

Newsletter

VOL. VII, No. 1

Pompeliana, Inc.

September, 1980



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COVER PICTURE: Donald Diboll and Scherell Necaio shown dining at the Bay High Latin Club's Roman banquet.

Special thanks to Emily de Montluzin, Latin teacher at Bay High School, Bay St. Louis, Mississippi, for the cover picture and other pictures and article on Bay High's Latin Club included elsewhere in this Newsletter.

POMPEIIANAE PRAEFECTUS SALUTEM DICIT LITTERARUM
CLASSICARUM STUDIOISIS!

Welcome to Pompeiana's seventh year of operation. We intend both to continue the services you have come to appreciate and utilize, and to expand our efforts by identifying and satisfying the needs of the Latin teacher of the '80's.

As promised last spring, the new '80-'81 CATALOG is now ready for your use. One new item is an additional free presentation entitled the ORIGINS OF GREEK CIVILIZATION created by the Reading Laboratory, Inc., in cooperation with the Archaeological Institute of America. Acquisition of thirty copies of this 102 frame filmstrip and its accompanying cassette tape were made possible by a grant from the Central Newspapers Foundation of Indianapolis.

The second new item is a set of four illustrated posters entitled THE ROMAN EMPERORS. This set is one of the products of Pompeiana's "Creative Materials Workshop" conducted over the summer. For the first time teachers will now have at their fingertips one set of posters which show photos of the emperors, their wives and their major extant memorials. This set of posters is so hot off the presses that it is not included in the '80-'81 CATALOG and is only advertised in this issue of the NEWSLETTER.

Another product of the "Creative Materials Workshop" was the development of plans for a LATIN WEEKENDER CONFERENCE which will be piloted in Indianapolis and expanded according to demand. The CONFERENCE will begin on Friday evening and extend, perhaps, into Sunday afternoon. Participants will receive intensive training in everything from lost wax casting techniques of the ancient world to spoken Latin. Each CONFERENCE will be climaxed by a grand-finale Roman banquet during which the products of the LATIN WEEKENDER CONFERENCE will be used, displayed and performed.

The "Creative Materials Workshop" and the LATIN WEEKENDER CONFERENCE represent Pompeiana's current emphasis on developing programs rather than concentrating solely on its plans for a major resource facility in America. We will continue such fund raising activities as the Chariathon for Latin with the hope that the success of the new programs will ultimately help lead to the construction of a central facility for all to utilize.

Pompeiana, Inc. continues to solicit your contributions to the NEWSLETTER and your ideas for future projects.

B.F.Barcio, Director

LATIN IS DEFINITELY ALIVE AND WELL IN BAY ST. LOUIS, MISSISSIPPI

Three Bay Senior High students received Magna Cum Laude awards for their high scores on the National Latin Test for 1980. Three others were awarded Cum Laude certificates.

Kathleen Arnold, Laura Garrison, and Donna Gilmore received "with great honor" awards, and Kathleen Hodgins, Glenn France, and Doris Wilkinson "with honor" certificates.



KATHLEEN ARNOLD



DONNA GILMORE



LAURA GARRISON

The National Latin Test was administered this year to more than 20,000 high school students. Its questions cover not only Latin grammar and vocabulary but mythology and Roman customs and history.

The following are pictures taken during the annual Roman banquet and games for the Bay High Latin Club.



LAURA GARRISON,
winner of the
Archery Contest



STEPHANIE CRAWFORD,
winner in girls'
Discus (frisbee)
Throwing Contest.



Finalists in the 100-Yard Dash Competition--
KEITH JOHNSON, RICKEY LADNER, and DONALD DIBOLL.

"RENDERING TRIBUTE UNTO LATIN"

NASSP CURRICULUM REPORT, Vol. 9 No. 5, May 1980

The study of Latin has fared worse than other languages. Half of all high school students took Latin at the start of the century. Today, only one percent do. The American Council on the Teaching of Foreign Languages estimates that fewer than 150,000 secondary-school students are studying Latin or Greek, down from 400,000 in the late 1960's. The chief cause is Latin's reputation as being dreary and irrelevant.

