

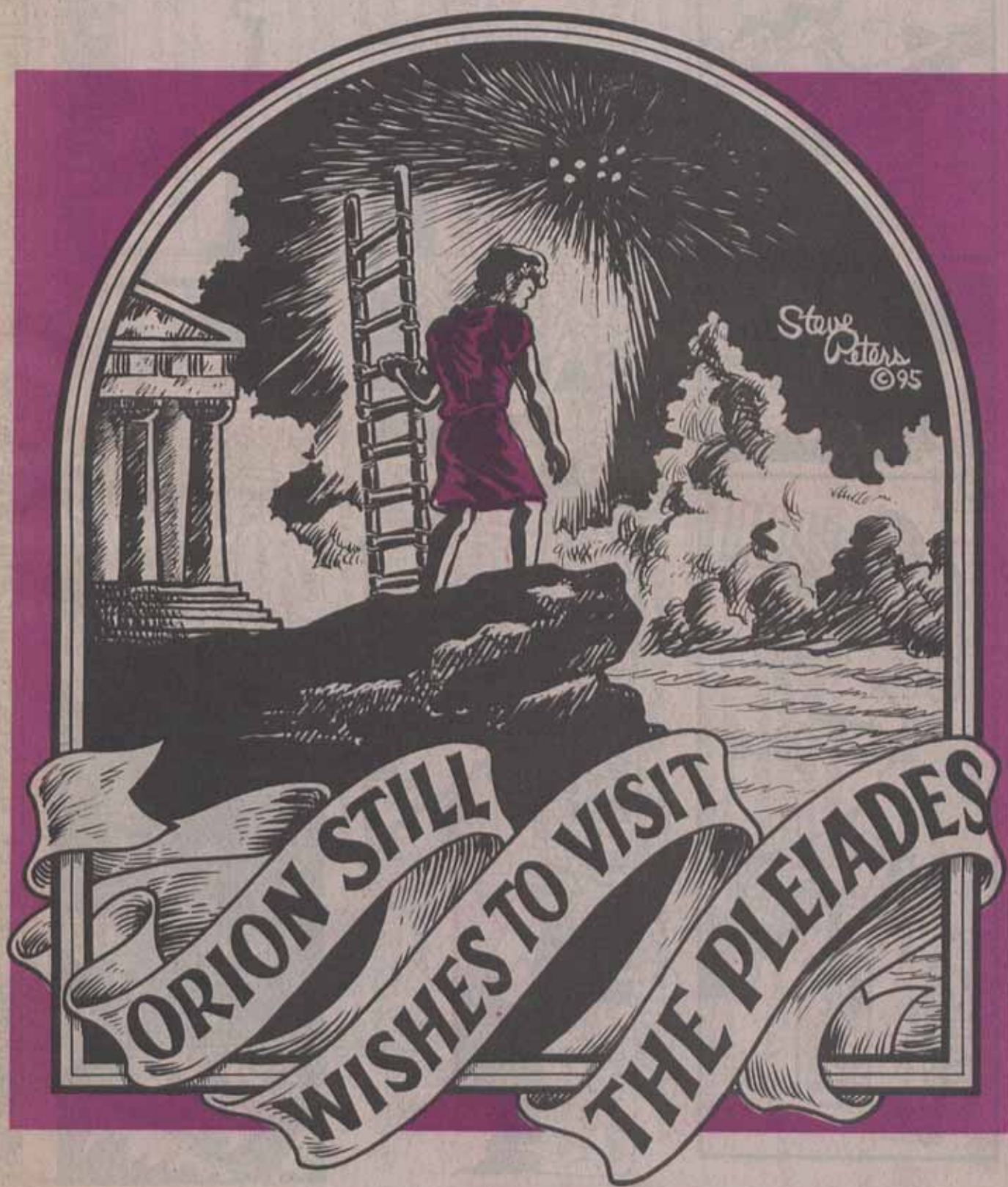
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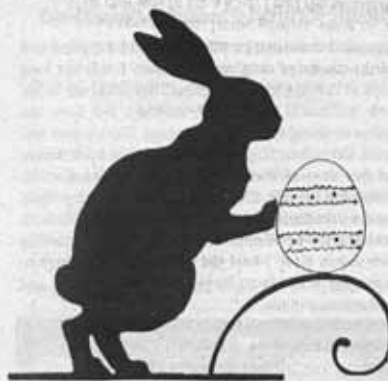


NEWSLETTER

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APR. A. D. MCMXCV





In leporum familia sunt pater et mater et sex filii. Filii nominantur Primus, Secundus, Tertius, Quartus, Quintus; sextus autem filius non nominatur Sextus, sed Lascivulus; nam assidue lascivit, se movet, currit, indocilis est.

Die Paschali, solus ambulat et ovum invenit. Ex ovo vox clamat, "Sum pulchra avis; in ovo vivo. Nidus meus ex arbusco cecidit. Estne pulchrum ovum meum?"

Lascivulus negat: "Ovum tuum non pulchrum est. Incolores est."

#### Focus on Pompeii

##### A Life Unearthed

By Ryan Caradonna, Latin II student of Dr. M. Colakis, Berkeley Preparatory School, Tampa, Florida

When Mt. Vesuvius erupted in A.D. 79, Pompeii was buried alive. Only a few survived. The city was encased in ash and lapilli. While this event was extremely tragic, it has also provided us with a fossilized town. Pompeii is still, for the most part, intact. It is like a living museum. Through excavation, scientists have unearthed a myriad of objects from pottery to cooking utensils. During one of the digs at a *caupona*, or bar as we would call it, a worker unearthed a small bundle of wax tablets, called a *pugillaria*. They are assumed to belong to the owner of the *caupona*, Marcus Caecilius Cimer.

What follows are recently published translations of some of the more decipherable entries.

*Pugillaria I. Pag. X.  
(prid. Id. Aug., DCCCXXXII A.V.C.)*

Today was not the usual monotonous day. There were high moments, low moments, and, well, just interesting moments. Breakfast was the usual: bread, fruit and a little new wine. The fruit was so ripe that I took it as a good omen for a wonderful day—until I discovered that six of my bronze cups were missing. I'll have to interrogate my slaves later about this. Work was the usual, too much complaining and not enough production. My *caupona* used to be the best on this side of town until my workers let that fact go to their heads. Now they are always bullying the customers for bigger *peculia*; and customers are beginning to be annoyed. Today alone I'll bet I had twelve complaints. I fear I'll soon be losing some business to my primary competitor, Marcellus. I just have to find some competent help. As usual, just as I thought I'd lose my mind, it was time to close. I only wish that the baths stayed open later. A thorough steaming in the hot room and a cold plunge would certainly help me forget my problems. I have to get up early tomorrow, so I content myself with a quick dinner consisting of some bread and a selection of seafood. I think I'll hit the sack. Maybe tomorrow will be better.

*Pugillaria I. Pag. XI.  
(Id. Aug., DCCCXXXII A.V.C.)*

Today was a tremendous day. Everything went right. As well as solving my problems, I had a great time. The morning was spectacular. In the garden, while eating a breakfast that was fit for a king, I had the wonderful opportunity of watching the sunrise. It was the most

(Continued in Pagina Secunda)

# Lascivulus Lepus

*Hanc fabulam Latine scripsit Genovefa Imme quae in Gallia vivit. Fabulam multo simpliciorem scripsit ad studentes legere Latine discere incipientes. Haec fabula primo edita est in M.A.S., Sept. A.D. MCMXCIV, p. XXI.*

Tum vox, "Ovum meum," ait, "ornal"

Lascivulus ovum pingit rubro Rheae colore et caeruleo Cyani colore.

Tum avis ei dicit: "Frigesco. Meum ovum calidum tene inter pedes tuos."

Lascivulus oboedit, dein dicit: "Volo adferre te ad cavum meum; sic nocte non eris frigidus."

Sed avis, "Nolo," ait, "in cavum intrare. Lepores in cavis vivunt, sed nos aves sub caelo vivimus."

Totam noctem Lascivulus vigilat et ovum calidum inter pedes ad pectus servat.

Mane avis "Nunc," ait, "volo ex ovo exire. Ovum meum in duas partes divide!"

Lascivulus unguibus ovum dividit.

Tum exit avis parva et macra et implumis. "Nonne sum pulchra?" avis rogat.

Lascivulus non audet eam maestam facere itaque non respondet.

Avis imperat: "Da mihi grana, nam esurio."

Lepus parvus adfert varia grana.

Ubi avis plumas habet et volare scit, lepus ad cavum suum redit.

Ab hoc tempore, dicunt lepores ova colorata ad Paschas liberis ferre.



#### The Resurgence of Latin Schools

[Editor's Note: Brentwood Latin School, an elementary school in Fort Wayne, Indiana, which features Latin in all phases of its instruction, was featured in the January 1995 issue of the Pompeiana NEWSLETTER (pagina prima, "Tuniced Toddlers Tackle Tenses"). Lea Ann Ozburn recently visited Kansas City, Missouri, where three more Latin-oriented elementary schools are flourishing. The following report of her visit first appeared in I.C.T.F.L. Accents, Vol. 7, no. 3, p. 15, under the title "Ab Ovo Usque Ad Mala," and is reprinted here with permission of the author.]

When I entered the front door of Garfield Elementary School in Kansas City, Missouri, the rubber door mat read "Leges, Stude, Excelle!" Across the small atrium, there was a statue of a woman of the type commonly seen in ancient Roman gardens. The sign above the statue read, "Can you name this Roman lady?" Taped on the wall around this sign were stories written by the students of Garfield School, each explaining a particular child's version of the Roman lady's name. Through one child's imagination, this statue was named "Apuleia." As I walked down the hallway, I saw on every door a laminated cardboard cut-out of a Greek vase on which the teacher's name was posted, prefixed by "Magistra" or "Magister." Between some of the doorways I saw floor-to-ceiling drawings of Roman gods and goddesses. At the end of the hallway, I finally reached the classroom where two instructors teach Latin to all the students in Garfield Elementary, from kindergarten through grade five. There I saw a

(Continued in Pagina Secunda)

#### Carpe Diem

By Jay Cohen, Latin III student of Nancy Tigert, Turpin High School, Cincinnati, Ohio

"Seize the Day,"  
was what he said  
to the boy whose many fears  
far outnumbered his very few years.  
Think of what you could do  
With "Seize the Day" as your clue.  
Find your task; pursue your dreams.  
You can do it all; you have the means.  
Don't let anything hold you back, not even me.  
Dare to aim higher, to reach what you cannot see.  
And when you are all done  
and you've had your great run.  
You will have no regrets  
because you met all challenges, darses, and bets.  
Just listen hard and remember every day  
Go for it all—  
Seize the day!

#### The Great Mosaic Project

By Magistra Betty Whittaker, Carmel Jr. H.S., Carmel, Indiana

The good news is that a classroom project worked. The bad news is that not all students completed the project in the time allotted. However, it is a project that I would use again in the classroom, and I will spend more time now looking for suitable drawings to have a greater variety of finished mosaics.



