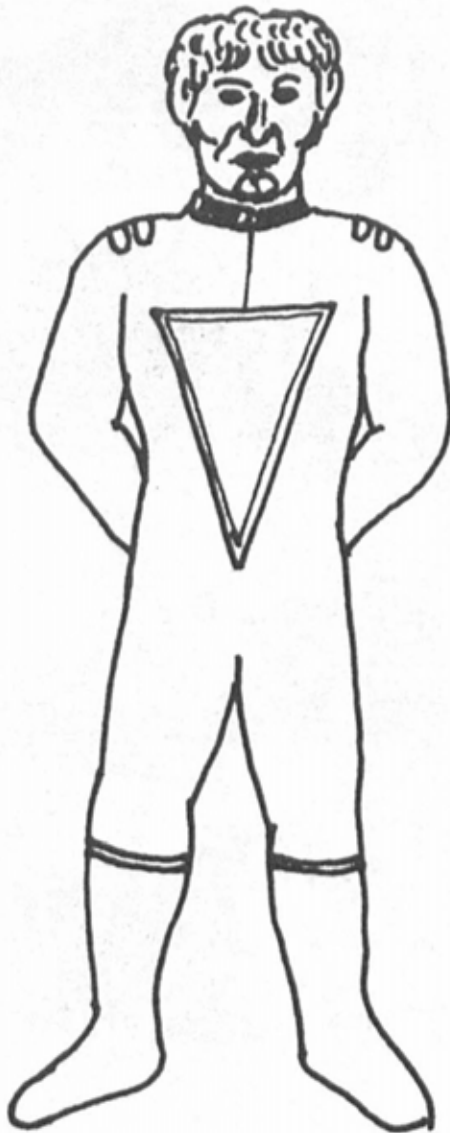
MULTI PALMAM
EXSPECTANT,
PAUCI ACCIPIUNT.



POST
CERTAMEN
VENIT
EXHALATIO
IUCUNDA.



MORCUS



MORCUS

VOCANS

ORSONEM...

RESPONDE,

ORSON...

ORSON: Quid in orbe terrarum cognovisti his nundinis?

MORCUS: Rotunditas tua, omnes homines insolitis modis res agunt.

ORSON: Cur hoc dicis, Morce?

MORCUS: Obesitas tua, nemo in capite suo sedet, sed omnes in clunibus suis sedent!

ORSON: Mirabile dictum! Plus cognovisti?

MORCUS: Ita, Pinguitudo tua. Omnes liberi in orbe terrarum habent matres patresque. Non in tubis concepti sunt.

ORSON: Incredibile! Continua!

MORCUS: O, Magnitudo tua, hoc non credes! Oribus suis bibunt non digitis! Ridiculum est! Praeterea, ova edunt, non in eis itinera faciunt!

AB ORCO

ORSON: Quo modo homines in orbe terrarum dormiunt?

MORCUS: Supini in lectis dormiunt, non suspensi inversi.

ORSON: Barbari sunt! Invenisti locum in quo habitare potes?

MORCUS: Ita, habito cum puella nomine Mindina in casa quam Dominus Bicleus possidet.

ORSON: Hanc puellam in matrimonium duxisti?

MORCUS: Minime. Cohabitaamus sed amici, non amatores, sumus.

ORSON: Agitisne democratiam in casa vestra?

MORCUS: Minime. Pro democratia tres personas habere necesse est. Una persona deest.

ORSON: In orbe terrarum loquuntur in lingua nostra?

MORCUS: Minime. Loquuntur in variis linguis. In America, tamen, multi Anglice loquuntur.

ORSON: Quid est Lingua Anglica?

MORCUS: Lingua barbara est. Haec lingua habet multa verba aliena.

ORSON: Da mihi exemplas.

MORCUS: Exemplis gratia, in hac lingua "Salve" significat "Na nu, na nu," "Stultus" significat "Nimno," et "sterculinum" significat "shazbot." Saepe rideo, Ar, Ar!

ORSON: Quid significat, "Ar, Ar?"

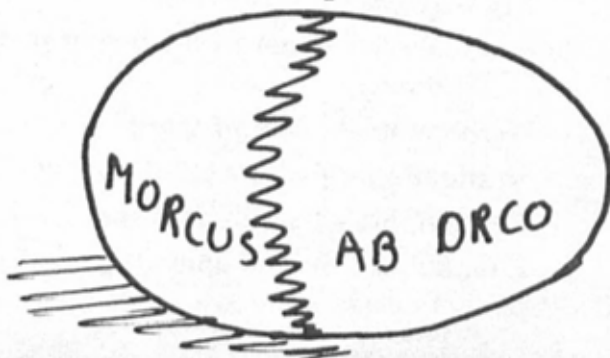
MORCUS: Orbis terrarum humor est, Ar, Ar!

ORSON: Quae dicis tenere audientem potest, sed ullam salutis spem pro vita in orbe terrarum habes?