But new twists in the teaching of Latin are reversing that attitude. To pep up the subject, high school teachers have replaced tired military histories with livelier readings from Ovid, Catullus, and Petronius. Latin is returning to favor with an appreciation of its broad linguistic and cultural value and a desire to break away from the tendency to think in narrow words and television language. A study at North East High School in Erie, Pa., found that students of Latin receive higher scores on their College Entrance Exams, and have better English grades and vocabularies, than those who do not study the language.

Hundreds of elementary schools have introduced Latin to help inner-city pupils who read English below grade level. Philadelphia offers Latin to 14,000 students in grades 4-6 in 85 schools. Los Angeles started similar classes four years ago to help Spanish-speaking pupils learn English, but found the classes work equally well for all pupils. On tests, Latin-taught pupils score as much as a year ahead of others in English.

The success of Latin study at the elementary level has prompted a number of junior and senior high schools to institute courses in etymology which teach Latin and Greek roots and affixes. Such courses in Illinois--at Evanston Township High Schools and Lyons Township High Schools--have become the most popular of all foreign language department offerings.

The linguistic relevance of Latin springs from the fact that the English vocabulary students hear, speak, read, and write is derived largely from the classic language. The technical vocabularies of medicine, biology, psychology, chemistry, pharmacology, space science, philosophy, religion, and law are drawn from Latin. The communications media are replete with allusions to classical mythology, history, and the Latin language. So is English literature. The modern languages of many countries in Europe, Latin America, Africa, and Asia likewise bear the classical imprint.

Latin works differently from English and thereby affords students the opportunity to step outside their own language and acquire *Sprachgefühl*--a linguistic instinct--that is helpful in using English and facilitates learning other languages. *With renewed attention to basic skills, the linguistic relevance and disciplines of Latin studies are resurrecting the "dead" language.*

(Special thanks to Joseph Barcio, Principal, Mauston High School, Mauston, Wisconsin, for sharing this information.)



ANCIENT HENNA



In ancient civilizations, men were as proud of their horses as we are today of our fancy sport cars.

The hoofs, manes and tail of horses were dyed with henna. A horse with flaming red mane and tail must have presented a striking picture drawing a chariot or mounted by a warrior with henna dyed hair and beard.

(An excerpt from *Indiana Botanic Gardens, Inc.* submitted by Judy Grebe, Latin Teacher, Mt. Vernon High School, Mt. Vernon, Indiana.)

ACROSS

- | | | |
|-------------------------|-------------------|-----------------|
| 1. Superlative of longe | 14. Care, anxiety | 22. Draw tight |
| 5. Thracians | 15. In, into | 24. Name (noun) |
| 10. Happy | 17. Freedom | 26. Arms |
| 13. You | 19. Mother | 28. Eighty |
| | 20. Table | 30. In order |

1	L	O	N	2	G	I	S	3	S	I	M	4	E		5	6		7	8		9		10	B					
	O				R				E				N						13	U									
14	C	U	R	A				Q				15	I	16	N														
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29					E		L					E																	
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40			41				A			42	U												P						
											S		43								44								
46									47													I		48					
							50	B		51						52	53					D							
								R									E					U							
	56			57				I						58	P	O	S	S	E	M									
								U							A									59					
	60							S						U		61	E				62								
63	R									64				L															
	E								66						I								67	C	U	M			
70	X	71								72					L														
				74											H														
77	A	I	S	P	A	N	I	78	A																				
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	S			M																				83					
	T							84	P	I	L	L	E	U	85	S													
	I									U							87	I	O	E	M								
88	S																							89	A	U	R	I	S