#### Student mosaic of a Roman deity

Before actually beginning the project, the class studied all the available mosaic pictures in their textbooks. They were then asked to bring the following supplies to class:

Glue stick, Scissors, A piece of cardboard

(Continued in Pagina Secunda)





## Focus on Pompeii

Continued a Pagina Prima

beautiful sight I had seen in a long time. The sky seemed to be unusually orange. As usual for early autumn, the air was cool and crisp. The bronze cups that were missing showed up. One of my servants, after washing them, had merely misplaced them. This was just a sign of greater things to come. I went to the theater today. As usual, the play stunk, but the gladiators fighting on stage during the intermission were incredibly skilled. My hero, Atticus, won. The battle was long and grueling, but he prevailed. The vanquished Cynus, however, fought so well that I, along with the rest of the crowd, decided to give him the old wave of the napkin and spare his life. On the way home, I ran into a *vena* named Iris that used to live next door to us when I was a child. She has grown into an extraordinary woman, and I was surprised to see her wearing sandals and gold earrings. She explained that she had recently been manumitted and was now trying to earn a living for herself in town. After chatting for a few moments, I asked if she was interested in working in my *caupona*. She agreed to try it out. I'll find out tomorrow if she's any good. I could sure use some competent help. I also asked her to come with me to the theater the day after tomorrow. She accepted my invitation. I just floated through the rest of the day.

*Pugillaria I. Pag. X.II*  
(a.d. XIX. Kal. Sept., DCCCXXXII A.V.C.)

Iris soared above all expectations today. I skipped breakfast so I could get to the *caupona* early and be ready for her, but, to my surprise, she was already there. After her orientation with my shop, we got to work. It is a good thing that she was competent, because, as usual, my other three workers were late. Not only was she prompt, courteous, and fast, but she was also beautiful; and, best of all, she set the tone by not hawking customers over the *peculia*, although I must say that nobody appeared to be stingy with her in that regard. I think we had more business today than the last three days combined. Things were going so well, in fact, that I decided to leave things in her competent hands and take a little time off to hit the Stabian Baths. After my final rubdown, I was in a great mood. It even seemed as if my *coquus* had worked extra hard to ensure that my dinner was delicious. I rewarded him by giving him tomorrow off. If tomorrow is half as wonderful as today was, I'll be more than content.

*Pugillaria I. Pag. X.III*  
(a.d. XVIII. Kal. Sept., DCCCXXXII A.V.C.)

Wouldn't you know it? Today was not half as good as yesterday, although it seemed that it would be when I woke up this morning. I was excited about the play today. It was a brand new Atellan Farce, or at least as new as these ever get. Things, for the most part, went down hill from then on. My *coquus* had already left for his day off and hadn't bothered to leave anything handy for my *lentaculum*; however, I forced my spirits to remain high. I met Iris at the *caupona*, and, after leaving one of my more trusted workers in charge, we made our way to the theater. The theater can seat thousands, and it seemed as if every seat was taken. While we were unfortunate in our seating, (we were not under the overhang), we were lucky because it was not a very hot day. In fact, it was quite pleasant. The play itself, though, was a bust. The masks that the actors wore were pathetic. On top of that, the script was poorly written, and the lines poorly delivered. Iris seemed to take this personally. Suddenly, I was aware that she seemed to be depressed. It wasn't anything she said, but her mood and actions certainly conveyed her feelings. After the play she claimed that she was "not feeling well." She wouldn't even go back to the *caupona* with me. Talk about things not boding well for the future!

These are the only segments of the writings that have been deciphered to date. Archeologists are hopeful that more *pugillaria* of this type will be unearthed at the same *caupona*.



## Latin Schools (Continued a Pagina Prima)

magnificent model of ancient Rome, a teacher-generated board game for Latin students, and a computer that offered a program to explain to parents why all students should study Latin.

Latin instruction began in 1989 at Garfield Elementary School, one of the Kansas City magnet schools. Two other magnet elementary schools in Kansas City also are designed as Latin Grammar schools. Latin instruction was initiated at Pinkerton School in 1988 and at George Washington Carver School in 1990. If the students wish to continue their study of Latin after elementary school, they have the opportunity to attend Martin Luther King Middle School, which is also part of the Latin magnet program. A Latin Grammar Task Force is currently investigating the possibility of establishing a magnet high school in Kansas City where Latin instruction could be continued.

At the three Latin grammar schools in Kansas City, Latin is taught for 15 minutes daily to kindergartners and first-grade students, for 20 minutes daily to the second- and third-grade students, for 25 minutes daily to fourth graders, and for 30 minutes per day to fifth graders. Teacher-generated materials are the nucleus of Latin instruction in Kindergarten through grade two. Marion Polsky's *First Latin* is used in third-grade instruction, and in the fourth and fifth grades, Oerburg's *Lingua Latina* and the Cambridge Latin Series are used. In all grades, however, the Latin instructors work closely with the classroom teachers.

## Follow the Leader

Roman boys played Follow the Leader while chanting in Latin, "*Rex erit qui recte faciet, qui non faciet non erit!*" Each boy would take a turn doing something more difficult in the hope that no one else would be able to do it, and he would become the all-time *Rex*.

## Parallel Lives

## Spartacus and Harriet Tubman

By Rana Zaki, Latin III Honors Student of Marianthe Colakis, Berkeley Preparatory School, Tampa, Florida

Many students who study Latin find it difficult to picture life in ancient Rome. They tend to think of the Romans as some distant people whose lives have nothing in common with ours. If, however, they were to take a closer look, they could find many parallels between ancient Roman history and early American history. One such parallel can be drawn between the leader of the slave revolt in Italy, Spartacus, and the American heroine, Harriet Tubman.

Slavery is a brutal practice that can, unfortunately, be found in the history of almost any civilization. In ancient Italy, for example, there were three slaves for every free man.

Spartacus was a Thracian slave who had been born into slavery. Like other slaves, he served as a household and plantation laborer. Like other slaves, he also suffered cruel treatment. Later on, upon discovering that Spartacus was very strong and able-bodied, Spartacus' master sent him to a gladiatorial school. After much inhuman treatment at the school, Spartacus decided that he could no longer endure being a slave. In 73 B.C. he led a slave revolt and took his followers inside the hollow mountain top of Vesuvius. There he trained his followers into an army of escaped slaves who ravaged the countryside and encouraged other slaves to join his movement. His force, which eventually numbered 90,000, defeated the Roman army seven times. Finally, in 71 B.C., his followers were defeated and crucified along the Appian Way between Capua and Rome. Because Spartacus felt sorry for anyone being held against their will, he did not harm the 3,000 Roman prisoners that he and his army had taken during their campaigns against Rome.

Like Spartacus, Harriet Tubman was also born into slavery. Tubman was born in 1821 in Bucktown, Maryland. The treatment of slaves in America at that

## Mosaic Project (Continued a Pagina Prima)

I supplied drawings for the base, and I supplied and cut the pieces of construction paper. I only cut long strips of varied widths which students could use to cut their individual tiles. Also, students did have the option of doing their own drawings. The project was worth 100 points: 50 points for classroom work during the five days of the project, and 50 points for the completed mosaic. The last night before the project was due, students were allowed to take them home to finish them if necessary. While students were working each day in class, I kept the discussion going back to imagining how slaves completed whole walls and atrium floors in tile.



## Mosaic Portraits

After all the projects were turned in, I allowed two of my other classes to learn about mosaics and then vote on the completed projects which they liked best. I gave extra credit points to the top three vote-getters. I also took pictures of each one and gave each student the extra print of each photo.

For a teacher who is generally very skeptical about class projects, this is one that I will try again. What makes it work is being able to control the size of the drawings and the amount of class time devoted to the project.

time was no different from their treatment in ancient Rome. They were treated brutally and made to work long hours in households and on plantations. They were often whipped and beaten savagely. Tubman worked hard and became tough, acquiring the strength of most men her age. Although she appeared to be physically strong, mentally she lived in fear. She was especially afraid of being sold to an owner farther south. This fear eventually prompted Tubman to escape when she was nineteen years old. She traveled by night, aided by the Underground Railroad. She continued to use this passage between the north and the south throughout the 1850's as she made repeated trips into slave territory to lead hundreds of other slaves to freedom and safety.

Slave owners became aware of her activities and were constantly on the lookout for Tubman. They offered large rewards for her capture, but they never succeeded in seizing her or any of the people who worked the Underground Railroad with her.

When the Civil War began, Tubman served as a cook, nurse, spy and guide for the Union forces. After the war, she managed a home for indigent and elderly blacks until her death. Tubman was buried with full military honors in 1913.

The term "hero" is often associated with someone who possesses super powers and performs amazing stunts. While they may not have possessed super powers or performed amazing stunts, Spartacus and Harriet Tubman were true heroes because of the ideals for which they lived and fought, and because of their desire to help others. Both Spartacus and Tubman had the opportunities to escape and forget their pasts, and simply to enjoy their personal freedom, but neither chose to do so. They both decided to turn back and help rescue others, even at the risk of their own lives.

## Io Lupercalia!

To break the monotony of the long winter months in Latin class, try celebrating Lupercalia.

One teacher explained to his classes that since it was Lupercalia, they could expect to be visited by the Goat Man who was, at that moment, sacrificing a goat on the Palatine. When the Goat Man arrived, the boys in the class were instructed to chant "*Caper, Caper*" until he

left, and the girls were to hold out their hands to be hit by the Goat Man's red "Good Luck Whip." The girls were guaranteed that it would not hurt.

The day before, the teacher had arranged for one boy from each class—one with a flair for the dramatic—to excuse himself inconspicuously at some point during

(Continued in Pagina Tertia)

## On Musical Talent and the Quality of Instruments

By John Zimmerman, Latin II student of Larry Steele, West Mid H.S., Norman, Oklahoma

As most people know, musical instruments have been in existence for thousands of years. Because I have been personally interested in instrumental music, I decided to study why certain people end up having a lot of talent and how the musical instruments themselves retain the quality of their sound or articulation.

I began my studies with the many stories handed down through the ages about musicians and musical instruments. From my studies I have determined that Apollo, a god of great beauty, determines who receives musical talent and who does not. For example, one story told how Apollo once challenged a satyr named Marsyas to a musical competition to prove that no one was a match for himself. Apollo, unfortunately, did not play fair. While Marsyas played the flute, Apollo competed using the lyre. Apollo had also added the condition that they would play their instruments while hanging upside down and sing at the same time. Since Apollo was playing a lyre, it was not difficult for him. Marsyas, however, found it impossible to play his flute while hanging upside down, and, of course, it was also impossible to play the flute and sing simultaneously.

Since another condition which Apollo had set for the competition was that the winner would be able to decide the fate of the loser, he had Marsyas flayed alive and then had his skin nailed to a tree.

Although Apollo won the contest, Marsyas was not totally forgotten. A stream flowed from the roots of the tree on which his skin had been nailed. Along the banks of this stream grew reeds which still sing softly when the wind blows. To this day the river is called Marsyas.

When Apollo chose the person to whom he would grant musical talent, he did not choose the immature or faint of heart. The ones he did choose grew to be great artists and musicians.

Concerning musical instruments, my studies revealed that it is Apollo himself who determines how an instrument retains its quality sound or articulation. A pipe organ, for example, gets its sound from the reverberation of Apollo himself inside the pipes. Apollo produces different quality sounds in response to what each musician requests. Even the organ builder is aided by Apollo as he shapes and locates each pipe. Apollo can thus control the resonance of the instrument.

My studies also revealed that Apollo controls the quality of music produced by brass instruments by exercising his special powers over the lips of the musicians, thereby enabling them to produce the different pitches needed.