MORCUS: Unam salutis spem habent, Immensitas tua. Quoque anno omnes homines in orbe terrarum amoris et pacis festum concelebrant. Alii id festum Christimissam vocant, alii Hanukam, sed omnes in pace sunt.

ORSON: Vale, Morce.

MORCUS: Ave, Amplitudo tua. Na nu, na nu.



A PLETHORA OF PHOBIAS

"THE ONLY THING WE HAVE TO FEAR
IS FEAR ITSELF." Franklin D. Roosevelt,
(First Inaugural Speech, March 4, 1933)

Acrophobia — fear of heights

Aerophobia — fear of high objects or heights

Agoraphobia — fear of open places

Ailurophobia — fear of cats

Algophobia — fear of pain

Androphobia — fear of men

Anthophobia — fear of flowers

Apiphobia — fear of bees

Anthrophobia — fear of people

Arachibutyrophobia — fear of peanut butter sticking to the roof of the mouth

Astraphobia — fear of storms, lightning, thunder

Autophobia — fear of being alone

Bacilophobia — fear of microbes

Ballistophobia — fear of bullets

Bathophobia — fear of depth

Belonephobia — fear of pins and needles

Botanophobia — fear of plants

Ceraunophobia — fear of thunder

Chromophobia — fear of certain colors

Claustrophobia — fear of enclosed places

Clinophobia — fear of beds

Decidophobia — fear of making decisions

Domatophobia — fear of being confined in a house

Entomophobia — fear of insects

Eremophobia — fear of being alone

Ergophobia — fear of work

Gephyrophobia — fear of crossing bridges

Gynephobia — fear of women

Hematophobia — fear of blood

Hydrophobia — fear of water

Iatrophobia — fear of doctors

Keraunophobia — fear of thunder

Monophobia — fear of being alone

Mysophobia — fear of germs or contamination

Necrophobia — fear of dead bodies

Nosophobia — fear of disease

Nucleomitiphobia — fear of nuclear bombs

Nyctophobia — fear of nights

Ochlophobia — fear of crowds

Ombrophobia — fear of rain

Optophobia — fear of opening one's eyes

Pantophobia — fear of fears

Pathophobia — fear of disease

Peccatophobia — fear of sinning

Pediphobia — fear of children or dolls

Phobophobia — fear of one's own fears

Ponophobia — fear of work

Psychrophobia — fear of cold

Pyrophobia — fear of fire

Sitophobia — fear of food

Sophophobia — fear of learning

Stenophobia — fear of open places

Syphilophobia — fear of syphilis

Taphephobia — fear of being buried alive

Technophobia — fear of technology

Thalassophobia — fear of the ocean

Thanatophobia — fear of death

Tonitrophobia — fear of thunder

Topophobia — fear of performing (i.e., stage fright)