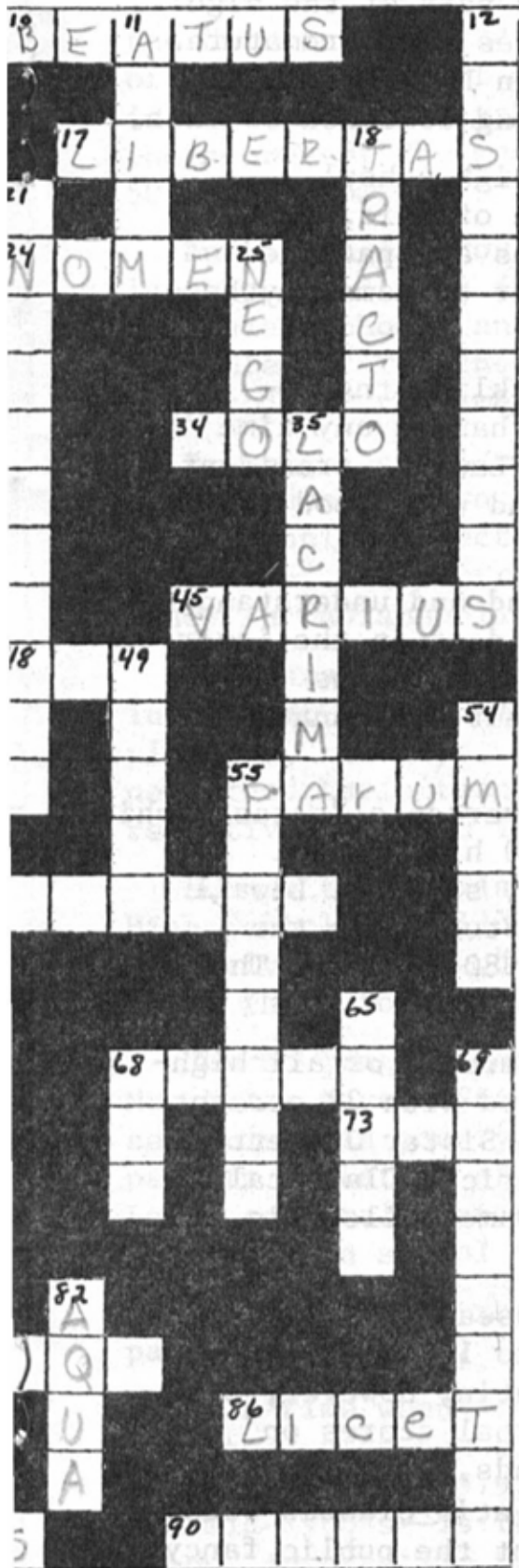
Special thanks to Jennifer Steele, a second-year Latin student at Wawasee High School, Syracuse, Indiana. (The answer will be in ...)

ght
oun)
r that

- 31. Leave, abandon
- 32. Adorned
- 33. Her (adj.)
- 34. Till, cultivate
- 36. Receive

- 40. Writing tablet
- 42. Fight
- 43. Asia
- 45. Different
- 46. Well known
- 48. Acc. Sing. of Res
- 50. Attack (noun)
- 52. Mouth
- 55. A little
- 56. Dictator
- 58. Can, be able
- 59. Terrify
- 60. Put down
- 61. Return
- 64. A Roman matron's outer garment
- 68. Thing
- 70. Roman numeral eleven
- 72. The Tiber
- 73. For
- 77. Spain
- 79. Horse
- 80. Speak
- 83. Dream (verb)
- 84. Cap
- 86. It is allowed
- 87. The same
- 88. Proud, haughty
- 89. Ear
- 90. Kingdom

- 16. Do with zeal
- 18. Draw, haul
- 21. Turn the mind to
- 23. Gaul
- 25. Deny
- 27. Level, even
- 29. Hold up, support
- 33. Silent
- 35. Tear (noun)
- 37. Acc. Pl. of "is"
- 38. Likeness
- 39. Town
- 41. A tribe of central Gaul
- 44. Almost
- 47. Send forth
- 49. Smaller
- 51. Drunk
- 53. Six hundred
- 54. Out of doors
- 57. A city in Asia Minor
- 58. For a short time
- 59. Missile
- 62. Read aloud
- 63. King
- 65. Esteem
- 66. Nothing
- 67. With
- 68. Plan, method
- 69. Command, order (n.)
- 71. There
- 74. Hope
- 75. Leader
- 76. Place of refuge
- 77. Enemy
- 78. Aonian
- 81. Any
- 82. Drink
- 85. If



DOWN

- 1. Place
- 2. Heavily, severely
- 3. Follow
- 4. For
- 6. Stick, cling to
- 7. Yet
- 8. Top, summit
- 9. Bedstead
- 11. Also
- 12. Miserable

: of Norma Rush,
n the November issue.)