In short, I have discovered that, despite our modern technological achievements, all musical sounds produced by any instrument are still a direct result of Apollo at work within the mechanisms of the instrument. Should an instrument malfunction, it must be considered as a bad omen being delivered by Apollo himself. Such an omen should be a warning to the musician that some change, either minor or life threatening, can be expected in the near future.

## Catullus XIII Illustratus

Much of classical literature can evoke very vivid images in the minds of the reader if time is allowed for the imagination to work. Adam Rosen, a Latin 4 student of Rowena Fenstermacher at Hackley School in Tarrytown, New York, let his imagination fly as he read and translated Catullus XIII.



*Cenabis bene, mi Fabulle, apud me paucis, si tibi di favent, diebus. —*

You will dine well, my Fabullus, in a few days at my house, if the gods favor you, —



*...tui Catulli plenus sacculus est aranearum.*

...for the little sack of your Catullus is full of cobwebs.



*...deus rogabis totum ut te faciant, Fabulle, nasum.*

...you will ask the gods that they make you, Fabullus, all a big nose.

## Orion and the Pleiades

Cover artist, Steve Peters, likes to challenge NEWSLETTER readers to think a little before they can fully appreciate his art. A reader familiar only with the story of Orion may miss the point of this month's cover which also requires a familiarity with the story of the Pleiades.

## "Mourning" Glory

By Jessica Stiles, Grade 7 Latin student of Gayle Hightower, Mansfield Middle School, Storrs, Conn.

Once upon a time there lived a young woman named Glory who was so beautiful that people came from miles around just to see her. Her skin was so fair and flawless that at night when she went out, everyone agreed that she outshone the moon itself. One night Artemis noticed Glory's beauty from her seat in her chariot. She also noted how everyone stared at Glory and not at the moon. Artemis became very angry.

The next day Artemis went to the town where Glory lived. She met a handsome young man and unveiled her face. "Have you ever seen a face more beautiful than mine?" she asked.

The lad replied, "Only Glory is as pretty as you."

Artemis became so angry that she killed the young man. The goddess immediately went to Mt. Olympus and complained to her father Zeus. He agreed that no mortal should be more beautiful than a goddess.

Zeus, however, was also taken with the beauty of Glory, and he was reluctant to destroy her; therefore, Zeus made Glory invisible so none could see her beauty. She tried to call out to her friends, but they all thought they were hearing a ghost and they always fled. Glory became very lonely. She wept and wept.

Finally, Zeus could take her piteous cries no longer, and he asked Demeter to turn Glory into a flower which all could see. And so, Glory was transformed into a pretty white flower. Although she shone like a little moon during the day, at night she was lonely and afraid, and she closed her petals to mourn.

People named the little flower the Mourning Glory because it was so sad at night. In the morning, however, Glory lost her fear and opened her petals wide. It wasn't long, therefore, before she became known as the Morning Glory instead of Mourning Glory.

## How Are You Doing In Latin?

Answer the 20 questions below, and then check the correct answers in Pagina Decima to see how well you're doing at your personal level of study.

Score	Latin I	Latin II	Latin III	Latin IV
20	Optime	Optime	Optime	Optime
19	Optime	Optime	Optime	Melius
18	Optime	Optime	Optime	Bene
17	Optime	Optime	Optime	Bene
16	Optime	Optime	Optime	Mediocriter
15	Optime	Optime	Melius	Mediocriter
14	Optime	Optime	Bene	Male
13	Optime	Optime	Bene	Male
12	Optime	Optime	Mediocriter	Peius
11	Optime	Melius	Mediocriter	Peius
10	Optime	Bene	Male	Pessime
9	Optime	Bene	Male	Pessime
8	Optime	Mediocriter	Peius	Pessime
7	Melius	Mediocriter	Peius	Pessime
6	Bene	Male	Pessime	Pessime
5	Bene	Male	Pessime	Pessime
4	Mediocriter	Peius	Pessime	Pessime
3	Mediocriter	Peius	Pessime	Pessime
2	Peius	Pessime	Pessime	Pessime
1	Peius	Pessime	Pessime	Pessime
0	Pessime	Pessime	Pessime	Pessime

- A *lucerna* would have been used: a) meridie, b) in agro, c) nocte d) in aqua.
- The vocative singular form of *Tullius* is: a) *Tullius*, b) *Tulli*, c) *Tolle*, d) *Tullis*.
- A *viaduct* is used to: a) channel water, b) cook food, c) deliver orations, d) travel.
- Video* is a \_\_\_\_\_ conjugation verb. a) 1st, b) 2nd, c) 3rd, d) 4th
- The *Regina Vianum* was the *Via* \_\_\_\_\_. a) *Appia*, b) *Latina*, c) *Flaminia*, d) *Aurelia*
- Julius Caesar would not have been able to visit the: a) *Via Appia*, b) *Tiber Island*, c) *Colosseum*, d) *Theater of Pompey*.
- The love of the Romans for public spectacles is evidenced by the Latin phrase *Panem et circenses*. a) *Ludi*, b) *Gladiatores*, c) *Præmia*, d) *Circenses*
- Rome was situated in: a) *Calabria*, b) *Latium*, c) *Etruria*, d) *Campania*.
- A Latin synonym for *contendo* is: a) *discedo*, b) *prohibeo*, c) *proprio*, d) *relinquo*.
- Caesar's *Seguana* is now called the: a) *Garonne*, b) *Rhine*, c) *Rhone*, d) *Seine*.
- Using a part to refer to the whole is called: a) *Synecdoche*, b) *Preterition*, c) *Metaphor*, d) *Antithesis*.
- When arrested, Catiline's fellow conspirators were placed in the: a) *Curia*, b) *Atrium*, c) *Rostra*, d) *Tullianum*.
- The Romans borrowed many ideas about how their deities looked from the: a) *Persians*, b) *Greeks*, c) *Gauls*, d) *Egyptians*.
- In the *Pro Archia* Cicero spoke strongly in favor of: a) lower taxes, b) liberal education, c) strict military discipline, d) stopping corruption in the provinces.
- One faction of the Senate tried to ameliorate the living conditions of Rome's lower classes. a) improve, b) remove, c) aggravate, d) affect
- The house of Augustus on the Palatine: a) covered the entire hill, b) was known as the *Domus Aurea*, c) was small compared to the homes of later emperors, d) was designed to resemble a shepherd's hut to echo Rome's pastoral beginnings.
- Mediolanum*, the usual home of the emperors of the Western Empire after the time of Diocletian, was located in what is now: a) Spain, b) Italy, c) Austria, d) France.
- According to tradition, Homer was: a) Egyptian, b) unable to walk, c) left-handed, d) blind.
- A monster that was encountered by both Ulysses and Aeneas was: a) *Medusa*, b) the *Minotaur*, c) *Polyphemus*, d) the *Hydra*.
- The Latin phrase *Carpe Diem* is generally attributed to the Roman poet: a) *Vergil*, b) *Horace*, c) *Martial*, d) *Ovid*.

## Io Luperclia (Continued a Pagina Secunda)

the period, and then to change into a special festival tunic and don an oversized cardboard goat mask that the teacher had prepared. Suddenly, in the midst of the lesson, there at the door was the Goat Man who entered to the chant of "*Caper, Caper*" and quickly made the rounds tapping all the girls' hands with his whip made of red cloth tubes filled with talcum powder, and saying, as he hit each extended hand, "*Fecunda sis!*"

Then, just as suddenly as he had arrived, the Goat Man was gone, and a Luperclia memory had been created.





*Cara Matrona,*

I have an unusual problem for which I need help. I am a young mother who has already given birth to two children. Sometimes I still feel like a child myself, but when I look at myself closely in my *speculum*, there is no denying that I am losing my hair. Before long I'm afraid I will become the laughing stock of my neighbors when they realize that my *maritus* has more hair than I do.

*Matrona*, I have always treated my hair with great care. I have it washed by my *cubicularia* and, when I'm not with my *maritus* in the privacy of our *cubiculum* I always keep it fixed in a tight bun like a respectable *matrona* should.

*Matrona*, is there anything that you know of that I can do to prevent myself from going completely bald?

*Calva, Capuae*

*Cara Calva,*

So far as I know your loss of hair probably has nothing to do with anything you did or didn't do. Some people, *et viri et feminae*, simply seem to lose their hair.

The most obvious solution I can offer to avoid being seen as a *calva* is to supplement your natural hair with false hair pieces woven into place by your *cubicularia*. This is something that only you and your *cubicularia* would know about.

You can also have your *cubicularia* obtain some permanent stain to color the skin that is beginning to show through where your hair is thinning.

Neither of these approaches will, of course, prevent your continued hair loss. If you are interested in actually helping your hair to grow back, you will have to begin using some of the remedies which are available to encourage hair growth. I must caution you, however, that these remedies are not always pleasant to use, and may be offensive when you discover what ingredients are used to prepare them. If, however, you are as desperate as you seem, you shouldn't mind.

I'm going to give you a rather simple recipe that I have come across, one which does not call for the use of bear fat which may be a little difficult to obtain on a regular basis. You probably have most of the ingredients needed on hand already, but you should instruct your *cubicularia* to obtain large enough quantities of *laserpicium* and rat dung to keep on hand so that once you start your treatment program, you will have a constant supply.

Mix a batch of wine, saffron, pepper, vinegar, *laserpicium* and rat dung. Mix only as much as you will use in one sitting, so that you are always applying a fresh batch to your head. Before the mixture is applied to the thinning spots on your head, your *cubicularia* should treat those spots with soda to prepare them to accept the mixture. Once the mixture is applied, have your entire head tightly wrapped for several hours to give the mixture a chance to work. Repeat the process daily. If you don't see any new hair growth within a month or two, you may want to try and locate bear fat and begin to add this to your mixture also.

If neither of these mixtures work, you may want to consider "going blonde" as this will make the scalp showing through your hair less noticeable. There are several dyes available ranging from the least expensive *sapo* to the most expensive imports called *spuma Batava*, *Chattica* or *Mattica*. If you decide to go blonde, be sure to supplement with the excellent false blonde hair pieces that are currently being imported from Germany.

*Bene tibi sit!*

## Ad Limina Apostolorum

By Frank J. Korn

The "Eternal City," the "City of Seven Hills," the "See of Peter" are but a few of Rome's numerous pseudonyms. Still another might be "Cemetery of the Apostles," for the mortal remains of nine of them—eight of the original twelve plus Paul, who was conceded apostolic rank and prominence by the early Church—seem to have found their resting places in Rome.

As early as the first century, pilgrims began to stream toward Rome to pray at the graves of the men who walked with Christ, who set out soon after the events of that first Good Friday to preach the gospel, who became the first bishops of the institutional church.

It has long been maintained by the Church of Rome that Peter, the "Prince of the Apostles," established the Christian community in the imperial capital, that he was martyred in Nero's circus in the Vatican meadows, and that he was interred in a potter's field just beyond the race course. Extensive and intensive archaeological detective work beneath St. Peter's Basilica from 1939 well into the 1960's led to the discovery of what are widely accepted to be the bones of the Fisherman of Galilee.

St. Peter's Basilica also houses the tomb where rest together the Apostles Jude and Simon the Cananean. They were thought to have preached together throughout Syria and Mesopotamia. After these travels, they went on to Persia where they shed their blood for the cause.

