

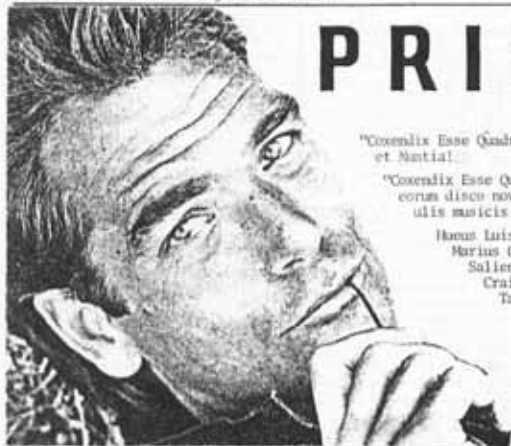


POMPEIIANA NEWSLETTER



VOL. XIII, NO. 7

MART. A. D. MCMLXXXVII



PRIOR

Submitted by John Leman, Mike Beebe and Tony Taylor,
Latin students of Mrs. Mamar, Marion L. Steele High
School, Amherst, Ohio.

"Coxendix Esse Quadratus" est, sic tamen dicunt Iheus Luis
et Nantia.

"Coxendix Esse Quadratus" titulus est unius carminis in
eorum disco novo nominato Prior. Prior in summis tab-
ulis musicis nunc est.

Iheus Luis et Nantia V viris constat: Iheus Luis,
Marius Cipollina, Guilielmas Gibifilius, Seamus
Saliens, et Iulius Craipus. Praeter Iheum
Craipus, omnes hi adolescentes in ludo alto
Talmalya studebant.

Anno Domini MCMLXXXIII carmen eorum
nominatum "Credisse Amori" in
summis discos inrupit. Discus in
quo fuit hoc carmen appellatur
Ludi, et eos claros fecit!
IX decies centena milia
exemplaria huius disci

vendebantur. In hoc disco erant quaelia
carmina talia "Si hoc est id" et "Cor et
Anima."

Alia carmina quae haec caterva cantaverunt
sunt: "Mitatio Cordis," "Uic Mihi Mendacium
Parvum," "Omnia Donare," "Spero Te Me Amare
Sicut Dicit," et "Laborare Pro Vivendo."

Dux huius catervae ingeniosus est Iheus Luis.
Iheus Luis incipiebat curriculum musicum
suum in caterva nominata "Trifolium" cum
Seano Saliente. Iheus Luis uxorem in matri-
monium duxit et nunc habet duos liberos.

Iheus Luis dicit se cantare ut "frigidus"
videatur. Successu maximo fruitur!

Certe Iheus Luis et Nantia videntur
habitu esse res prosperas et lucidas in
posterum.

COMUS, BACCHUS & ENDYMION ALL "WORSHIPPED" DURING CARNIVAL IN NEW ORLEANS

It's unique, it's wild, it's Christian in origin
but definitely pagan in celebration--it's Mardi
gras in New Orleans.

Where else can one see crowds lining the street
to cheer for Bacchus, the Roman god of revelry,
as his inebriated impersonator revels in the
public attention.

Interestingly, this paganish celebration is very
closely related with the greatest feast of the
Christian world--Easter: a feast for which many
Christians prepare by fasting for 40 or 46 days.
This period of fasting is called "Lent" from an
Anglo-Saxon word meaning "spring." Since Lent
traditionally starts on Wednesday (with the ap-
plication of ashes to Christians' heads to re-

mind them of their mortality), the first day of
Lent is called "Ash Wednesday." The day before
is alternately called Shrove Tuesday (referring
to the sacrament of confession--shrift--that
Christians received before Lent) or Mardi gras.
Mardi gras is French meaning "fat Tuesday" (al-
ternately explained as a day of "pigging out"
before the Lenten fast began, or as a day on
which a fat ox was ceremoniously paraded through
the streets before Lent began). The term
Carnival is also associated with Mardi gras be-
cause it was the day on which Christian fasters
originally said "goodbye" to meat ("vale,
carnea") which they did not eat during Lent.
(Some Christians still abstain from eating meat
on certain days during Lent.)

Despite these historical and intricate ties with
Christian tradition, no visitor to the Mardi
gras in New Orleans can deny that the celebration
is definitely more pagan than Christian.

The parade festivities (still held on the Tues-
day before the beginning of Lent) are sponsored
by "Mystick Krewees" formed in honor of various
pagan deities. The original Krewe in New
Orleans was the Krewe of Comus, a later Latin god
of joy. Afterwards, the Krewe of Bacchus was
added.

During the 1987 Mardi gras celebration, heart-
throb and singer Julio Iglesias led a cast of
stars in the parade and party sponsored by the
Krewe of Endymion at New Orleans.

Who was St. Patrick?

Many legends have come down to us about St.
Patrick, patron saint of Ireland, including the
famous one that recounts how he drove all the
snakes from the country. Less well-known are
the actual facts of his life.