'HIC, HAEC, HOC' MAKES A COMEBACK

by Luix Overbea--The Christian Science Monitor
Wednesday, April 9, 1980

Reports of the demise of Latin as part of the high school curriculum in the United States were premature. It not only refuses to join the Roman Empire in oblivion, but has been making a strong comeback of late.

One reason, apparently, is that high school Latin has a new look. The discipline of "hic, haec, hoc" still prevails, but conjugations are packaged by innovative teachers in the glamour of Roman myths, games, and attire. Students like it.

More high school students are tackling the so-called "dead" language voluntarily than at any time since World War II, reports Gilbert Lawall, president of the American Classical League. And with good reason, he adds:

"Latin improves a person's command and understanding of the English language. This is evident in the inner city with black children. And Latin even helps Spanish-speaking kids understand their own language better."

The current Latin renaissance reverses a "catastrophic decline of 75 percent," from 626,000 high school students in 1965 to 159,000 in 1976, says Mr. Lawall in an article. "The State of Latin Studies in the Schools," in the January-February 1980 issue of The Classical Outlook.

In the early 20th century 50.6 percent of all high-school graduates took Latin, compared with 22 percent enrolling in modern languages, says Sister Jeanette Plante, program director of the American Classical League and Latin teacher at Notre Dame College in Manchester, N.H.

Spanish, French, and German classes far surpass Latin in enrollment--more than 10 to 1 each--says Sister Jeanette. Students taking Latin, however, tend to average 100 points higher in verbal scores on college boards than others, she finds.

Students are trickling back to Latin classes because:

° A back-to-basics boom has caught the public fancy.

° A "new breed" of Latin teachers is utilizing

innovative means of instruction, making a dull subject palatable to youthful minds.

*Students and teachers are recruiting with the vigor of coaches.

Parents are disturbed by declining Scholastic Aptitude Test scores, says Mr. Lawall, professor of classics at the University of Massachusetts in Amherst. A University of Minnesota report comparing scores of college freshmen in 1978 on a test taken by college freshmen in 1928 says the scores of the modern group fell well below those of 50 years ago.

And Latin is proving its value in upgrading English-language skills as it moves beyond its old haunts--parochial schools and private prep campuses--into inner-city elementary schools, says a 1977 "white paper" prepared for the American Classical League.

Pre-high school study emphasizes one basic goal--to help students learn English--says Dr. Rudolph Masciantonio, director of the Philadelphia program for grades 4-6. His curriculum is the model for similar study in Indianapolis, Los Angeles, and other cities.

"We target our program to the interests of kids--life in ancient times, classical mythology, songs, games, playlets," he says. And Dr. Masciantonio praises the new-breed Latin teacher as socially concerned and receptive to fresh ideas.

Such a teacher is John Nolan of Swampscott (Mass.) High School. He flings his arms, paces the floor, assigns "creative homework." A second Latin teacher will be hired there for the 1980-81 school year.

"We no longer limit our study to Cicero and Caesar," Mr. Nolan says. "Students read short, interesting selections in poetry, drama, and short stories. They perform in Latin, or English, or both. I want to see Latin so vital that it will not be the first subject dropped when school funds run tight."

Latin is still required in some private and parochial schools.

At a time when accurate statistics are sketchy, the growing Junior Classical League--30,671 members and 840 chapters in May 1979, up from barely 20,000 members in the mid-1960's--is the best gauge of increasing high school interest in Latin, Mr. Lawall says.

(Thanks to Gertrude Johnson for submitting this article.)

NIHIL NOVI

“Our youth now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders, and love chatter in place of exercise. They no longer rise when others enter the room. They contradict their parents, chatter before company, gobble their food, and tyrannize their teachers . . .”