Paul, originally Saul of Tarsus, met his death in Rome by decapitation, out on the road to Ostia. The site of his burial was marked and preserved by the early believers. Over this site, not long after the Edict of Milan, Constantine raised a great church, the venerable edifice known by the poetic name of "St. Paul's Outside the Walls."



The Basilica of St. Paul's Outside the Walls

To reach the tomb of the apostle Bartholomew, one must cross over the age-worn *Pons Fabricius* onto the small and congested little island in the Tiber. Here beneath the central altar of the church named for him, in a large sarcophagus flanked by ever-burning lamps, reposes the body of "St. Bart," as the British affectionately call him.

One of the most widely traveled of the twelve, Bartholomew took the gospel to such remote corners as India, Africa and Armenia. The modern name of the district where he died is *Azerbaijan*. His relics were transferred to Rome in the fourth century, most likely by the devout Empress Helena.



The Church of St. Bartholomew on the Tiber Island

The apostle Matthias also toiled for a time in the spiritual vineyards of Armenia. Chosen as the replacement for the betrayer Judas Iscariot, he later went to Damascus. Some accounts have him dying at Phalcaon in the province of Judea. Other sources suggest Jerusalem as the place of his martyrdom at the hands of an angry mob.

Helena again seems to have directed that an apostle's holy remains be removed to Rome. Their final destination was to be the crypt below the papal altar of the Basilica of *Santa Maria Maggiore*. There is a dramatic effigy of Pope Pius IX kneeling before the tomb of St. Matthias.

Dismemberment of saint's bodies so that relics might be distributed to a greater number of churches became a common practice during the early centuries. Thus it is that some of Matthias' relics can also be found in the city of Trier in Germany.

The church of the *Santi Apostoli*, not far from *Piazza Venezia*, contains the bodies of Philip and James the Less, placed there in a marble sarcophagus by Pope Julius I (337-352). The apse of this church features a painting by *Muratori* depicting their martyrdom.

A highly regarded biography, written in Greek, of the apostle Andrew has him journeying to the foothills of the Caucasus Mountains to spread the Good News, thence to Byzantium and finally on to Greece, a country with which his memory is still loosely associated. At Patros his sermons incurred the wrath of the provincial governor who ordered the apostle crucified.

When Constantine, the son of Constantine, himself became emperor, he exhumed the body of Andrew and had it moved to the Church of the Holy Apostles in Byzantium. In 1460, during a Turkish invasion, the relics were taken to Italy for safe keeping. While the head of St. Andrew was returned by Pope Paul VI in 1964 to the Episcopal See of Patros, a substantial portion of the remains are still venerated high atop the breezy Quirinal Hill in Bernini's architectural masterpiece, the Church of St. Andrew.

There is a church regulation that requires every diocesan bishop throughout the world to come to Rome at least once every five years to give a report on the state of his local church. Such visits are called *Ad limina Apostolorum*, or, "To the thresholds of the Apostles." In light of all the apostolic entombments in Rome, the phrase is much more than a mere metaphor.

## The Story That Jack Told

By Tommy Rung, Melissa Grones, and Becca Davis, Latin II students of Bo Lawrence, St. Joseph H.S., Victoria, Texas

This is the restaurant that Jack built. This is the aperture to get into the restaurant that Jack built. This is the obsequious waiter that waits in the opening to the restaurant that Jack built. This is the loquacious couple served by the subservient waiter through the opening to the restaurant that Jack built. This is the query asked by the talkative couple served by the subservient waiter through the opening to the restaurant that Jack built. The waiter has prescience to the question asked by the couple served by the subservient waiter through the opening to the restaurant that Jack built. He pretended to make a conjecture not using his foresight to answer the

question asked by the couple served by the subservient waiter through the opening to the restaurant that Jack built. The hortatory couple exhorted the waiter to answer the question asked by the couple served by the subservient waiter through the opening to the restaurant that Jack built. The waiter was magniloquent and used big words because he was urged to answer the question asked by the couple served by the subservient waiter through the opening to the restaurant that Jack built. The couple was credulous and believed the answer given by the waiter asked by the couple served by the subservient waiter through the opening to the restaurant that Jack built.

## Proelium Supremum

By Jona delà Cruz, Dana Johnson, Bridget Martin, Lynda McIntosh, Nolana O'Connor, Karl Ulan, and Tina Wilhelmsson, Latin I students of Judith A. Granese, Valley H.S., Las Vegas, Nevada

(On Olympus)

**Jupiter:** 'Tis truly an eve of wonder. The heavens lie vast in knowledge, their stars majestic in their ways, an entire domain untouched by the impurity of both the admired and despised gods of mankind. 'Tis sacred ground, spoken of only in hushed awe, and, yet, tonight its hidden powers all me.

**Venus:** Jupiter, my lord, what is it that troubles you so? In all my years of service unto you, I have not seen you in such a state.

**Jupiter:** I know not, Venus. I only know that our reign as the all-powerful gods of Rome no longer goes unquestioned.

(In the Underworld)

**Pluto:** Hercules, what power hast been given unto you that you can summon the god of the Underworld from his bed chamber with no prior notice?

**Hercules:** Forgive me, my lord Pluto, but I bring good news. Word has come back from Mars, and he has settled. All is ready. We await only the command from your majesty.

**Pluto:** Excellent. And this planet he has acquired... it will serve our purposes?

**Hercules:** Yes, my lord, the planet is of stable condition, and shall accommodate our needs. *(Hercules lowers his head in acknowledgment of the hesitant figure emerging from the shadows, and in his voice he manages to disguise the hatred visible in his eyes.)* My Queen.

**Pluto:** *(Spinning furiously to meet the object of Hercules' gaze)* Fool, she has no power here. Her presence is not one of royalty, but merely of service unto me. Is that not right, Juno?

**Juno:** Yes, my lord.

**Pluto:** Juno, prepare thyself and return unto your husband. Seek out any knowledge of our plans from him. Bring your report with you upon returning on tomorrow's eve.

**Juno:** Yes, my lord. *(Juno disappears into the shadows.)*

**Hercules:** Pluto, is it wise to speak a word of our plans unto Juno? Despite your illicit friendship, and her sworn loyalty unto you, she is still the wife of Jupiter. What hast thou told her?

**Pluto:** You doubt my judgement, Hercules?

**Hercules:** No, my lord. I only...

**Pluto:** She knows only what I have spoken unto her, and nothing more. Now, if that is all that thou bringest unto me,...

**Hercules:** Begging your pardon, my lord, but I am no more a mere messenger than thou art a servant! Why hast thou denied me the power that thou hast granted Mars? Am I not he who first discovered the planet? Am I not he who distracted Jupiter so the planet could be acquired without his

knowledge? Why is it that now thou turnest thy back on my request to lead in our mission?

**Pluto:** *(Laughing)* Surely you jest. The gods have looked kindly upon you Hercules and granted you strength that few do exceed; yet, you are no more a god than Juno is my queen. Your work shall be looked upon when I overtake the throne of Jupiter. Until that time your services unto me shall remain limited. And now, if that be all, I wish to be alone. Be gone, and return not until you are summoned.

**Narrator:** With that, Hercules left the Underworld with a burning desire to destroy Pluto in the name of pride and revenge. With the knowledge he had, he was more of a threat to Pluto than anyone else was. It disturbed him that he was denied the respect he deserved. As far was Hercules was now concerned, the war had just begun. He immediately set out in search of Mercury.

(On earth)

**Hercules:** Mercury, harken unto my command. Seek ye out Juno and slow her ascent unto Olympus. I must reach Jupiter before she does.

**Mercury:** Has this to do with our lord Pluto?

**Hercules:** Do as I command, Mercury. Speak of it to no one, and your life shall be spared upon the fall of Pluto and all those who mistakenly choose to follow him.

**Narrator:** Frightened by the strength and persistence in Hercules' voice, Mercury did as he was told, allowing the time needed for Hercules to reach Jupiter while the king was still alone; however, before Hercules could make his way to Jupiter, he was stopped by Athena. In his rush to address Jupiter, Hercules slighted Athena by telling her he didn't have time to talk because he had urgent news for Jupiter. In her anger, the goddess had him seized, dragged into Jupiter's throne room and thrown at his majesty's feet.

(On Olympus)

**Athena:** My lord, I apologize for the disturbance, but upon discovering this creature, he begged me for a word with you. He claims he is the bearer of urgent news.

**Jupiter:** Thank you, Athena. You may now leave.

**Hercules:** Please, my lord, but what news I bring unto you will also be of interest to Athena. Her strength and wisdom may prove useful to you in this matter.

**Narrator:** Hercules proceeded to tell Jupiter and Athena of Pluto's plan to overthrow the mighty council of the Olympic gods, and to re-establish it from afar in his own name. Hercules told of the planet which Mars now inhabited awaiting orders from Pluto.

He spoke of Vulcan and Prometheus and of their help in organizing the conspiracy, and finally, he cautiously mentioned Queen Juno and her secret relationship with the god of the Underworld.

**Jupiter:** Thou speakest lies! Athena, fetch my wife, and bring her to me. Let her words condemn this servant. Then she shall punish him for the wrong he has brought upon her name.

**Athena:** As you wish, my lord.

*(As Athena turns to leave, Juno carelessly throws open the doors to the throne room and waltzes in. She stops cold when she sees Hercules, and the guilt in her eyes does not go unnoticed by Jupiter.)*

**Jupiter:** Athena, remove this treacherous woman from my sight, and make sure that she never again can make her way to the Underworld.

**Athena:** Yes, my lord.

**Jupiter:** Hercules, summon Venus, Vesta and Diana. They shall all await my arrival, prepared and set for battle. I shall return.

**Narrator:** With that, Jupiter started his long journey to the kingdom of Neptune, the peace-maker of the gods. Neptune was wise in experience and age, and had served many years as a counselor unto Jupiter. Their friendship was strong in faith, and their loyalty to one another remained untainted.

(Under the sea)

**Jupiter:** Neptune, my friend, I beseech your strength, courage and love of mankind. Your loyalty to Olympus is this day recognized, and your rewards shall be great.

**Neptune:** You speak, my lord, of the actions undertaken against you by Pluto?

**Jupiter:** I do, and, as you are aware, there is a chance I may not succeed in defending the power of the Olympic council. I have become aware of some unfavorable omens. Mankind's faith in the gods is fading, and as it fades, so does our strength. You, however, remain unblemished in their eyes—a quiet ruler of a domain not yet explored. This truth now makes you responsible for our reputation and our very existence. Use your skills to protect your kingdom under the sea and try to maintain your rule as the last of the Olympic gods.

**Neptune:** I shall do as you wish, my lord. Your name shall not be forgotten, and the treasures of Olympus shall be preserved in the caverns of my domain. I shall not fail you.

**Narrator:** The battle of the gods, the *Proelium Supremum*, raged for forty days and forty nights. The skies had never seen such fury. The blaze of the conflict outshone the sun. When the battle was over, there was no real victor, and, as though by mutual consent, the contestants followed the lead of Mars and sought planets of their own on which they could reside now that the Olympic council was no longer in existence.

## Villa Stephani, Brundisio

By Stephanie Rahorn, Latin I student of Donna Wright, Lawrence Central H.S., Indianapolis

Salve,

I, Stephanus of Brundisium, wealthy Roman senator, own a sumptuous country villa in the bread basket of the Roman Empire on the Italian Peninsula. Recently acquired from Greece, this land is famous for its fertility and success in producing top quality crops.