Scholars believe he was born in a town in Wales,
near the mouth of the Severn River, around the
year 389, during the Roman occupation of Britain.
His Roman name was Patricius Magnus Suetatus
and his father, Calpornius, was a town official.
Little is known about his childhood, but when
he was 16, he was captured by Irish raiders and
taken to the northeast part of Ireland, until
he escaped and fled to England.

Many events that followed are uncertain, but

it is known that at some point he went to France
and studied there for the priesthood. He was
ordained a priest and later consecrated bishop.
In 432 he returned to Ireland to begin his
work of converting the people to Christianity.

St. Patrick faced severe difficulties in his
task because of the great influence of the Druid
priests. But when he was finally successful in
converting these pagan leaders, the people soon
followed. By the year 444 he was so successful
that he called a meeting of all the bishops he
had consecrated and established a church govern-
ment with its head at Armagh. It was here
that St. Patrick made his headquarters until
his death in 461.

(A special "gratia agniti" to Mrs. Betty Kainer, Indpls., IN.)

DIOCLES NAMED M.V.A.

Gaius Appuleius Diocles
of the Red Stable in
Rome was recently named
Most Valuable M.V.A. of
the Year! Born in Lusitania 42 years ago, his
illustrious career has
seen him start 4,257
races of which he won
1,462--a feat which makes
him the winningest auriga
ever! Of the 92 major
purse he has won for the
Red, 32 were worth more
than 30,000 sesterces!



THE POET JOHN MILTON AND THE TEACHING OF LATIN

By Dr. George P. Rice, Professor Emeritus, Dept.
of Speech, Butler University, Indianapolis, IN.

When *Paradise Lost* was published in 1667,
John Milton had already been blind for nearly
fifteen years. It was his good fortune at
that time to acquire a gifted pupil in the
person of a young Quaker named Thomas Ellwood.
The youth came to the poet's residence daily
to read Latin aloud and to receive instruction
in its proper articulation and pronunciation.
Ellwood wrote: "At my first sitting to read to
him, observing that I used the English pronun-
ciation, he told me, if I would have the
benefit of the Latin tongue, not only to read
and understand Latin authors, but also to con-
verse with foreigners, I must learn the foreign pronunciation..."

Ellwood goes on to describe how Milton taught him to pronounce Latin differently from
the Anglic method. "C" before "e" or "i" was to be pronounced like "ch," and "sc"
before "i" was to be pronounced like "sh." Concerning this "strange" method of pro-
nouncing Latin Ellwood wrote: "The Latin spoken thus seemed as different from that
which was delivered as the English speak it as if it were another language.... But
this change in pronunciation proved a new difficulty to me. It was now harder for me
to read than it was to understand when read. But 'Labor omnia vincit improbus...'
for having a curious ear, he understood by my tone when I understood what I read and
when I did not, and accordingly would stop me, examine me, and open the most difficult
passages to me."

Thus Milton, who held the responsible post of Latin Secretary to Oliver Cromwell and
the Council during the protectorate, did not feel it demeaned him to aid a young
scholar in this way. And let it be noted that even today we have both the Germanic
(English) and Italianate types of pronunciation in our schools.

... have not the verses of Homer continued twenty-five
hundred years, or more, without the loss of a syllable or
letter; during which time infinite palaces, temples,
castles, cities have been decayed and demolished?

Francis Bacon



Pompeiana, Inc.
6026 Indianola Avenue
Indianapolis, Indiana 46220

LATIN: YOUR BEST EDUCATIONAL INVESTMENT

POMPEIANA was incorporated under the laws of the State of Indiana
in June 1974 as a National Not-for-profit Center for the Promotion
of Classical Studies at the Secondary School Level.

Over 10,000 copies of THE POMPEIANA NEWSLETTER are printed monthly
during the school year for circulation in the United States, Canada
and abroad. Advertising rates and Guidelines for Submitting
Material for Publication should be requested from the editor.

A TEACHER'S GUIDE to the NEWSLETTER is mailed with multiple
student subscriptions sent a/s a teacher of Latin.

Individual student subscriptions are \$2.75 for 1-30, \$2.85 for 31-
100, and \$2.90 for orders over 100.

The NEWSLETTER is a free membership benefit for those holding Ad-
vance Membership (\$10 per annum) or Contributing Memberships (\$15).

RETIRED TEACHER MEMBERSHIP is available in Pompeiana, Inc.
(\$5 per annum) and includes the NEWSLETTER as a benefit.



- I. HOC MOMENTO TEMPORIS
Guiliemus Vera et
Percussores
- II. PATEFAC COR TUUM
Moa Domina
- III. ILLA EST VITA
Robertus Nevilus
- IV. TERRA CONFUSIONIS
Origo
- V. MUTATIO CORDIS
Cynthia Laupera
- VI. MODERATIO
Iannetta Iacobifilius
- VII. ALIQUO DIE
Tigris Vitreus
- VIII. TE DECUITERE
Gregorius Abbas
- IX. VIVERE PRECE
Bonius Iuppiter
- X. TANGE ME
Samantha
Vulpes

PETERE TUAM VENIAM
PUNISHERS & PUNISHED

By Erica Reinard, Latin IV student at
Bouland H.S., Warren, Ohio.