(THIS WAS WRITTEN IN THE 5th
CENTURY B.C. BY SOCRATES)

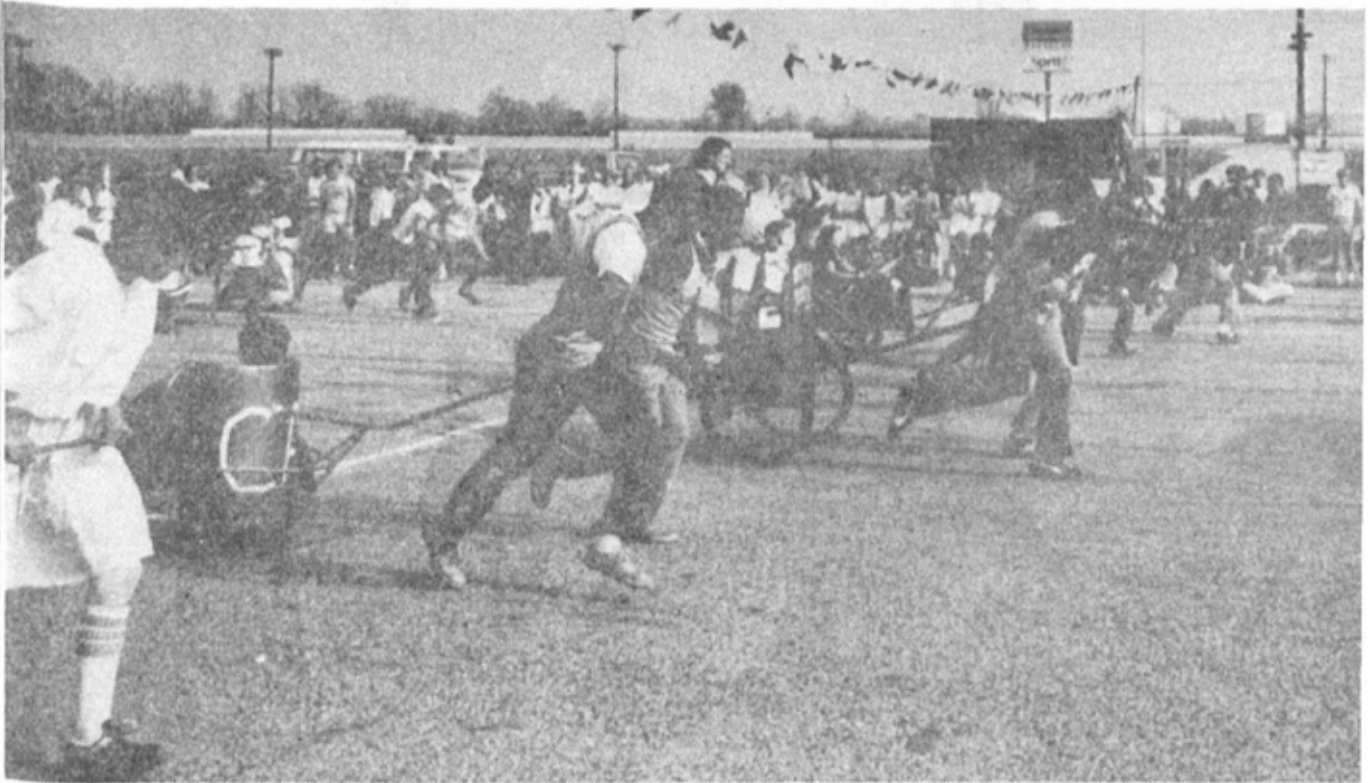


**“Chew on the
bark of 2 willows
and call me
in the morning.”**

WHAT ARE YOU DOING OCTOBER 11?

WHY NOT COME TO INDIANAPOLIS
AND JOIN THE FUN!

PARTICIPATE IN THE
FOURTH NATIONAL CHARIATHON
SATURDAY, OCTOBER 11, 1980
AT THE 500-MILE RACE TRACK



PULL FOR LATIN! PULL FOR LATIN! PULL FOR LATIN!