My *villa rustica* is located several miles north of the city of Brundisium on a flat stretch of land, bordered on one side by the sea and on the other side by the *Via Appia*, a new road which will revolutionize travel in *Italia*. The road begins in Rome and will run all the way through the city of Brundisium, stopping at the port.

My house follows the style of the Corinthian age, with finely carved columns, multi-colored marble floors, statues of gods and philosophers, and magnificent mosaics. Finely styled gardens and a swimming pool are kept up for the delight of the guests who come down on *feriae* for lavish parties.

On my land I raise sheep and long-eared goats. Using the milk, I produce soft cheese, and the meat is sent to

my kitchens and is sold to various houses in the city.

I also produce a variety of agricultural crops including wheat, grapes, olives and artichokes. Fine wines and olive oils are produced on the land and sent abroad along with apples and pears from my orchards.

It takes many slaves to keep up such a fine house. I have a *familia rustica* of twenty-five slaves working in each of five major areas. One set in the house, one in the orchards, one tending the flocks and the last two sets in charge of the grape vines and the olive trees. I also always bring an extra set of my personal slaves from my city house in Rome to help with the work in the *villa rustica* in the summer.

During the next *feriae*, I will be hosting a party. Come, if you like, and bring your friends. There will be plenty of singing and dancing, exquisite accommodations, fine baths and swimming available. We will be having athletic competitions and discussions about philosophy. If you like goats' cheese, lamb, consular wine, fine olive oil and stewed fruit, you won't want to miss it.







- I. NON POTES EFFICERE UT COR ALIQUEM AMET, Georgus Fretum
- II. HAEC FEMINA ET HIC VIR, Argilla Ambulator
- III. OPORTET TE ESSE, Des Re
- IV. AMOR NOS VIVOS HABEBIT, Aquilae
- V. IN CASA LAPIDEA ET LUCIDA, Martinus Pagina
- VI. DIES DULCISIMI, Vanessa Guillelmi
- VII. SUM UNA SOLAQUE, Melissa Aether-iugum
- VIII. HAEC LUSIO PARVA QUA LUDIMUS, Subvia
- IX. LICETNE MIHI TECUM MANERE? Carina Alba
- X. AMOR DIVULGITUR, Rosae Lapideae

### Animal Cryptoquip

Submitted by Hillary Barrowman, Stacy Butler, Leslie Neeland and Blaine Hentz, students of Teresa Casey, Montgomery Academy, Montgomery, Alabama.

Decipher the following Latin animal names. Then translate the Latin words into English. Here's a hint to help you figure it out: every time "Z" appears, replace it with "E", and every time "Y" appears, replace it with "O".

LATIN	ENGLISH
1. CYT	
2. AQSXT	
3. LZOZT	
4. VQSO	
5. ZEWWT	
6. QEWXOO	
7. TZVUZST	
8. UXTAXT	
9. KWT	
10. OZY	

### Classic Couples And Their Children

Submitted by Libby Navarro, student of Polly Rod at Tuller School, Tucson, Arizona.

Match the following couples from mythology with their offspring.

- |                          |             |
|--------------------------|-------------|
| 1. Oedipus and Jocasta   | A. Pleasure |
| 2. Calliope and Apollo   | B. Pegasus  |
| 3. Tereus and Procne     | C. Minos    |
| 4. Pasiphae and the Bull | D. Ismene   |
| 5. Poseidon and Medusa   | E. Paphos   |
| 6. Cupid and Psyche      | F. Orpheus  |
| 7. Europa and Zeus       | G. Minotaur |
| 8. Pygmalion and Galatea | H. Ilys     |

### Latin Words and Phrases

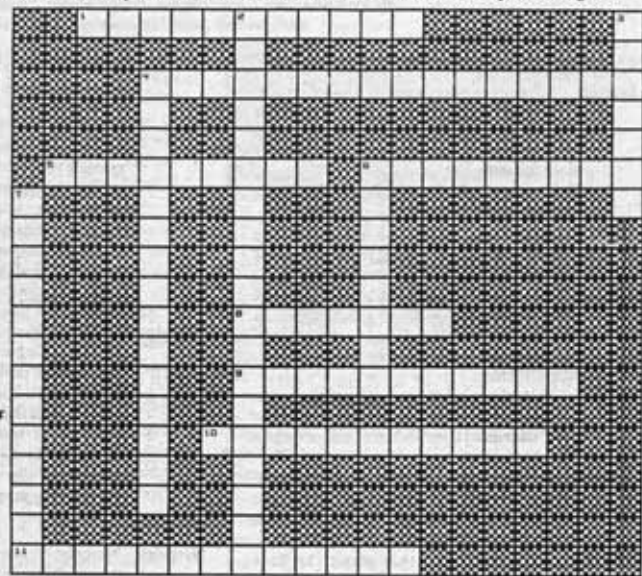
By Timothy Wigger, Latin II student of Darrel Huiskens, Covenant Christian H.S., Grand Rapids, Michigan

#### ACROSS

1. we can't
4. work conquers all
5. extemporaneously
6. without offspring
8. know thyself
9. work and pray
10. time flies
11. always prepared

#### DOWN

2. knowledge is power
3. per day
4. love conquers all
6. he wrote (it)
7. always faithful

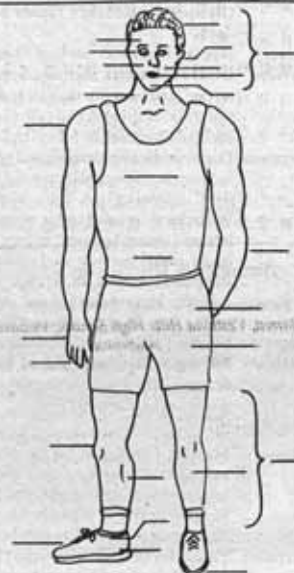


### Partes Corporis Hominis

Submitted by Tamara DeMeester, Latin I student of Mr. Darrel Huiskens, Covenant Christian High School, Grand Rapids, Michigan.

Write the letter of each Latin word next to the correct part of the body.

A. Manus	N. Umerus
B. Pes	O. Auris
C. Crus	P. Cals
D. Stomachus	Q. Frons
E. Digitus	R. Genu
F. Nasus	S. Pectus
G. Digitus	T. Collum
H. Talus	U. Caput
I. Gena	V. Coxendix
J. Ulna	W. Tibia
K. Oculus	X. Sura
L. Capillus	Y. Femur
M. Mentum	



### Barnyard Blowout

Submitted by Katie McCarthy and Gina Shelton, Latin I students of Nancy Tigert, Anderson High School, Cincinnati, Ohio.

Fill in the blanks with the English translation of the Latin word. Then, transfer the letters in the brackets to the blanks below which answer the question, "What did the farmer say when he lost his tractor?"

1. campus
2. faeni meta
3. agricola
4. frumentum
5. ager
6. villa
7. animalia
8. rus
9. holus
10. fundus
11. granarium
12. messis
13. instrumenta
14. vacca
15. ager horrei



### PICTURAE MOVENTES

- I. PICTURA MOVENS DE CATERVA BRADEA
- II. CAUSA IUSTA
- III. PONDERA GRAVIA
- IV. GUILLELMULUS MADISONENSIS
- V. EI QUOS VENANTUR
- VI. MORTUI AMBULANTES
- VII. VIVI ET MORTUI
- VIII. GEORGI REGIS INSANIA
- IX. QUI IN EADEM CAMERA COHABITANT
- X. RHAPSODIA MIAMIENSIS

## LATIN ANALOGIES

113

Submitted by Luke Gerwe, Latin I student of Mrs. Nancy Tigert, Turpin H.S., Cincinnati, Ohio.

Choose the best of the four answers and write its letter in the blank provided.

- agricola: ager as \_\_\_\_\_  
a. poeta: terra  
b. rex: regnum  
c. domus: dominus  
d. auriga: mare
- quattuor: octo as \_\_\_\_\_  
a. tres: quattuor  
b. quindecim: triginta  
c. tredecim: septendecim  
d. novem: duodecim
- parva: magna as \_\_\_\_\_  
a. ultimus: vicinus  
b. pulchra: turpis  
c. viva: vita  
d. tacitus: turbidus
- unus: primus as \_\_\_\_\_  
a. viginti: vicesimus  
b. duodecim: duodevicesimus  
c. undecim: ducentisimus  
d. nongenti: nonus
- vocabat: audiebat as \_\_\_\_\_  
a. rego: moneo  
b. spectabitur: capite  
c. amanti: habent  
d. pugnavit: portaverunt
- folia: arbor as \_\_\_\_\_  
a. tardus: stultus  
b. trepidus: vulneratus  
c. saevus: ferus  
d. flamma: ignis

## Numeri Romani

114

Submitted by Elizabeth Peterson, Latin II student of Darrell Hultken of Covenant Christian High School, Grand Rapids, Michigan.

Match each Roman numeral with its Latin cardinal number

- |           |              |          |
|-----------|--------------|----------|
| 1. _____  | undeviginti  | A. I     |
| 2. _____  | novem        | B. V     |
| 3. _____  | septuaginta  | C. IX    |
| 4. _____  | quadringenti | D. XIII  |
| 5. _____  | triginta     | E. XIX   |
| 6. _____  | unus         | F. XVI   |
| 7. _____  | centum       | G. XX    |
| 8. _____  | sedecim      | H. XXIX  |
| 9. _____  | mille        | I. XXX   |
| 10. _____ | ducenti      | J. XL    |
| 11. _____ | quinque      | K. L     |
| 12. _____ | nonaginta    | L. LXX   |
| 13. _____ | viginti      | M. XC    |
| 14. _____ | sescenti     | N. C     |
| 15. _____ | quadringenta | O. CC    |
| 16. _____ | quingenti    | P. CCCC  |
| 17. _____ | nongenti     | Q. D     |
| 18. _____ | tredecim     | R. DC    |
| 19. _____ | undetriginta | S. DCCCC |
| 20. _____ | quinguenta   | T. M     |

## Important People And Places Of Ancient Rome

115

Submitted by Bill Milliken, student of Cynthia Ware, Conestoga High School, Berwyn, Pennsylvania.

Match the following people and places with the descriptions.

- Comitia
- Rostra
- Curia
- Temple of Vesta
- Colosseum
- Temple of Saturn
- Amphitheater
- Via Sacra
- Tiber
- Palatine
- Romulus and Remus
- Sallust
- Catiline
- Cicero
- Basilica Julia

## LOOKING FOR VERBS

116

Submitted by Amy Sun, Latin student of Miss Diggins, Tower Hill School, Wilmington, Delaware.

Find the Latin verb forms in the word search for the following:

- I will walk
- I had been
- He did live
- They love
- I will have shouted
- I am
- We will have fought
- I am seen
- You were being saved
- She had made

VNZUKBRHIGHTAAIWOO  
RHAMBULABOEVEEENRM  
PLKBRBLBEHLAMANEND  
OHMUSACILATELOVYEO  
NGCIAKGTTSPTNAMAGF  
SGUFUERAMKNOMLUPOE  
MEHNDREPRETAOLDUDC  
LVRHTENIOULWOODIDYE  
HNCVHOLTYCNTUUPHSR  
GNAGADNUGLYEGOAWSA  
RVSHGBEREDVRITIAET  
GBPUGNAVERIMUSHVSA  
PAIDIVWROLDONWGNPV  
NRLELEPTIDEGBQMOWE  
OLIVNWTRSSOWVPNSEM  
RMTBRNLSLGHRRQLIEBO

## America's Erstwhile Pasttime

117

Submitted by Wei Zhou, Latin II student of Ms. Barrett, Vestavia Hills High School, Vestavia Hills, Alabama.

