

Newsletter

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COVER PICTURE: Caligula (Bill Gilmartin), courtesy of Mercury, speaks in his own defense to counter malicious rumors spread by gossip-mongering pseudo-historians. Latin Weekender Conference Photo

POMPEIIANAE PRAEFECTUS SALUTEM DICIT LITTERARUM
CLASSICARUM STUDIOISIS!

Pompeiana, Inc. wishes to formally thank all those members who took the time to return the survey cards sent out with the last Newsletter concerning the proposed change in format. The results of the survey show a 3 to 1 majority in favor of the new format. There were some very good reasons offered for keeping the old format, but at this time it looks like there will be a change during the '82-'83 school year. The success of the new format will ultimately depend, however, on a greatly expanded number of individual student subscriptions to justify the monthly publication in the new format. We shall announce subscription procedures in the next Newsletter.

The experiment with three Latin Weekender Conferences so generously supported by the Clowes Fund, the Indiana Committee for the Humanities and the Lilly Endowment was a complete success. Those who were fortunate enough to take part in one of the Conferences all agreed that their experience was rare indeed as well as culturally and educationally stimulating. Whether or not future Weekender Conferences will be offered will depend upon whether the participants themselves will be willing to support the program financially in lieu of future foundation support. For the Conferences to be fully self-supporting, Latin Weekender participants would have to be charged approximately \$100 each instead of the \$65 fee that was charged while foundation support was being received.

A note to teachers seeking a new position for the '82-'83 school year: Mrs. Crystal Moore has announced her forthcoming retirement from Clinton Central High School (P.O. Box 178, Michigantown, IN 46057). Interested teachers should contact the principal in the near future.

Bernard Barcio

A 'DEAD LANGUAGE' IS GIVEN A LIVELY DEFENSE

By Edward B. Fiske
Special to The New York Times

NEW CANAAN, CONN. -- Latin may be a dead language, but for 95 students at Saxe Junior High School here it has provided both the medium and the message for some lively correspondence with some of the world's movers and shakers.

Last fall, Kathleen Calderon, Saxe's Latin teacher, who has always had a knack for keeping her beleaguered field of study interesting, suggested that her students write letters to prominent figures from captains of industry to Pope John Paul II, asking if they thought the study of Latin still had value. Sixty-five replies have been received, many with ringing affirmations of the eternal relevance of the mother tongue of Virgil, Cicero and Homer.

'The Language Is Not Dead'

By consensus, the most eloquent epistle was the one that Kempton Dunn, a seventh grader, received from Dr. A. Bartlett Giamatti, the president of Yale University and a former professor of English.

"Ask not, noble Dunn, what prompts us to study a 'dead language,' for the language is not dead," he wrote.

"We study Latin because without it we cannot know our history and our heritage," he continued. "And without that knowledge, we cannot know ourselves. Nosce teipsum, brave Dunn. If one can read that, one can--in one's life--begin to do that. The link between Latin and our lives is deep, and abiding."

"Nosce teipsum," as the context of his letter indicates, means "Know thyself."

Some of the correspondents toyed with the idea of answering in Latin but decided against it....

One who did was William R. Ratchford, United States Representative from Connecticut's Fifth District, who sent back 250 words of well-polished Latin recalling his study of the subject and extolling its virtues for learning communications skills....

Hans Hummel chose to write to Robert Kurtzer, president of Fruit of the Loom underwear manufacturers. At the end of the letter, he added: "Semper ubi sub ubi," which translates as "Always where under where." In a short reply, Mr. Kurtzer wrote, "I never studied Latin although its use would undoubtedly have helped me in learning other languages," but he ignored the teenager's suggestion for a new advertising slogan.

Several distinct themes ran through the responses. Thomas Labrecque, president of Chase Manhattan Bank, was among those who praised the study of Latin for "the discipline that is learned in the process,"...Maxwell D. Taylor, the retired Army general, told Melora Cooper that his study of Latin had helped him appreciate "the cultures of Greece and Rome that underlie our Western civilization."

Some of the students may have been inspired to greater effort by what their famous correspondents told them. Jamie Croaning said his resolve to slog through Latin had been strengthened. "All these guys are famous," he said, "and they said that they took Latin, and I want to be famous."

(Excerpts from an article in The New York Times, Tuesday, February 9, 1982. Thanks to several members who brought this article to Pompeiiana's attention.)