- ☐ _____ Turned into crying stone.
_____ Eternally rolls
a boulder up a hill.
- ☐ _____ White heifer loved by Jupiter.
_____ Cursed
by Ceres with insatiable hunger.
- ☐ _____ Goddess of
retribution.
- ☐ _____ Judge of the dead; Europa's son.
_____ Punish those who
disobey their parents!

OLYMPIC SCRAMBLE

By Charles Pastoor, Covenant Christian H.S.,
Grand Rapids, Michigan. Latin I student.

1. A monster with a hundred hands.
C E S E R E T A O I N C
 2. He had a sister named Vesta.
T U L O P
 3. She is symbolized by a pomegranate.
N U O J
 4. He brought fire to earth.
O P E R M E T U S H
- This god did not get along with his father:

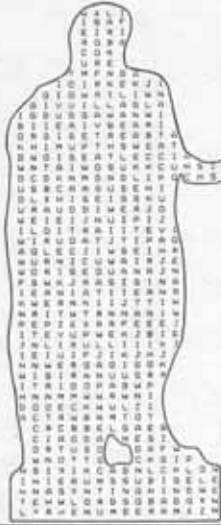
By "Dolmus" Leaping, Exploratory Latin student of
Mrs. Betty Whitaker, Carmel Jr. H.S., Carmel, IN.

CAESAR
CONSUL, DICTATOR
CLAMAT, LAUDAT, PUGNAT
EST MAXIMUS
IULIUS

(B) "WHERE'S THE IDES OF MARCH?"

Submitted by Jeff Ellis, a 1st year Latin student of Miss Jostens Duggan,
Bixson Junior High School, Hixson, Tennessee.

Find the CAPITALIZED words in the quotation from The Gallic Wars.



GALLIA est omnis divisa in partes
tres, QUARUM una incolunt BELGAE,
alii AQUITANI, tertium qui ipsorum
lingua CELTAE, nostra GALLI appel-
lantur. Hi omnes linguae, institutis,
LEGIBUS inter se differunt. Gallos
ab Aquitanis Garumna flumen, a Belgis
Matrona et SEQUANA dividit. Horum
omnium fortissimi sunt Belgae, prop-
terea quod a cultu atque HUMANITATE
provinciae LONGISSIME abant;
MINIMEQUE ad eos MERCATORES saepe
comitant atque ea quae ad effeminan-
dos amicos pertinent important;
proximique sunt Germanis, qui trans
RHENUM incolunt, quibusdam CONTI-
NENTER bellum gerunt. Quia de causa
HELIVETII quoque RELIQUOS Gallos
virtute praecedunt, quod fere COTI-
DIANIS proeliis cum Germanis con-
tendant, cum aut suis finibus eos
PROHIBENT, aut ipsi in eorum
finibus bellum gerunt.

DI IMMORTALES--UBINAM GENTIUM SUNT?

By Chris Rodasewicz, 8th grade Latin II student of Susan Moyle Reilly,
The Westminster Schools, Atlanta, GA

- | | | |
|------------|------------|------------|
| A. Jupiter | F. Janus | K. Apollo |
| B. Penates | G. Mars | L. Vulcan |
| C. Juno | H. Neptune | M. Venus |
| D. Lares | I. Ceres | N. Cupid |
| E. Mercury | J. Minerva | O. Bacchus |
- _____ & _____ Dei Familiae _____ Dea Sapientiae
_____ Rex Deorum _____ Regina Deorum
_____ Dea Amoris _____ Deus Vini
_____ Dea Agriculturae _____ Minus Deorum
_____ Deus Solis _____ Deus Ignis
_____ Deus Maris _____ Deus Belli
_____ Deus Initiorum _____ Deus Amoris

UNSCRAMBLING
FAMOUS LATIN SAYINGS

By Chris Wintore, Latin IV student
at Carmel High School, Carmel, IN.

- CAVEAT EDITOR
a) Make haste slowly.
SICUT CUIQUE
b) Every upward.
SEMPER PARATUS
c) Divide and rule.
PARUS CIM PARIES
d) Time flies.
MIRABILE DICTU
e) Let everyone have his own.
IN MEDIAS RES
f) Let the buyer beware.
FESTINA LENTE
g) Wonderful to relate.
EXCELSIOR
h) Always faithful.
DIVINE ET IMPERA
i) Into the thick of it.
TIBUS RACIT
j) Birds of a feather...

MONSTER MIX

By Debbie Danel, Latin IV student of
Jayne W. Gabel, Woodbridge H.S.,
Painesville, Ohio.