Match the following cities with the nicknames of baseball teams played there.

- |           |               |                          |
|-----------|---------------|--------------------------|
| 1. _____  | New York (N)  | a. Indi                  |
| 2. _____  | Minnesota     | b. Patres                |
| 3. _____  | Cincinnati    | c. Tibialia Rubentia     |
| 4. _____  | Atlanta       | d. Nautae                |
| 5. _____  | Boston        | e. Gigantes              |
| 6. _____  | California    | f. Catuli                |
| 7. _____  | Los Angeles   | g. Tigres                |
| 8. _____  | Texas         | h. Expositiones          |
| 9. _____  | San Diego     | i. Athletici             |
| 10. _____ | Baltimore     | j. Fortes                |
| 11. _____ | St. Louis     | k. Ianqui                |
| 12. _____ | Toronto       | l. Piratae               |
| 13. _____ | Philadelphia  | m. Regli                 |
| 14. _____ | New York (A)  | n. Rubri                 |
| 15. _____ | Chicago (N)   | o. Icteri Galluli        |
| 16. _____ | Oakland       | p. Cyanocittae Cristatae |
| 17. _____ | San Francisco | q. Angeli                |
| 18. _____ | Chicago (A)   | r. Astroholi Incolae     |
| 19. _____ | Milwaukee     | s. Cardinales            |
| 20. _____ | Montreal      | t. Equites               |
| 21. _____ | Cleveland     | u. Metropolitae          |
| 22. _____ | Pittsburgh    | v. Gemini                |
| 23. _____ | Detroit       | w. Philadelphi           |
| 24. _____ | Seattle       | x. Elusores              |
| 25. _____ | Houston       | y. Tibialia Alba         |
| 26. _____ | Kansas City   | z. Fermentatores         |

- River that Rome is located on
- Was able to be flooded for naval battles
- Stored the treasury for Rome
- Senate meeting house
- The first site of the founding of Rome
- Founders of Rome
- Assembly area
- Platform for political speeches
- The sacred road
- Most sacred temple in Rome, site of the eternal flame
- A place for games and shows
- Novus Homo in Roman government
- Used archaism in his historical writings
- Largest Basilica in the forum
- Tried to overthrow the Roman Republic



118

- MUSICA EX FINIBUS, Robertus Iacobus Murator
- LACUS VITREUS, Maeva Binchea
- VILLAE MIMOSAE RES ARCANA, Elisabetha Adler
- CARMEN DOMESTICUM, Lavirla Dispensatrix
- SOORES, Carolina Salina
- COR FURIBUNDUS, Shiela Salvior
- DISCIPLINA EORUM QUI MERCATUM DUCUNT, Michael Treacus et Fredericus Viersema
- ACETUM COLLIS, A. Manetta Et Dic
- CANISLUPUS, Aldenus R. Plaustrarius
- ZOAE DONUM, Shiela Faena

## Cities of The Roman Empire Found In The Book of Acts (King James Version)

119

Submitted by Laura Kamps, student of Darrell Hultken, Covenant Christian High School, Grand Rapids, Michigan.

Using the blanks, fill in the name of the city from Roman times which would be found in the verse given from the book of Acts in the New Testament.

- Acts 14:8 \_\_\_\_\_ t \_\_\_\_\_
- Acts 18:24 \_\_\_\_\_ h \_\_\_\_\_
- Acts 1:4 \_\_\_\_\_ c \_\_\_\_\_
- Acts 20:4 \_\_\_\_\_ r \_\_\_\_\_
- Acts 16:11 \_\_\_\_\_ o \_\_\_\_\_
- Acts 28:16 \_\_\_\_\_ m \_\_\_\_\_
- Acts 18:24 \_\_\_\_\_ a \_\_\_\_\_
- Acts 11:20 \_\_\_\_\_ n \_\_\_\_\_
- Acts 17:15 \_\_\_\_\_ e \_\_\_\_\_
- Acts 1:4 \_\_\_\_\_ m \_\_\_\_\_
- Acts 20:6 \_\_\_\_\_ p \_\_\_\_\_
- Acts 13:51 \_\_\_\_\_ i \_\_\_\_\_
- Acts 19:1 \_\_\_\_\_ r \_\_\_\_\_
- Acts 17:1 \_\_\_\_\_ e \_\_\_\_\_



## Roman Soldier's Weapons and Equipment

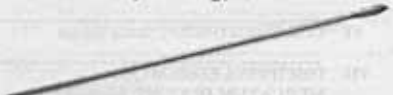
By Mike Disinger, Latin III student of Ron Meade, Muncie Central H.S., Muncie, Ind.

The Roman army had massive power. Before this power can be measured, however, the Roman soldier must be discussed. The soldier's courage, endurance and toughness goes without saying, but the weapons and equipment that was developed to capitalize on the soldier's qualities do deserve detailed attention.

A soldier's first weapon of offense would be his javelin. In the late Republic and early Empire, javelins took the place of the earlier thrusting spears, called *hastae*. Those thrusting spears had been Rome's national weapons during the first two Punic Wars. Javelins came in two varieties, one lighter than the other. The heavier one, called a *pilum*, had a heavy iron shaft and a stocky wooden shaft. The lighter one was called a *verutum*.



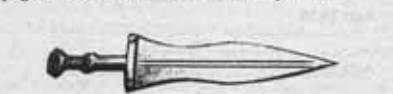
Pilum shaft, 36" long, 9/16" diameter



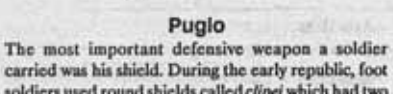
Verutum shaft, 44" long, 3/8" diameter

During the 1st century B.C. the *verutum* was redesigned with a slender barbed tip. The point was intended to bend and buckle after it had hit its target. When the *verutum* pierced the body of an enemy, its point would bend inside the victim because of the weight of the wooden shaft. If the javelin was stopped by an enemy shield, its tip would become entangled in the shield and make the shield impossible to use. The *verutum* had a range of about ninety feet. At the point of balance of the javelin, a leather thong was attached to give the javelin a spinning motion and add velocity and penetration to the javelin's weight.

A soldier's second weapon of offense was his *gladius* which hung from a left-shoulder-suspended *balteus* down onto his right side in a wooden and leather *vagina*. The opening and tip of the *vagina* were reinforced with metal. Since the *gladius* was only two feet long, it could easily be drawn from a scabbard hanging on the right side of the body, and it would not need to be hung from the left side of the body where it would interfere with the efficient use of the soldier's shield. The *gladius* had a two-inch wide double edged blade which was thicker in the middle to add strength to the blade. The soldier wore a second belt called a *cingulum* around his waist from which was hung a *pugio* or short suicide dagger. The two-edged *pugio* also served as the soldier's utility knife.



Gladius and Vagina



Pugio

The most important defensive weapon a soldier carried was his shield. During the early republic, foot soldiers used round shields called *clipei* which had two leather straps fastened to the inside through which the soldier placed his forearm and hand. Later, the foot soldier was equipped with a slightly curved rectangular shield called a *scutum*. This was about two feet wide and four feet high. It also was designed to be held by the left hand. The edges of *scuta* were trimmed with metal to protect them from offensive weapons and from contact with the ground or other hard surfaces. Both *clipei* and *scuta* came with soft leather protective covers which were used to protect the laminated leather, canvas and wood body of the shield when not in use. These would be removed prior to going into battle. *Clipei* continued to be used by the cavalry who needed a smaller, more maneuverable shield.

## Stoicism

By Grave Bead, Latin III student of Ron Meade, Muncie Central H.S., Muncie, Ind.

[Editor's note: Two of the most extreme outlooks on life in the ancient world were held by the Stoics and the Epicureans. In the simplest terms, Stoics believed that this life was nothing more than a waiting room for death until they could enter the more perfect state of afterlife. The secret to a good life for a Stoic was not to get involved too much with this life, not to react to its pleasures nor to its pains. Epicureans, on the other hand, did not believe in an afterlife and therefore devised ways to capitalize on this life's pleasures while avoiding its pain, including the pain associated with over-indulgence in life's pleasures. They prized a Golden Mean which would allow them to enjoy thoroughly the only existence they believed they would have.]

Stoicism is a school of Greek philosophy founded by the Phocaean Zeno of Citium around 300 B.C. The Stoics prized their freedom from passions and desires. To the Stoic, virtue was the only true good. The Stoic did not feel sympathy for the death of a friend, for he would not let this event hinder his own virtue.

Virtue was viewed as the individual will of a person, and everything good or bad in that person's life depended solely upon his will to accept or reject it. A man could be poor, rich, threatened with imprisonment or even facing death and still be virtuous. The Stoic was the master of his fate in all that he did, since no other force but his own will could deprive him of his virtue. Stoics also sought to be in harmony with nature and the will of the gods. They believed that the soul of the world was a Divine Fire, that each person contained a small part of that fire, and that all things are part of one system called Nature.

The next famous Stoic after Zeno was Cleanthes of Assos. He was followed by Chrysippus who allowed for more independent value to be placed on theoretical studies. Chrysippus is often credited with the interest of many early Stoics in the study of the sciences.

After Chrysippus, Panaetius introduced the element of Platonism (with its emphasis on the pure mental existence of the afterlife) into Stoicism. He seems to have been responsible for introducing Stoicism to the Romans and for influencing the beliefs of Cicero.

Posidonius was another stoic who had an influence on

Cicero since he was his teacher on Rhodes. Posidonius was one of those Stoics with a leaning toward science, and he is credited with advances in astronomy.

When Roman Stoics began to emerge, their teachings tended to differ from those of the earlier Greeks. Some of the most historically influential Roman Stoics were Seneca, Epictetus and Marcus Aurelius.

Seneca was of Hispanic origin, and his father was politically influential in Rome. Seneca was just beginning a political career of his own when he was banished by Claudius in A.D. 41. Nero's niece Agrippina, however, recalled Seneca from exile and appointed him as the tutor of her son Nero. Seneca amassed a huge fortune in his new position, but was unfortunately implicated in a plot to kill his prize pupil and was forced to commit suicide. He supposedly ended his life very calmly in the true spirit of Stoicism.

Epictetus was a Greek Stoic who lived and taught in Rome. His type of Stoicism had almost a religious zeal which worried the Emperor Domitian (who was actively involved in persecuting Christian zealots) and resulted in his banishment from Rome in A.D. 90. Epictetus then went to Nicopolis in Epiros where he taught and wrote until his death.

Another Stoic whose writings resembled those of Epictetus, although he came from an entirely different social class, was the Philosopher-King Emperor, Marcus Aurelius. Aurelius inherited the emperorship from his father Antoninus Pius, but he was more interested in his studies than he was in overseeing the politics of Rome. He also seems to have ignored his own family responsibilities which may have resulted in his wife Faustina's infidelities and in the poor training of his son Commodus who succeeded him and helped to cause the fall of the Western Roman Empire. Aurelius' Stoic ideas, however, did influence the laws he enacted concerning the roles of women and slaves in society. Aurelius recorded his personal Stoic beliefs in a book called the *Meditations*.