The reply from A. Bartlett Giamatti, in its entirety:
Dear Mr. Dunn:

Thank you for your letter. Ask not, noble Dunn, what prompts us to study a "dead language," for the language is not dead. It lives in all the Romance tongues, as one of the great roots of English, in the life of the Church and the West. It also lives in all those who from Ennius to Baudelaire wrote in part or entire in Latin. That is two thousand years of culture, alive today.

We study Latin because without it we cannot know our history and our heritage. And without that knowledge, we cannot know ourselves. Nosce teipsum, brave Dunn. If one can read that, one can--in one's life--begin to do that. The link between Latin and our lives is deep, and abiding.

We also study Latin to enrich our understanding of our language. You have already begun to learn certain etymologies. Knowing Latin teaches English. We learn what English words meant and mean still when we love their Latin roots. We also learn grammar, an ancient art and science that tells us how to put together our thoughts, and hence our lives, with clarity, dignity and gravity. Claritas, dignitas, gravitas.

To those virtues, then add, as did your grandfather and father, Lux et Veritas and you have begun to offer your own measure to that common life we call civilization. I hope you will continue your Latin in New Canaan and, perhaps, in New Haven as well.

My regards to your progenitors, to Mrs. Calderon and, most warmly, to you. Mrs. Calderon is clearly a fine teacher, not to be wondered at in view of the fact, my friend, that her name is "Latin" as is that of your admirer, the undersigned.

Sincerely yours,

TRANSCENDING ROMAN NOMENCLATURE

If Roman nomenclature tells us anything, it indicates a heavy emphasis on male supremacy. Nine days after the birth of a son, he was given a PRAENOMEN by his father--a PRAENOMEN chosen from a list of six or seven that was traditionally used by the father's family. To this was added the NOMEN of the father's gens or tribe. A third name, the COGNOMEN, specified the family branch. Thus a son's full name would become Caius Julius Caesar, a name which gave a clear indication of his own genealogy.

Daughters received less careful treatment, accepting only the female form of the family NOMEN; thus Caius Julius Caesar could name his daughter and Julia could call herself Julia Caesaris or Julia Caesaris filia--names clearly indicating total subordination to the male branch of the family. Sometimes a daughter could add her mother's name to her own and thus be known as Julia Cornelia. When women married according to the old patrician ceremony, she abandoned her old NOMEN entirely and took a feminine form of her husband's NOMEN, as though she were becoming his child.

When a boy was adopted, he took the three names of his adoptive father and added his original NOMEN as an agnomen with the suffix -anus. Thus Caius Octavius Caepias became Caius Julius Caesar Octavianus when he was adopted by Julius Caesar. Adding the honorary title given him later by the senate, his full name became Caius Julius Caesar Octavianus Augustus. His daughter, of course, was simply named Julia.

The nomenclature used in the Western World today echoes this Roman prejudice toward obliterating the genealogy of women and placing primary emphasis on passing on the father's family name through his children. This prejudice, however, is presently being challenged by emerging female consciousness that is beginning to demand nominal rights for the distaff side of the family, thus ...

A NOMINAL PROPOSAL

By Donna Sandage of the
Sandage-Swanson Household

What's in a name? A rose by any other name would smell as sweet. Right? Well, maybe, but that rose

would certainly feel a certain identity loss if it were called a daisy. Let's say one Ms. Rose married a Mr. Daisy. According to convention, she would be known as Mrs. Daisy. That's a flower of a different color--not to mention smell! I propose that when Rose and Daisy marry, they form a hybrid and call themselves the Daisy-Rose household. If they produce any offspring, the girls would take their mother's name, for example, Tea Rose or Red Rose. The boys would go by their father's name, Shastus Daisy or Gloriosus Daisy. Daisy-Rose would be the legal name for the family unit in the school, church, or workplace. The Daisy-Rose marriage could end due to death or divorce and a new household could form if the partners remarried. If Ms. Rose were remarried to a Mr. Dandelion, they would become the Dandelion-Rose household. The late Mr. Daisy's boys would keep the name Daisy, but any brothers born to the household would be named Dandelion.

The order of the names is arbitrary. One could decide to list the names alphabetically, as I have done, or one could list the man first, or one could put the name with fewer syllables first. One might object to hyphenated names because of the length of the name, but most hyphenated names contain not more than four syllables. Granted, a German area could produce some tongue-twisters like Bruggenschmidt-Riemenschneider, but that would be the exception, not the rule.