- _____ Head of bull with man's body
_____ Three-headed dog
_____ Half man and half goat
_____ Creature with nine heads
_____ Winged horse
_____ Gorgon with snakes for hair
_____ Part lion, goat and serpent
_____ Man with a hundred eyes
_____ Part horse and part man
_____ Woman's head and lion's body
_____ Winged defilers
_____ Whirlpool
- | | |
|--------------|-------------|
| A. Argus | G. Hydra |
| B. Centaur | H. Medusa |
| C. Cerberus | I. Minotaur |
| D. Charybdis | J. Pegasus |
| E. Chimera | K. Satyr |
| F. Harpies | L. Sphinx |

EXPAND YOUR PUNDIT RANGE

By the Latin II students of Miss Brye,
Central High School, La Crosse, WI.

COMPLETE THE FOLLOWING QUESTIONS, THEN
PLACE THE FIRST LETTER OF EACH ANSWER
INTO ITS CORRESPONDING NUMBERED BLANK.

1. _____ Greek name of Jupiter
2. _____ Roman Odysseus
3. _____ Theseus' father
4. _____ led slave rebellion
5. _____ Lord of the sea
6. _____ Island of Odysseus
7. _____ Roman god of wine
8. _____ Where Hercules did
his fourth labor
9. _____ Helper of Venus
10. _____ Home of North Wind
11. _____ Mother of 1st 6 gods
12. _____ Mountain where
Hercules dies
13. _____ Greek Mercury
14. _____ Tree nymph or spirit
15. _____ Mother of Apollo

15 3 10 6 3 7 11 12 13 14 8 5 4
6 5 10 8 15 13 8 9 10 2 3 15
13 12 11 6 7 12 5 4

CONUNDRUMS By the Latin students of Gayle Hightower,
Mansfield Middle School, Storrs, CT.

1. What did the French soldier say when he failed
to find the grenade?
2. What did the sign on the ladies' restroom say?
3. I like my ice cream best _____.
4. The Maine farmer said to _____ and _____ away.
5. Write the letters clearly, and please _____.
6. The sunbathers wished for _____.
7. Serious soccer players should use a _____ ball.
8. I have loosened the laces, _____ them.
9. I'd prefer to take the _____ to the other side.
10. Mr. T's religious relative was known as little _____.
11. The old lamps contained faulty _____.
12. The bullies began to _____ and told us to take a
_____ kinda backed off rather than _____.

VIX PACEM INCOLA DECEM FERRI HAEC CURSUS NOLEBAM
VIA MORES NAUTAE DATUM NOMEN TANQ CHARTAM SESTERTII

CLASSIFIED ADS

STIPENDIUM MAGISTRIS

Teachers: Earn \$800 plus receive free travel,
tuition, room, board & textbooks while learning!
THE SKIDMORE SUMMER INSTITUTE IN CLASSICAL
STUDIES is open to high school Latin teachers.
Write: Prof. Thomas S.W. Lewis, Director, Sum-
mer Institute in Classical Studies for H.S.
Teachers, Skidmore College, Saratoga Springs,
N.Y. 12866. (518) 584-5000, ext. 2306.

EMO SPOLIA, EXUVIAS, PRAEDAS, RELIQUIAS

Tired of tripping over those souvenirs from
grandpa's last campaign in Britannia? Do you
have just one ballista ball too many in the
peristyle? I buy all military souvenirs.
Ask for Ragus in the Forum, Capuae.

OPTIME, POMPEIIANA!

"I enjoyed 10 SATURNALIA very much and was de-
lighted to see it in print. Also, in the October
issue, I thought the article entitled 'If Brutus
Had Failed' exceptionally well done."
Sr. Michael Louise, Oldenberg, IN.

"My Latin I and II are really enjoying the issues of
Pompeiana. They truly add an interesting di-
mension to our classes!"
Rudolf Brye, Central H.S., La Crosse, WI.

"I always enjoy Pompeiana, and the January issue
was especially delightful!"
Rose Williams, Cooper H.S., Abilene, TX.

"I have received the December '86 issue of
Pompeiana and enjoyed 'Dumax Magorum'!"
Gertrude Johnson, Frankfurt, IN.

PROPE AQUAM TRAIANAM

Escape the hustle of the east side of the Tiber!
Discover the easy life west of the Tiber yet
within an hour's ride from the center of Rome.
Come home to the Via Aurelia. Enjoy the cool
waters of the Aqua Traiana. Many building sites
still available. See Balbus near Porta Aurelia.

LATINAE FAMA VOLAT

Everywhere you turn, Latin is in the news! For a
list of current articles contact Charles Speck,
F.L. Dept. of Southern Illinois University,
Carbondale, IL 62901. Send him a promotional
article not yet published in the ACL Newsletter
and he'll send you copies of ones he has!

myth of the month

ORPHEUS AND EURYDICE



So great was the musical ability of Orpheus as he touched the strings of his lyre that stones in the field moved to the tempo of his music, and wild beasts of the forest, forgetting their savage nature, gathered around him in rapt attention. This was partly his birthright, as Calliope, the Muse of epic poetry and rhetoric, was his mother, and his father was a prince from Thrace where the art of music was held in high regard.