After the fall of the Western Roman Empire, aspects of Stoicism continued to influence authors, religions, philosophers and leaders in the Middle Ages, in the Renaissance and even into modern times.

## Pompeii



By Keith Congdon, Eighth Grade Latin Student of Nancy C. Andrade, Horseheads Middle and Senior H.S., Horseheads, N.Y.

Long ago in old Pompeii  
In time of myth and lore,  
A tragedy would then befall  
Remembered evermore.

A black cloud in the sky did grow,  
The populace aflight;  
The mountain trembled furiously,  
The sky as black as night.

My child and I did quickly run,  
Now quicker down the street;  
Some stayed to grab their valuables  
Their destiny to meet.

For Vesuvius was quick and strong,  
The air began to fry  
The ones who didn't take to feet,  
They shortly then would die.

Now came the ash a'tumbling down—  
Fear struck me through and through;  
On the dock to sit and wait  
Was all that I could do

So long ago in old Pompeii,  
A time of myth and lore;  
The tragedy is over now,  
It rests forever more.

## News From the North

Christi Rain, a Latin II student of Bo Laurence at St. Joseph H.S. in Victoria, Texas, recently wrote to Boreas and received the following reply which she has agreed to share with Pompeiana readers.

Salve, Christea,

Thank you so much for writing to me. I don't get much fan mail because, as you probably know, I'm not as popular as the other gods; therefore, I really appreciate your letter.

First of all, I never asked to be the god of the north wind; the responsibility was just given to me one day by my mother. Sometimes I wish I had never gone to visit my mother that day because, if I hadn't, so many people wouldn't hate me now. That was many, many years ago, and I only went to see her because I had received a letter from the dear, sweet thing requesting me to visit. Of course, being an obedient son, I rushed to the North Pole where she lived.

While I was visiting her, I caught a cold. She had asked me to take the dog outside for a walk, and while I was playing with the dog, I felt a sneeze coming on. I tried to hold it back, but all of a sudden, ACHOO...

Let me be the first to tell you, it was a BIG sneeze. I sneezed so hard it created the north wind!

Ever since then I have been staying with my mother and living at the north pole.

So just remember the next time a cold front comes through your town, it's just me sneezing. That's the REAL story about how I became the god of the north wind.

Thanks for caring enough to write.



Vale,  
Boreas.

This has to be the most drawn-out ancient meal ever presented: *gustatio* in February, *prima mensa* in March, and, finally, *secunda mensa* in April, but surely *secunda mensa*, or δευτέρα τραπεζα as the Greeks called it, will prove to have been worth the wait.

When it came to dinner-time, the ancient Greeks were teetotalers—until they were done with *πρωτη τραπεζα*, that is. At this point water was provided to the guests to wash their hands, much like some modern high-class restaurants provide steaming-hot wash cloths for diners to clean their hands after the main course. Then each Greek guest was presented with a garland of flowers (cf. the party hats that are sometimes worn at children's birthday parties today) and a little cologne to splash on themselves.

Not until all these rituals were completed did they break out the *οξος* or wine. For this first go-round a huge drinking goblet was used called a *μετανοιον*. It was filled with straight wine. The host would take the filled goblet first and offer a Grace for the meal by pouring a little out as a libation or gift to the gods. Then the host would take a sip and pass it on to the next guest in order.

The Roman poet Vergil records this Greek tradition in *The Aeneid* (1.728-740):

"*Hic regina gravem geminis auroque poposcit impletque mero pateram, quam Belus et omnes a Belo soliti: tum facta silentia tectis: 'Iuppiter, hospitibus nam te dare iura loquuntur, hunc laetum Tyrisque diem Troiaque profectis esse velis, nostrosque huius meminisse minores. Adsit laetitiae Bacchus dator et bona Iuno; et vos, O coetum, Tyri, celebrate faventes.' Dixit et in mensam laticum libavit honorem primamque, libato, summo tenus attingit ore; tum Bitiae dedit increpitans; ille impiger hausit spumantem pateram et pleno se proliit auro; post alii proceres. ..."*

"At this point the queen requested a huge goblet encrusted with gold and precious gems, a goblet once used by old King Belus and by all those who ruled after him; then the room grew absolutely quiet."

"O Jupiter, for they say that you wrote the book on showing guests a good time, help the Phoenicians and these folks, who have come from Troy, to lighten up a little; let it be a party that our children will talk about for years to come. Come on down, and bring Bacchus, the inventor of the Happy Hour, and your good wife Juno, too."

"O.K., gang, all you Phoenicians out there, let's party down!"

"With that said, Dido did a little toast to the gods by pouring some wine on the floor. Then she took a little sip. Daring Bitia to chug-a-lug, she passed the goblet on to him. He guzzled from the over-filled goblet so recklessly that he slopped it all over himself; the rest of the high-class guests followed his example. ..."

When the formalities of that first drink were over, a *xorrop* of wine mixed with water was brought in so some serious toasting could begin. Of course, each person's first toast had to be to *Zeus*.

Not until all this interim business was done, was dessert, or δευτέρα τραπεζα, served—fresh and dried fruits, a variety of nuts and such honey-flavored dishes as Athenian cheese cake, for which an authentic

### Free Translation of Catullus' "At His Brother's Tomb"

By Whitney Bryant, Latin III student of Nancy Tigert,  
Anderson High School, Cincinnati, Ohio

I guess you'll never know  
the miles I travelled to  
attend your ending rites.  
I guess you'll never know  
that I spoke to your ashes,  
in futility.

Fortune has taken you  
from me.

O, unwarranted death, It wasn't  
your time.

Receive the customary gifts  
filled to bursting with my sobs.  
Into eternity, hail and farewell brother!

# DEXTRO PEDE



recipe has survived to our day. Sometimes these after-*δευτη* treats were referred to as *επιδευτη* by the Greeks.

It probably should be mentioned that not all Greeks were big fans of δευτερα τραπεζα. In his *Republic* (III.404), Plato includes the following conversation between Socrates and Glaucon:

Σοκράτης: I don't suppose you would approve of those fancy Athenian desserts either, would you?  
Γλαυκων: Absolutely not!

Romans, too, washed their hands between the main courses of dinner, although, as has already been mentioned, well-mannered Romans had mastered the art of eating with their finger tips without making total messes of themselves.

Like the Greeks, the Romans said their Grace after they had finished their main course and before dessert, not before the beginning of the meal as is the custom in most of the modern world.

*Prima mensa* would be removed, the host would call for a moment of silence, and a little offering would be made to the household gods. Sometimes this Roman Grace would consist of a wine-libation similar to those made by the Greeks; sometimes a Roman would burn a little offering in the hearth, sort of a "doggy bag" offering for the gods, or he would set a little helping of meat in front of the statue of his household *Lar*. The *Lar* was such an important part of the dining ceremony that it even had its own little salt shaker that was reserved just for its divine use.

When the freed slave Trimalchio said his Grace, as described by the Roman author Petronius in the *Satyricon*, it was, of course, a bit more ostentatious:

"Three slaves dressed in *tonicis candidis* entered the dining room. Two carried small statues of Trimalchio's household gods, little *Lares* wearing small gold medallions on their necks. Each medallion imprinted with a picture of Trimalchio. Trimalchio had named his *Lares* Fat Profit, Good Luck and Large Income. The third minister carried a bowl of wine for the libation and recited a blessing for the whole house."

After Grace, the *ministri* or *pueri* a *cyathos*, dressed in brightly colored tunics and with their long hair lavishly curled, served more wine to everyone.

The *servi triclinarii* would bring in *secunda mensa*, or, as it was also called, *bellaria*—"sweets" in the original meaning of *suavis*, the etymological origin of "sweet," meaning "something pleasant." Dessert was also called *imponentia* by the Romans which, deriving from the Latin verb *imponere*, means something like the modern term "spread" that is used for a large layout of food.

When describing his upcoming dinner party, the Roman author Martial (*Epig.* X. XLVIII. 18) shows just how simple *secunda mensa* could be:

"*Saturis mitia poma dabo, ...*"

"When they're full, I'll serve my guests ripe apples, ..."

Again, in his *Satyricon*, Petronius tells what was served for *secunda mensa* at two different *cenae*.

At the dinner for her dead slave, Scissa served cold tarts with a sauce made from hot honey and Spanish

wine, dried chick peas, lupini in salt water, filberts, and one apple per guest. Habinnas, who attended the dinner, snatched an extra apple which he took home as a present for his favorite *servus*.

At his dinner, Trimalchio not only served pastries stuffed with raisins and nuts, and quinces with thorns pushed in them to resemble sea urchins, he seems to have exceeded the limits of *gauche* by bringing out another meat platter—one which looked like a fat goose surrounded by fish and little birds, but which, in actuality had been made entirely out of pressed pork by his very clever chef.

This Roman penchant for making false food items out of other edible substances is preserved today by confectioners who make all sorts of edible artificial fruit and animals out of marzipan, a very rich dough made from almond paste, sugar and egg whites.

The reader who has been participating in this much-drawn-out *cena* by preparing the suggested menus each month, can conclude the food service by preparing large wicker baskets loaded with fresh and dried fruit.

### Fructus Romanus in Cirbe

Fruit available to the ancient Romans includes apricots, cherries, grapes, peaches, pears, plums, figs, apples, pomegranates and, their only citrus fruit, lemons.

If it is important to serve a "prepared" *secunda mensa*, the following is an authentic ancient recipe for cheese cake, said to have been favored by Cato the Elder. Note that it must be prepared at least 6 hours before it is served.

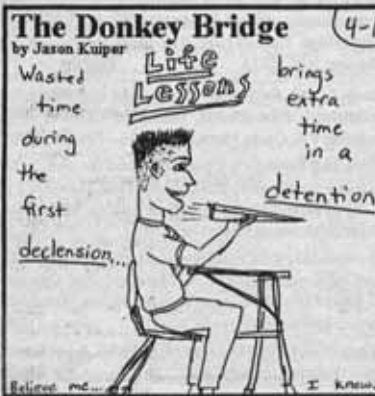
### Placenta de Caseo et Pomo Citreo

In a large bowl, beat the whites of four eggs (sprinkled with a little salt) until they are stiff. In another bowl, blend the 4 egg yolks with 1/2 cup of honey, the juice and rind of one lemon (be careful to remove all seeds), 1/3 cup of flour, and 1 lb of ricotta cheese. When this is very well blended, first fold in the egg whites and then fold in 1 cup of sour cream.

In a third bowl, mix 1 cup of graham cracker crumbs with 1/4 cup of ground almonds and 2 tbs of olive oil.

Rub the bottom and sides of a large cake pan with a little olive oil and then spread the crumb mixture in it so the bottom and sides are covered. Pour the filling onto the crumb mixture, and then bake at 325°F for 45 minutes.

Chill in the cake pan for 6 hours before cutting and serving.





### Improvements for 1995-1996 Suggested by Recent Survey

The editors of the Pompeiiana NEWSLETTER recently conducted a survey of both their largest subscribers and of those teachers who, for one reason or another, did not have their students subscribe to the NEWSLETTER during the 1994-1995 school year.

Several very positive suggestions were received for adding additional special interest columns to the NEWSLETTER next year.