"Cui bono" you may ask. Keeping one's name would allow a woman to keep her identity and pass on the matriarchal line just as the patriarchal one is passed on. Household names would be more specific. The twelve pages of Smith and six pages of Jones would disappear from telephone directories. Genealogists would have a much easier time tracing family trees. Children would not have to undergo name transformations in the reshuffling that occurs when they are adopted or their parents remarry. Of course, the current generation might find it difficult to trace down and revert to their original matriarchal names, so I propose that women begin the new nomenclature with their present "maiden" name. When a woman marries, she keeps her "maiden" name and if she has children, she gives the girls her name and the boys the father's last name.

What's in a name? Plenty! One's heritage, background, pride and identity--for women as well as men!

FEMINAE BELLICOSAE

Personae Dramatis

Virtua.....Vestalis Romana
Camilla.....Femina Romana
Aemilia.....Femina Romana
Recruiter.....Miles Romanus
Barbarus I....Vir Gallicus
Barbarus II...Vir Gallicus

SCAENA I

ROMA

(Intrat Barbarus I)

- BARBARUS I: Scaena Prima. Roma. (exit)
(Intrat Recruiter who posts a tablet that says
PATRUUS S.P.Q.R. TE VULT. Intrat Virtua
carrying a wine bottle and fumbling to put on
the robe of a vestal virgin.)
- RECRUITER: Heu, tu! Quid est nomen tibi?
VIRTUA: "Virtua," et aquam vitae amo.
RECRUITER: Esne Vestalis?
VIRTUA: Immo.
RECRUITER: Quid agis quando non laboras in templo Vestae?
VIRTUA: Voluptates peto.
RECRUITER: Tu es Vestalis delapsa. Horribile dictu!
VIRTUA: Nisi id temptavisti, noli id damnare!
RECRUITER: Nonne tabella mea tibi inspirat?
VIRTUA: (looks at tablet and takes a big gulp from
her bottle) Immo.
(Intrant Aemilia et Camilla)
- CAMILLA: Aemilia, quomodo id facere poteras?
AEMILIA: Nimis fastidiosa es!
CAMILLA: Satis malum erat Gallos ad cenam invitavisse,
cur eis subblandiri necesse erat?
AEMILIA: Visne agitare de subblandiando? Ego memini...
RECRUITER: (interrupting) Feminae, feminae, cur contra
Gallos non pugnatis, vicem inter se?
CAMILLA: Non possumus Gallos pugnare. Timemus Gallos.
AEMILIA: Tace, Camilla. Asina stulta es. Honor est
defendere patriam. (aside to Recruiter) Quid
mihi inest?
(Virtua, who has been drinking steadily,
begins to fall, knocking over Aemilia and
Camilla. The ladies go down in a heap of
waving arms and kicking legs, as though
fighting with each other.)

RECRUITER: Feminae, certe vultis pugnare in Gallia.
 VIRTUA: Non sum satis sobria ut pugnem.
 CAMILLA: Ego non possum pugnare. Nimis timida sum.
 AEMILIA: Neque ego. Nimis pulchra sum.
 VIRTUA: (*sitting up and looking closely at Aemilia*)
 Sed puta, si fortunata eris, Romam multum
 triumphans revenies.
 CAMILLA: Puta gloriam!
 VIRTUA: Puta potestatem!
 RECRUITER: Sed non erit facile... (*addressing Virtua*)...
 praecipue tibi. Omnes Vestales estis tam
 imbecillae et delicatae.
 VIRTUA: (*flexing her muscles*) Satis dura sum!

SCAENA II

GALLIA

(*Intrat Barbarus II*)

BARBARUS II: Scaena Altera. Gallia. (*exit*)
 (*Intrant Aemilia, Camilla and Virtua. Aemilia
 has a hand mirror, Camilla a sword and Virtua
 her wine bottle. Aemilia begins to admire
 herself in her mirror until she spots Barbarus I
 sneaking up behind her. She whispers to Camilla
 and then turns and begins to flirt with the
 barbarian while Camilla gets behind him and stabs
 him with her sword. Barbarus II enters and begins
 to circle Virtua who is drinking from her bottle.
 As he moves in for the kill, she hits him on the
 head with her wine bottle. Intrat Recruiter.*)

RECRUITER: Opus bonum, feminae, sed malum nuntium habeo.
 Erravi. Non potestis militare in Gallia quod
 feminae estis. Nunc vobis Romam redire necesse
 est...sine gloria.

FEMINAE: QUID!

AEMILIA: Pugnavimus solum pro gloria et gloriam nostram
 habebimus.