*"In the deep still woods upon the Thracian mountains
Orpheus with his singing lyre led the trees,
Led the wild beasts of the wilderness."*

No maiden could have resisted the power of his song, but it was Eurydice whom he loved and wooed. Their wedding joy was intensely deep, but it was of short duration. Shortly after the ceremony, as the bride enjoyed a walk in the flower-filled meadow with her bridesmaids,

a viper stung her in the heel, and she died almost immediately from the deadly wound.

Orpheus was understandably crushed by the experience of this ill-fated marriage. How could the gods deprive him of so sweet and precious a bride! He determined to go down to Hades, the world of death, and restore Eurydice to himself and to the upper world. It would be a most daring and fearsome adventure, but for Eurydice he could dare anything.

His protection during the adventure would be his lyre. All he had to do was to pluck out a melody and all threats would be charmed to stillness.

When he reached the entrance to Hades, the three-headed dog, Cerberus, relaxed his guard; the wheel of Ixion stood motionless, Sisyphus rested upon his stone and Tantalus forgot his thirst. Even the ruler of Hades and his Queen, Proserpina, were enchanted and listened spellbound. Iron tears rained down Pluto's cheek. The king and queen of Hades summoned Eurydice and gave her back to Orpheus, but upon one condition: that he not look back at her as she followed him until they both reached the upper world.

Orpheus passed through the massive doors of Hades and climbed up and up through the darkness. He instinctively felt that Eurydice was following him, but he heard no sounds. He longed to make sure by glancing back once. Soon he was almost back in the upper world--the blackness was turning gray, and he stepped out joyfully into the daylight. He turned immediately to look for Eurydice, but it was too soon. She was still in the cavern, enveloped by the dim light. Orpheus held out his arms to clasp her warmly to himself, but she was gone. All he heard was a faint "farewell!"

Desperately Orpheus tried to follow Eurydice down to the gloomy abodes below, but the gods would not permit him to enter the world of the dead a second time while he was still alive. He was forced back into the daylight--alone. Without Eurydice Orpheus avoided the companionship of other people. He sought out lonely regions where he might wander undisturbed and mourn his great loss in solitude. His only solace was his lyre, which he played always. The rocks, the rivers and the trees heard him gladly and offered him their companionship.

One day a group of Bacchantes, frenzied women in their wildest dedication to the god Bacchus, discovered him playing softly on his lyre. Their wild shouts destroyed the magic of his music, and Orpheus was left helpless. Infuriated because he would not join them, the Bacchantes brutally tore him limb from limb, and they threw his severed head into the swift waters of the Hebrus River. Finally, the Muses discovered the murder and gave his limbs a fitting burial at the foot of Mt. Olympus where, according to tradition, the nightingales sing more sweetly than in any other place in the world.

LATIN

In the beginning Father started class and began to teach; the class was silent; darkness covered the minds, and the spirit of knowledge was stirring above the students.

Father said, "Let there be a language," and there was Latin. Father said the language was good. Father separated the nouns from the verbs, calling the nouns masculine, feminine and neuter. And there were aches and pains the first day.

Then Father said, "Let there be an adjective in the midst of the sentence to modify the noun, agreeing in number, gender and case, but not necessarily in ending." Father gave us the adjective ROMA. And there were groans and gripes the second day.



(Drawing from *CITIZENSHIP AND CIVILIZATION* by David Mervin.)

HOSPITALITY AND THE ROMAN TRAVELER

By Tom Ahern, Burnstable H.S., Burnstable, Mass.

The English word "hospitality" comes from the Latin word *HOSPES*, *HOSPITIS* meaning "guest-friend." The hyphen is important in this definition because it indicates the interdependence of the relationship. An individual who received hospitality from another had the obligation to offer it in return.

In ancient times there were restaurants, inns, and lodging-places, but they were unsavory emporiums where--unlike our Holiday Inns--there were too many surprises: waitresses diluted drinks, robbers stole money and belongings and inn managers committed murder during the night.

Travel, as its meaning implies, was "travail," and the traveler tried to avoid as much as possible of the travail by staying with a guest-friend who would not only provide a safe place to stay but also food, legal protection and even health care, if necessary.

This system of hospitality was used not only for persons who had met each other *face to face*, but also extended down through generations. That is to say, children owed hospitality even to the children of people that may have befriended their fathers or grandfathers years before. All these people had to do was to show up at a descendant's house and show the token of hospitality exchanged years ago!

ROME'S MOST ANCIENT MONUMENT DATES TO 15TH CENTURY B.C.



Some Latin students would say that the Colosseum is the oldest monument in Rome, but it only dates to A.D. 80. Others would say that the Appian Way is the oldest, but it wasn't begun until 312 B.C. by Appian Claudius. Many residents of Rome would even say that the Forum Romanum is the oldest monument in Rome, but they too are wrong. The Forum Romanum dates only to the Mid-eighth Century B.C.

The most ancient monument in Rome is, in fact, not even Roman but Egyptian. It's the 105-foot-high red granite obelisk standing in the Piazza di St. John's Lateran. It dates back to the reigns of Pharaohs Tutmes III and IV in the 15th Century B.C. and stood for more than 1000 years in front of the Temple of Amon in Thebes. It was brought to Rome during the reign of Emperor Constantius in A.D. 357 and set up in the Circus Maximus.