Trichophobia — fear of hair

Tropophobia — fear of moving or making changes

Verbophobia — fear of words

Vestiophobia — fear of clothing

Xenophobia — fear of strangers

Zoophobia — fear of animals

LATINA CONUNDRUMS

ARS CIS CLASSIS COLLUM DONO DUCIS GESSIT ITEM LICET LUX

Where did we want our marks to go instead
of to our parents? _____

What did the girls say to their boyfriends? _____

What did the cook say as she handed the
little boy the doughnuts? _____

What does a man often do when extremely
agitated? _____

To what does the unprepared student hate
to go? _____

What three things were once said to comprise
education? _____

What do we find by addition? _____

What does the pretty girl pride herself on? _____

Whom does the landlord look for when the
rent is due? _____

What should one try to do with a difficult
problem? _____

What is a common expression of
affection? _____

What is one way to find the answer to a
conundrum? _____

What do we call a speed contest? _____

What does the modern girl say to her
bashful lover? _____

What do we call a vertical section of a
newspaper? _____

What does a disgruntled boy say when he
does not know the answer? _____

What does the mother say when she hands us
the mixing spoon? _____

What position should we take in prayer? _____

What do some scholars do to show how much
poetry they know? _____

What did the truck driver do to us when he bumped
into our car? _____

SOLVIT SUM TENENT TUUS

NIL OCCISSUS PES QUOT RECTUS RES

BUILDING FUND
\$1,000 CLUB PROGRESS
November 1979

SCHOOL/CLUB	TOTAL	SCHOOL/CLUB	TOTAL
Avon H.S.	50.00	Mt.Vernon (Fortville)	602.00
Bay Sr. H.S.	50.00	Mt.Vernon(Mt.Vernon)	600.09
Ben Davis H.S.	262.50	Muncie Southside	91.00
Borger H.S.	10.00	North Central H.S.	138.28
Broad Ripple H.S.	161.14	Northeastern H.S.	204.80
Brownsburg H.S.	332.46	Northview Jr. H.S.	123.73
Carmel H.S.	31.00	Northwest H.S.	20.00
Castle H.S.	25.00	Northwestern H.S.	35.52
Central Catholic H.S.	110.00	Pascagoula Sr. H.S.	100.00
Clay Jr. H.S.	586.87	Penn. Cl. Assn.	100.00
Coleman Lat. Club	100.00	Perry Meridian	405.42
Crispus Attucks H.S.	114.65	Pike H.S.	100.00
Decatur Central H.S.	349.32	Pittsbgo. Cl. Assn.	25.00
Eastbrook H.S.	31.50	Roncalli H.S.	107.00
Eastwood Jr. H.S.	162.04	St. Ursula Academy	300.00
Elwood Comm. H.S.	127.62	Sewickley Academy	135.00
Fairmont West H.S.	404.10	South Newton H.S.	164.75
Frankfort Sr. H.S.	60.00	South Wayne Jr. H.S.	81.85
Franklin Comm. H.S.	81.23	Southport H.S.	15.00
Fulton Jr. H.S.	882.16	Vail-Deane School	105.00
Fulton H.S.	19.55	Washington Park H.S.	10.00
Grand Ledge Lat. Cl.	100.00	Wayne H.S.	82.64
Greencastle H.S.	327.00	Whitefish Bay H.S.	150.00
Gulliver JCL	100.00	Woodlawn H.S.	10.00
Hamilton Hts. H.S.	318.48	Woodrow Wilson JCL	100.00
Hampton Roads Ac.	10.00	Northrup H.S.	15.00
John Marshall H.S.	3.25		
Lancaster H.S.	25.00		
Lawrence Central H.S.	9.00		
Lawrenceville H.S.	10.00		
Martinsville Schools	12.00		
Medeira H.S.	60.00		
Minn. Fed/Teachers	150.00		
M&C Lang. Assn/CA	25.00		

A HIGH SCHOOL PRINCIPAL SPEAKS OUT FOR

FOREIGN LANGUAGE

In an article written for the October, 1979, NASSP Bulletin (pp. 38-43), Joseph A Coccia, principal of Cranston H.S. West in Cranston, R.I., writes that the problem with foreign language study today, as he sees it, is that only 15% of all United States high school students study a modern foreign language, and only 1% study Latin.

Of ten different causes for this decline in foreign language study, Mr. Coccia lists first the fact that "language requirements for college admissions have been abandoned and relaxed by all but 10% of our 33,300 academic institutions."

Of special interest to teachers of Latin are the following suggestions which Mr. Coccia offers for the remediation of the problem:

- I. Colleges should support and foster the concept that language study is an intellectual discipline by requiring foreign language units for admission and insisting that undergraduate work include foreign language study.
- II. All language teachers should become active in their local, state and national associations so that as a unified group they can exert a strong force in lobbying for the rightful place of foreign language in the curriculum.
- III. The study of foreign languages should be fun for students and also a skill of lasting value. Therefore, school boards and high schools owe it to take more initiative in recruiting qualified, dynamic language teachers--inventive, ingenious ones.
- IV. Languages deserve a more secure place in the curricula of secondary schools in the United States. Local school systems should follow the lead of some private schools and initiate language programs at the elementary level. School Boards and state departments of education should have the courage to include among graduation requirements successful completion of at least three years of high school foreign language study.

(This article submitted for review by Mr. J.A. Barcio, principal of Mauston Area High School, Mauston, Wisconsin.)

NATIONAL ENDOWMENT FOR THE HUMANITIES AWARDS
PHILADELPHIA SCHOOL DISTRICT A GRANT FOR LANGUAGE
ARTS THROUGH LATIN

The National Endowment for the Humanities has awarded the Philadelphia public schools \$50,249 to support a project designed to extend English vocabulary and reading skills of pupils through the study of Latin.

Sixty teachers of English and language arts in intermediate and secondary grades will participate in a Latin course taught by the Classics Department of Temple University. The Division of Foreign Language Education of the School District and specialist Latin teachers within the District will provide staff development and supervisory service for the 60 participants.

After the appropriate preparation is completed, participants will incorporate Latin into the language arts curriculum using locally developed instructional materials which emphasize the relationship between Latin roots, prefixes, and suffixes and English words. The School District's Office of Research will evaluate the project.

The project will supplement and expand existing Latin language programs in the School District where almost 14,000 now study Latin. The School District has pioneered the use of innovative Latin curriculum as a means for expanding the English vocabulary and reading skills of urban pupils of all backgrounds and abilities. The proven effectiveness of the Latin programs in upgrading the English functioning of pupils has won the School District international recognition and led to the replication of the program in such public school systems as Los Angeles, Baltimore, Indianapolis, Chicago, and Oakland.

The Language Arts through Latin project is being directed by Dr. Eleanor L. Sandstrom, Director of Foreign Language Education and by Dr. Rudolph Masciantonio, Assistant Director of Foreign Language Education.

(Submitted by Dr. Rudolph Masciantonio, School District of Philadelphia.)

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Last All Year Long
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In
Pompeiana, Inc.



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