VIRTUA: (*to the Recruiter*) Hoc et plus meruisti!
 (*All the women attack the Recruiter with mirror,
 sword and wine bottle. After felling him, they
 each put one foot on his chest and proclaim,
 una voce,...*)

FEMINAE: NUNC HABEMUS GLORIAM, NAM FEMINAE BELLICOSAE
 SUMUS!

Submitted by Kenneth Wright, second year Latin student of
 Mrs. George Aull, Borger H.S., Borger, TX.

TRY LATIN

By Jon A. Lokensgard, Ph.D.
Superintendent of Schools

For the past three years, we have offered a complete foreign language program at our Eisenhower Middle School. Students have had the opportunity to select French, Spanish, German, and Latin to study in grades 7 and 8. However, because so few elected Latin and German, we have never had a class in those languages. In this brief article, I would like to suggest that more students should elect Latin, realizing that many of the same arguments could be made for the study of German.

Research of the past ten years indicates with overwhelming evidence that students who have studied Latin achieve higher test scores in standardized tests such as the Metropolitan Achievement Tests, the Iowa Test of Basic Skills, and the Scholastic Aptitude Test. A recent study in Pennsylvania matched Latin students with non-Latin students in four major standardized tests. (The students were matched equally in terms of I.Q.) Latin pupils outscored their peers in every test. In another study, students who had studied Latin scored one full year higher than non-Latin students on the vocabulary subtest of the Iowa tests. The federal government granted \$80,000 in Title III funds to promote Latin study in the Los Angeles public schools to "enhance reading levels through expanded mastery of vocabulary and increased understanding of English syntax."

Some parents asked a college professor how their children could best prepare for the SAT tests. His answer, "Have them take as much Latin and Math as is offered in the schools." It is interesting to note that in 1922, 27.5 percent of the high school population was enrolled in Latin. This dropped to 6.9 percent in 1954, declining slightly after that to the present. Could this be one more reason the national SAT scores have been dropping?

Students should take a language. It is difficult to know what language will benefit them the most in their future careers. One thing is certain. The study of Latin prior to entering college will have an immediate payoff in that it will make them better students in other subjects. It also forms a solid base for the study of other languages later in life. The study of other "more popular" languages often lacks true motivation because the need to communicate

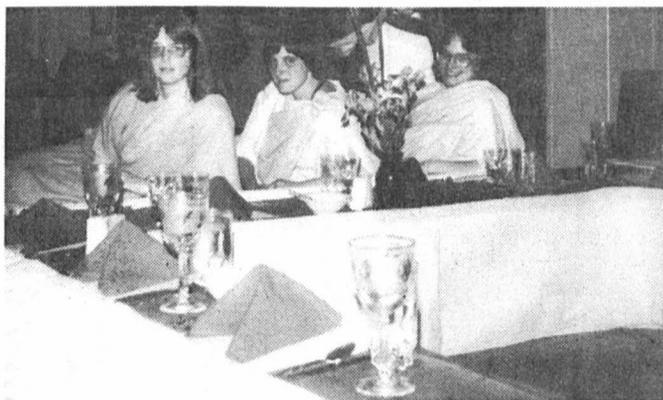
is lacking. We tend to lose skills that we do not use. Living in a monolingual community, our students are not challenged to learn a conversational language since it simply is not being spoken in their routine relationships. To be realistically useful, these languages need to be studied every year--even into college--and then to what end? A student could spend years in the study of French, and find himself in an occupation that takes him/her to Russia, Iraq, Japan or India. I maintain that if a facility for a particular language is needed--then short term intensive training--close to the time of use would be most beneficial.

Latin is at the very roots of Western civilization. Not only is a language taught, but also a perspective of who made us what we are. It gives students a sense of the past in order to make better decisions about the future.

There are many other facets of the entire discussion of foreign language in our public schools. I have tried to suggest a few for the consideration of Wyckoff parents and students. A circuit court judge recently said, "A lawyer need not actually know Latin, but he must at least have forgotten it." Think about it!

We will again offer four languages at Eisenhower School for September of 1980.

(This article was written by Dr. Lokensgard while he was Superintendent of Schools in Wyckoff, New Jersey. He is now Superintendent of Schools in Webster Groves, Missouri. He mentions in his accompanying letter that four years of Latin are offered at the high school in Webster Groves. Special thanks to Superintendent Lokensgard for these encouraging words!)



It's Banquet Time!!!