The obelisk was knocked down and broken some time during the Dark Ages. In A.D. 1587 it was found buried 24 feet under the Circus Maximus in three pieces.

HERCULEAN DOUBLE-TAKE

By Rose Williams, Latin teacher at Cooper H.S., Abilene, TX



I have read the articles about Herculaneum that were recently published in *National Geographic* and in *The Reader's Digest*. Dr. Sara Biesel has done marvelous work, but she may be committing the common error of sweeping generalization in interpreting her findings. Has she any basis other than the poor condition of the bones found for deciding that the undernourished and maltreated subjects were slaves? If we consider what we know of Medieval Europe and of 19th Century England, we will remember that serfs and servants of an energetic lord may well have fared better than the poorer classes of freemen.

Also, when we consider the known concern of Cicero and Pliny the Younger for certain slaves, it is possible that the skeletons of some of the best-fed subjects may have belonged to the slaves.

For such men as Dr. Biesel's "helmsman," who was working in spite of injury and pain, I have two alternate suggestions: 1) He may have been a criminal, for whom Romans would have had scant sympathy, or 2) he may have been a very poor freeman, who would starve with his many children if he could not remain employed. I hope that Doctor Biesel will not misinterpret her findings through too close an adherence to 20th Century prejudices.

Then Father said, "Let the nouns of this language be gathered into groups, and let five of these groups appear." And so it was. Father called these groups declensions, and they were called first, second, third, fourth and fifth. And Father saw it was good. Then Father said, "Let the declensions bring forth cases: nominatives, accusatives, ablatives, datives and genitives of all kinds that bear different uses containing different endings." And it was so. The declensions brought forth cases, every kind that bore a use and contained an ending. Father saw it was good. And there was a massive confusion and total disillusionment the next day.

And Father said, "Let the nominative be used for the subject, the accusative for the direct object, the ablative for the endings of objects of certain prepositions, the dative for an indirect object and the genitive for the sign of possession." And then Father said, "Let one of these cases have a special job in the declensions of Latin, to separate the first declension from the second; let it serve as a stem for the fixing of endings." So it was. Each case got its particular function, and the Father assigned the special job to the genitive. And there was criticism and dissent the fourth day.

Then Father said, "Let this classroom be full of life in Latin (the living language)." And so it was. Father started to greet us in Latin and we answered, "Salve, Pater," and "Bene--gratias tibi agimus." Father saw it was good, and then he gave us an assignment in Latin, saying, "Be fruitful and change these forms into the plural and fill in the blanks." So we did. And there was cheating and copying the fifth day.

Father said, "Let us review all that we have learned." So it was. Father brought forth the declensions and the cases again all over.

Then Father created the passive from the active--in the image of the active, but only in the passive. And so passive and active were explained to us.

Then Father said, "Let there be a verbal adjective." So there was, an adjective that acted as one but took the appearance of a verb. It took dominion over the subordinate clause. And it was so. And there was misunderstanding and more confusion the sixth day.

Father blessed the seventh day for there were no classes and he could rest.

And so this is the beginning of the teaching of Latin. It continued this way for the rest of the year. Amen.

(This anonymous article was submitted to the *Pompeiana Newsletter* by Miss Judy Grebe, Latin teacher at Mt. Vernon High School, Mount Vernon, TX.)



Cara Cincinnata,

You are very lucky that you were accompanied by an alert and knowledgeable slave who knew what to do to ward off a *fascinatio*. Your slave recognized a man with the *malus oculus* and she was taking every precaution to ward off its evil effects, both from you and from herself.

You see, pregnant women are especially vulnerable to the effects of the Evil Eye--which is what the old farmer was apparently giving her. To counter the effects of the *malus oculus* Greek women immediately spit on themselves and recite magical cantations. Since your slave probably did not have her protective amulets with her at the time, she took the added precaution of showing the hand formations which are known to ward off the effects of the evil eye. You would do well to have your water purchase one of the lucky hand charms for you so you can have it handy should you ever run into someone with the evil eye when your slave is not by your side. The proper amulet should be shaped like a little horn or else look like an arm with a fist pointing straight down. Just study the drawings I have included for you. Usually, if you just ask a jeweler for some amulets to ward off the *fascinatio*, he will know what to sell you. Good luck in the future!

Cincinnata, Ostia.

(A special thanks to Mike Statin, a Latin III student at Carmel H.S., Carmel, IN for this idea.)

HAPPY ARE THOSE WHO MINGLE WITH MYTHOLOGY

Many people enjoy reading and hearing the Greek and Roman myths, but a special joy is reserved for those who personally mingle with one or more of their favorite stories.

How people choose to mingle with a myth is a rather personal choice. Some people like to recast the myth in a modern setting, like a young student who told her class about Persephone--a girl caught in a vicious custody battle between her divorced mom and dad. Others try to relate the myth to an incident in their own lives, like Robert Frost in his poem entitled "Auspex."