Because postal and paper costs have risen considerably during this past year, the editors were especially interested in teacher input concerning the size of a rate increase that teachers felt the student market would bear. This teacher input is reflected in the minimal rate increases which are now being advertised for the 1995-1996 school year.

Pompeiana is proud to have avoided any rate increases during the past two years, but the recent combination of postage and paper rate increases could not be ignored if Pompeiana is to continue to supply a quality monthly product to its subscribers.

### How Well Did You Read? 120

- To whom did Marsyas lose a musical contest?
- According to *Matrona*, what deficiency can a *Laserpium* mixture remedy?
- Which part of a Roman dinner could also be called *bellaria*?
- In the re-enactment of which Roman festival did a Goat Man recently participate?
- What was the name of the freed *vena* that *M. C. Cimber* hired to work in his *caupona*?
- Which weapon did a Roman footsoldier hang from his *cingulum*?
- Excluding the newcomers Paul and Matthias, how many apostles are buried in Rome?
- In the skit about the battle of the gods, which hero warned Jupiter about Pluto's conspiracy?
- At night, how did *Lascivulus* keep the egg warm that he had found?
- Which U.S. city is home to three separate Latin Grammar Schools?

Now is the time to ask your school administration to have the POMPEIIANA NEWSLETTER added as a Latin supplementary classroom publication for the 1995-1996 school year.

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Subscriptions run Sept. thru May. Copies of back issues for the year are sent when subscriptions are begun after the school year has started.

Orders to be invoiced may be FAXed to  
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TOTAL

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### Libri Novi Qui Iunioribus Placebunt

The Roman Empire and Ancient Greece are two excellent children's publications. These beautifully and fully illustrated publications are available from Kids Discover, 170 5th Ave., New York, N.Y. 10010.

Learning Latin Through Mythology is another excellent book for younger students. It is lavishly illustrated with line drawings which would make excellent transparencies for use on the overhead projector. The book also contains learning games and activities as well as descriptive Latin sentences accompanying cartoon-like sequences. Available from Cambridge Univ. Press, 110 Midland Ave., Port Chester, N.Y. 10573. ISBN # 397790.

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The spring Catalogs are out!

If you haven't received the following, contact the publishers directly and ask to be placed on their mailing lists. It's one of the best ways to stay "in the loop" of current materials for Latin teachers.

Critics' Choice Video, Spring Preview 1995.  
800/367-7765

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Bochazy-Carducci Publishers, Inc. 1995 Spring  
Catalog: 708/526-4344

A sine qua non source every Latin teacher should have.

### Hospitem Amisum Quaero

I am in possession of a *tessera hospitalis* in the shape of a goat's head with the name *TIBURTINVS* inscribed upon it. It has been in our family for years, and I am seeking the *hospes* who may have given it to my pater. Anyone with information should contact *Quintus*, the former physician from Rome now living in Ostia.

### Protege Domum Tuam

This is the month of festivals, and you and your family will want to party with the security of knowing your home and possessions will be safe.

Everyone knows that *lanuariae* can't be trusted to stay by their posts while the rest of the city is celebrating. Too often posts are abandoned, doors are left open and households are looted before *hora nona*.

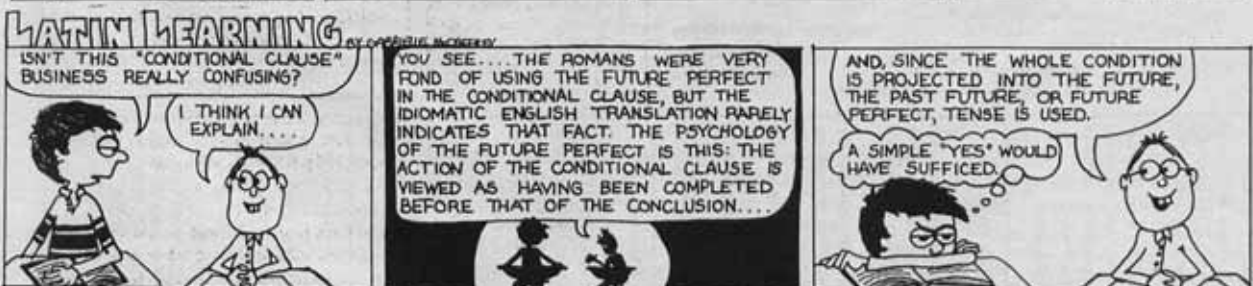
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### Responsa Probata

#### How Are You Doing In Latin?

1. c, 2. b, 3. d, 4. b, 5. a, 6. c, 7. d, 8. b, 9. d, 10. d, 11. a, 12. d, 13. b, 14. b, 15. a, 16. c, 17. b, 18. d, 19. c, 20. b.





## Pompeiiiana, Inc.

Pompeiiiana was incorporated under the laws of the State of Indiana in June 1974 as a National 501-(c)(3) not-for-profit Center for the Promotion of Classical Studies at the Secondary School Level.

Pompeiiiana, Inc. is governed by a Board of Directors which meets annually or in special session as needed. An annual meeting for adult and contributing members is held in Indianapolis on the 4th Saturday of September.

Dr. B. F. Barcio serves as the Executive Director.

## The Pompeiiiana Newsletter

I.S.S. # 08925941

The Pompeiiiana Newsletter is the only international newsletter devoted exclusively to the promotion of the study of Latin at the secondary school level which is published monthly during the school year.

Each month, September through May, 13,000 copies of the Pompeiiiana Newsletter are printed and mailed to members and Latin classes throughout the world.

The Pompeiiiana Newsletter is a membership benefit for Adult and Contributing Members. Teachers who are members of Pompeiiiana may purchase classroom orders of the newsletter for their students.

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*Indianapolis, IN 46220-2014*

Students submitting work should include the name of their Latin teacher and the name and address of the school they attend.

#### What may be submitted

1. Original poems/articles in English or Latin (+ Eng. trans.)
2. Special interest photos or news reports of Latin activities.
3. Latin reviews of Movies or Movie Stars, Musical, Sports, or Political Figures. (English translations required for proofing.)
4. Summaries or reviews of articles published elsewhere, complete with references to original author, title of publication, date, and page numbers.
5. Learning games and puzzles, complete with solutions.
6. 300—400 word, cleverly written essays about anything Roman. These may be serious or tongue-in-cheek parodies.

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## AUXILIA MAGISTRIS

(These solutions are mailed with each Classroom Order sent in as a teacher member. Copies are also sent to all Adult and Contributing members.)

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2. THIS WOMAN AND THIS MAN, Clay Walker
3. YOU GOTTA BE, Des'Ree
4. LOVE WILL KEEP US ALIVE, Eagles
5. IN THE HOUSE OF STONE AND LIGHT, Martin Page
6. THE SWEETEST DAYS, Vanessa Williams
7. I'M THE ONLY ONE, Melissa Etheridge
8. THIS LITTLE GAME WE PLAY, Subway
9. CAN I STAY WITH YOU? Karyn White
10. LOVE SPREAD, The Stone Roses

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- |            |       |
|------------|-------|
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| 2. CANIS   | DOG   |
| 3. FELES   | CAT   |
| 4. RANA    | FROG  |
| 5. EQUUS   | HORSE |
| 6. AQUILA  | EAGLE |
| 7. SERPENS | SNAKE |
| 8. PISCIS  | FISH  |
| 9. MUS     | MOUSE |
| 10. LEO    | LION  |

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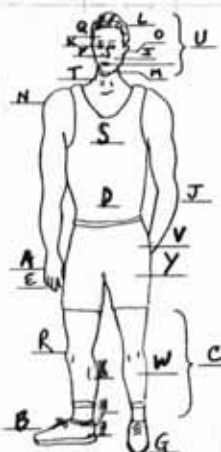
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1. D
2. F
3. H
4. G
5. B
6. A
7. C
8. E



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2. HAYSTACK
3. FARMER
4. GRAIN
5. FIELD
6. FARMHOUSE
7. ANIMALS
8. COUNTRY
9. VEGETABLES
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3. HEAVYWEIGHTS
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5. THE HUNTED
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9. ROOMMATES
10. MIAMI RHAPSODY

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2. B
3. D
4. A
5. C
6. D

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1. E undeviginti
2. C novem
3. L septuaginta
4. P quadringenti
5. I triginta
6. A unus
7. N centum
8. F sedecim
9. T mille
10. O ducenti
11. B quinque
12. M nonaginta
13. G viginti
14. R sescenti
15. J quadraginta
16. Q quingenti
17. S secenti
18. D tredecim
19. H undetriginta
20. K quinquaginta

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1. G
2. H
3. D
4. J
5. B
6. C
7. K
8. I
9. A
10. E
11. F
12. M
13. O
14. L
15. N

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1. U
2. V
3. N
4. J
5. C
6. Q
7. X
8. T
9. B
10. O
11. S
12. P
13. W
14. K
15. F
16. I
17. E
18. Y
19. Z
20. H
21. A
22. L
23. G
24. D
25. R
26. M

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1. BORDER MUSIC, Robert James Waller
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3. THE SECRET OF THE VILLA MIMOSA, Elizabeth Adler
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5. SISTERS, Carol Saline
6. RAGING HEART, Shiela Weller
7. THE DISCIPLINE OF MARKET LEADERS, Michael Treacy and Fred Wiersema
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2. EPHEBUS
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9. ATHENS
10. JERUSALEM
11. PHILIPPI
12. ICONIUM
13. CORINTH
14. THESSALONICA

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## How Well Did You Read?

1. Apollo
2. Baldness
3. Secunda Mensa
4. Lupericalia
5. Iris
6. A pugio or suicide dagger
7. Seven: Peter, Jude, Simon, Bartholomew, Philip, James and Andrew.
8. Hercules
9. He held it between his paws near his chest.
10. Kansas City, Missouri

## Little Frisky the Bunny

*Enovefa Immè wrote this story in Latin. She made the story much more simple for students beginning to learn to read Latin. This story was first published in M.A.S., Sept. 1994, p. 21.*

In the family of bunnies there are a father and a mother and six sons. The sons are named First, Second, Third, Fourth, and Fifth; but the sixth son is not named Sixth, but Little Frisky; for he plays constantly, he moves, he runs and he's unteachable.

One day, he is walking alone and he finds an egg. From the egg a voice calls out, "I am a beautiful bird; I am alive in the egg. My nest fell from a branch. Is my egg pretty?"

Little Frisky says it isn't: "Your egg is not pretty. It has no color."

Then the voice says, "Decorate my egg!"

Little Frisky paints the egg with a red color for Rhea and with a blue color for Cyane.

Then the bird says to him: "I'm cold. Hold my egg between your paws."

Little Frisky obeys, then he says: "I want to take you to my hole; thus you won't be cold at night."

But the bird says, "I don't want to go into your hole. Rabbits live in holes, but we birds live under the sky."

Little Frisky stays up all night and keeps the egg warm between his paws near his chest.

In the morning the bird says, "I want to leave the egg. Break my egg in half."

Little Frisky divides the egg with his toe nails.

Then a little bird, skinny and featherless comes out. "Am I not pretty?" the bird asks.

Little Frisky doesn't dare to make her sad, so he doesn't reply.

The bird demands: "Give me seeds; for I am hungry."

The little rabbit brings a variety of seeds.

When the bird has feathers and knows how to fly, Little Frisky returns to his hole.

From this time, they say that rabbits bring colored eggs to children for Easter.