CONUNDRUMS

1. To _____ is to love 'em.
2. Cher's first married name was _____.
3. After fooling a dwarf, Josh said, "It is not nice to _____!"
4. What was in Matt's poker hand. _____
5. Steve asked Renee to go _____ with him.
6. The grass was so tall Teddy had to _____.
7. When Sam didn't know the answer to a Latin question, he would just _____.
8. Joel wanted a stuffed _____ shrimp for an appetizer.
9. The Mansfield cheerleaders kept shouting, "Sock it _____!"
10. In history class Trina learned about the Egyptian _____.
11. This Japanese corporation makes Trinitrons. _____
12. What the runaway oxen said to the farmer. "_____ and _____."
13. The unhappy students were very sad and _____.
14. The boys didn't know the whole truth, so they had to _____.
15. Tracey was speechless and didn't know what to _____.
16. What the fruit grower told Teddy to do with the oranges. _____
17. What Josh said to do about the runaway chicken. _____
18. How the young student began when asked to spell orangutan. "I think it begins with '_____'."
19. Lines diverging from a common center are called _____.

clamor cretum aper novum offensus cupit
 fecerunt salum jocus steti gessit Bono
 tuum fero eo Soni laesum movit se res

(From 8th Grade Latin I, Mansfield Middle School,
 Storrs, Connecticut. Gayle R. Hightower, Latin Teacher)

MAGISTER OPTIMUS!

The following letter was submitted to Pompeiana by Student Member Mark McBride, 3rd - 4th Latin Student, Franklin Co. High School, Rocky Mount, Virginia:

Dear Pompeiana,

Kevin Bezy is the Franklin County High School Latin teacher. He has taught Latin for about 5 years. He is a great teacher and a leader of the Boy Scouts. He supports Latin with a lot of spirit and enters contests and encourages students to enter all Latin contests. Mr. Bezy even worked so hard this year that the Franklin County High School Latin Club has 108 members.

I think he should be recognized in Pompeiana. He has outstanding students and one of them has earned a bronze and silver medal in the National Latin Exam.

Please recognize him in the next Pompeiana Newsletter. I think he deserves it.

/s/ Mark McBride

P.S. I really enjoy your Newsletters.

Congratulationes,
tibi, Kevin Bezy!

Ab studentibus
tuis laudaris!



CAESAR'S COMMENTARIES ON THE GALLIC WARS

An abridgement by Maurice Sagoff

Omnia Gallia in tres partes divisa est...

Caesar cari dona militari orgi versus Belgae,

Helvetii, Germani, Venetii, Britanni--iunemit.

"Romis glorius," sed Caesar, "Nomen me impunit!"

Meni tridit--Vercingetorix, forin stans--

Caesar noctim sili fors ticinis nec aut.

Ab ludi, nervi felo, Gaius Julius, iubet.

(Reprinted, with permission, from SHRINKLITS by Maurice Sagoff, which can be purchased from Workman Publishing Company, Inc., 1 West 39th Street, New York, New York 10018, for \$3.95.)



If you are intrigued by ancient catapults . . .

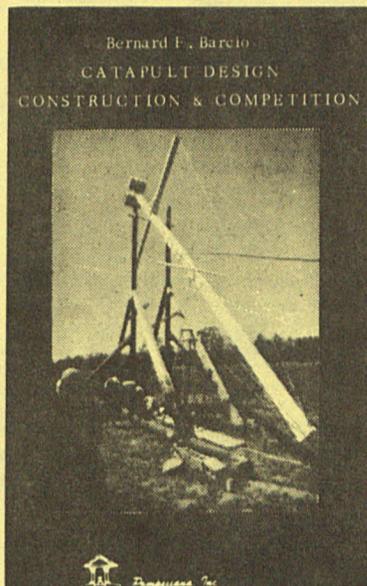
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Published by Pompeiiana, Inc., a not-for-profit center for the promotion of classical studies. Proceeds from the sale of this book will be applied to the building fund for the Museum of Classical Heritage in Indianapolis, Indiana.

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END OF THE YEAR SPECIAL!!!

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The unique book on catapult design and construction that normally sells for \$10 is being offered with this Newsletter **ONLY** for \$3.00 per copy or \$2.50 each for orders of 5 or more. What a great opportunity for teachers to stock up on book prizes for next year! You may even want to buy a quantity of the books at this low price to resell next year as part of your own fund-raising activities. Quantities are limited, so do get your order in as soon as possible!

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