Edna St. Vincent Millay mingled by re-packaging the story of Daphne in a light, flippancy mood:

DAPHNE

Why do you follow me?--
Any moment I can be
Nothing but a Laurel-tree.

Any moment of the chase
I can leave you in my place
A pink thigh for your embrace.

Yet if over hill and hollow
Still it is your will to follow,
I am off!--to heel, Apollo!

(A special thanks to Rose Williams of Cooper H.S., Atlanta, GA for the idea of this article.)

DEJA VU LATINE ET GRAECE



Roman child with a scooter.
Detail from a Roman mosaic.

Just about the time the modern world sits back to enjoy its great advances over the ancient Greeks and Romans, some student of Latin or Greek comes along and starts bursting bubbles with a few simple passages from literature or a few clearly depicted images from Greek vases or Roman sarcophagi. Or worse yet, some archaeologists come along with an electroplating device (activated by grape-juice) that was used centuries ago in ancient Greece!

There can be no doubt that there were some ancient achievements that we--with all our electronic technology--are just now beginning to duplicate. It's cute to realize that Roman boys played with scooters--early versions of modern skateboards. It's amazing to realize that the basic design for hospital wheel chairs has been around at least since the 6th cent. B.C. But to totally "blow your mind" just read Book XVIII of The Iliad and see how Homer describes robots ("tripods with golden wheels that run of themselves into any party of the gods and then run back home again. They were a miracle!") and hominoids ("maids that are made of gold exactly like living girls; they have sense in their heads, they can speak and use their muscles") created by Hephaestus. Homer, of course, lived in the 9th century B.C.! Science fiction fans just need to read Cicero DE OFFICIIS, III, 37-38, to get a description of what may have been an accidental ancient discovery of a space ship: "Descendit in hiatus, aeneaeque equas animadvertit culus in lateribus fores essent; quibus apertis, corpus vidit magnitudine invisitata."



Detail from a 6th cent. B.C. vase showing a child on a scooter.



Illinois Humanities Council

Summer Institute in the Humanities

for Secondary School Teachers

Teaching Roman Civilization in High School

June 21-26, 1987

A five-day institute, offered at Monmouth College, Monmouth, Illinois, June 21-26, 1987, will consider several aspects of Roman history and family life and will discuss ways to integrate this material into the high school curriculum. The institute is directed especially at high school teachers in the humanities and social sciences. While some preference will be given to applicants from the state of Illinois, others are encouraged to apply. Knowledge of Latin and Greek is not required for the institute. Participants will be provided in advance with a reading list on Roman history and the family, will attend lectures on such topics as "The Crisis of the Roman Republic," "Life on the Roman Frontier," and "Women and the Roman Family," and will share in daily discussions centering on methodology and the development of curriculum units on these topics. In addition there will be follow-up visits by the project director to the schools of participants. For further information, please contact the project director:

Thomas J. Sienkiewicz
Caption Professor of Classics
Monmouth College
Monmouth, Illinois 61462

309/457-2371

This program is supported
by the Illinois Humanities
Council and the National
Endowment for the
Humanities.

BUDDING GENIUS

1. What is the name of the March 17 feast on which the Toga Virilis was most often assumed?
2. What is a "culina"?
3. Which office of the Cursus Honorum had a minimum age requirement of 42?
4. What does the abbreviation S.D. mean in Latin and in English?
5. For how many days did Roman nobility generally mourn for their dead?
6. Who is the giant hunter that was made into a constellation?
7. What does the phrase "a fortiori" mean?
8. In scansion what is the term that refers to the omission of elision when it would normally occur?
9. From which Latin word is "incense" derived?
10. Who led the Iceni in a revolt against the Romans in A.D. 61?
11. What did Romans call the 1st of the month?

HOW WELL DID YOU READ?

1. What does Bagoas want to buy in Capua?
2. Who killed Orpheus?
3. Who were the "winged defilers"?
4. What amazing inventions did Homer say that Hephaestus made from gold?
5. How many children does Huey Lewis have?
6. What is Rome's most ancient monument?
7. On what day did "Father" create Latin?
8. According to Mr. Tom Abern, who diluted ancient drinks?
9. Who was the Latin secretary to Oliver Cromwell?
10. For which color did Diocletian race?
11. What is Comus the god of?
12. According to Balbus, which side of the Tiber is more peaceful to live on?
13. What is a *fascinatio*?
14. Who was Patricius Magnus Suetonius?



Cooking With Claudia

OVA SPONGIA EX LACTE
CUM FUNGIS BOLETIS IN VINO

Ah, spring! The most exciting time of the year for a Roman *dotta et erudita palata*. My favorite spring-time treats are fresh eggs--that's right, plain, ordinary chicken eggs. There are so many dishes that can be made with eggs that it is no wonder we have the expression *ab ovo usque ad mala*.

Start your next luncheon with this honey omelette and I guarantee you'll be the talk of the town.