For more information, please contact

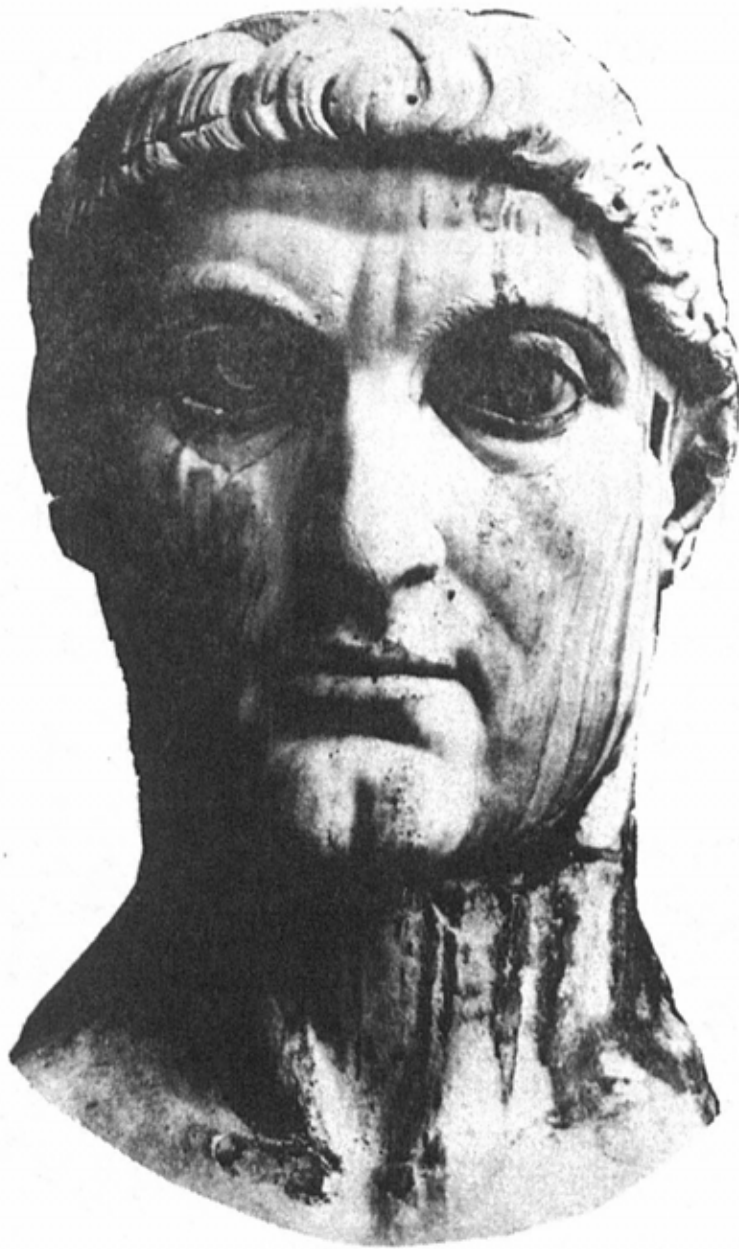
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(Registration forms may be ordered on back page)

(Out-of-towners will find perfect accommodations at
the Speedway Motel, adjacent to the 500-Mile Race
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THEIR WIVES, CHILDREN, MANNERISMS,
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AUGUSTUS THRU CONSTANTINE

A SET OF 4 POSTERS

10.00/SET

*Posters created by Donna Huffer, Diane Werblo and
Bernard Barcio to be sold by Pompeiana, Inc.*

BE SURE TO SEE POMPEIIANA, INC.'S NEW '80-'81 CATALOG!!

The newest publication by Pompeiana, Inc. is its set of four posters entitled THE ROMAN EMPERORS. This set was produced after the CATALOG went to press and is not included so be sure to order from this NEWSLETTER.

Catalog #1119 THE ROMAN EMPERORS, a set of four
illustrated 18" x 25" posters
covering Augustus thru Constantine: \$10.00

Please notice the special \$15.00 Contributing Membership offer advertised in the '80-'81 CATALOG. Now the unique book, CATAPULT DESIGN, CONSTRUCTION AND COMPETITION can be obtained free as a membership benefit by \$15.00 contributing members.



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