Rx: 4 fresh eggs 1/2 c. sliced mushrooms
1/2 c. fresh milk 1/2 t. coriander
4 T olive oil 1 c. of wine boiled down
2 T liquid honey to 1/4 c. cinnamon

- I. Use a small saucepan and pour in just enough boiled wine to cover the mushrooms. Add 1/2 t. coriander and cook mushrooms gently. Set aside until ready to add to the omelette.
- II. Take the eggs, milk and olive oil and combine. Rub a shallow skillet with olive oil and then heat. When the skillet is warm (but don't burn the oil), pour in the eggs. As soon as the eggs are in the skillet, mix in the mushroom-coriander-wine mixture prepared in #1. Cook the omelette. Do not fold. When the omelette is cooked, turn it onto a round dish. Pour the honey on top and sprinkle on the cinnamon. Serve immediately.

AUXILIA MAGISTRIS

(These answers & solutions are mailed with each bulk subscription sent in care of a teacher. Copies are also sent to adult or contributing memberships on request. Under no circumstances are copies sent to individual students.)

OLYMPIC SCRAMBLE

By Charles Pastoor, Covenant Christian H.S.,
Grand Rapids, Michigan. Latin I student.

1. A monster with a hundred hands.

CESRHETAOIHCHN
HEKATONCHIRIES

2. He had a sister named Vesta.

TULOP
PLUTO

3. She is symbolized by a pomegranate.

NUOJ
JUNO

4. He brought fire to earth.

OPERMETUSH
PROMETHEUS

This god did not get along with his father:

JUPITER

CONUNDRUMS

1. nolebam
2. nomen
3. incola
4. pacem, chartam
5. datum
6. mores
7. tango
8. nautae
9. ferri
10. sestertii
11. vix
12. cursus, haec, via, decem

PETERE TUAM VENIAM
PUNISHERS & PUNISHED

By Erica Reinard; Latin IV student at
Howland H.S., Warren, Ohio.

NIDBE Turned into crying stone.
SISYPHUS Eternally rolls
a boulder up a hill.

IO White heifer loved by Jupiter.

ERYSICHTHON Cursed
by Ceres with insatiable hunger.

NEHEMESIS Goddess of
retribution.

ACHADAMANTHUS
Judge of the dead; Europa's son.

ERINYES Punish those who
disobey their parents!

EXPAND YOUR PUNDIT RANGE

1. ZEUS
2. ULYSSES
3. AEGEUS
4. SPARTACUS
5. NEPTUNE
6. ITHACA
7. BACCHUS
8. ERYMANTHUS
9. CUPID
10. THRACE
11. RHEA
12. OETA
13. HERMES
14. DRYAD
15. LETO

LATIN BROADENS
15 3 10 6 5 7 11 12 3 14 8 5 4
INTELLECTUAL
6 5 10 8 15 15 8 9 10 2 3 15
HORIZONS
13 12 11 6 1 12 5 4

HOW WELL DID YOU READ?

1. Military souvenirs
2. Bacchantes
3. Harpies
4. Homioids
5. Two
6. Obolisk in Piazza
of St. John Lateran
7. First day
8. Waitresses
9. John Milton
10. Red
11. Joy
12. West side
13. Curse of the
evil eye
14. St. Patrick

BUDDING GENIUS

1. Liberalia
2. Kitchen
3. Consul
4. Sine die--
without a
date
5. Nine
6. Orion
7. With stronger
reason
8. Hiatus
9. Incendo--
burn
10. Boudicca
11. Kalends

UNSCRAMBLING
FAMOUS LATIN SAYINGS

By Chris Winters, Latin IV student
at Carmel High School, Carmel, IN.

- F** CAVEAT EMPITOR
a) Make haste slowly.
E SUM CUIQUE
b) Ever upward.
H SEMPER FIDELIS
c) Divide and rule.
J PARES CUM PARIBUS
d) Time flies.
G MIRABILE DICTU
e) Let everyone have his own.
I IN MEDIAS RES
f) Let the buyer beware.
A FESTINA LENTE
g) Wonderful to relate.
B EXCELSIOR
h) Always faithful.
C DIVIDE ET IMPERA
i) Into the thick of it.
D TEMPEUS FUGIT
j) Birds of a feather...

DI IMMORTALES.

BUENUSHLA
AUBCCKP
CLLAGEGO
CCERETAL
HAJPHSOP
UNLUJDEG
STPPSNCHM
YUIGAVAI
ACTDFONTN
MNEPTUNE
SJRBUTSR
DFJMELOYV
JEWELSBHA

- D** & **B** Dei Familiae
A Rex Deorum
M Dea Amoris
I Dea Agriculturae
K Deus Solis
H Deus Maris
F Deus Initiorum
J Dea Sapientiae
C Regina Deorum
O Deus Vini
E Nuntius Deorum
L Deus Ignis
G Deus Belli
N Deus Amoris

- I** Head of bull with man's body
C Three-headed dog
K Half man and half goat
G Creature with nine heads
J Winged horse
H Gorgon with snakes for hair
E Part lion, goat and serpent
A Man with a hundred eyes
B Part horse and part man
L Woman's head and lion's body
F Winged defilers
D Whirlpool