



Nuntius

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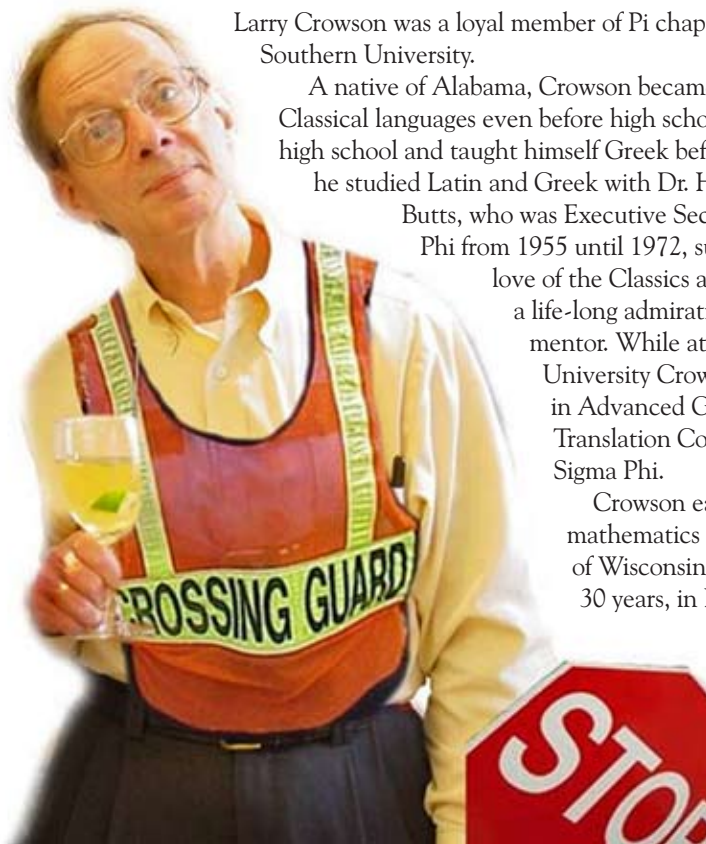
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Eta Sigma Phi Receives Bequest from Larry Crowson



Larry Crowson was a loyal member of Pi chapter at Birmingham Southern University.

A native of Alabama, Crowson became interested in western Classical languages even before high school. He studied Latin in high school and taught himself Greek before college. In college, he studied Latin and Greek with Dr. Herman R. Butts. Dr.

Butts, who was Executive Secretary of Eta Sigma Phi from 1955 until 1972, supported Crowson's love of the Classics and Crowson retained a life-long admiration for his teacher and mentor. While at Birmingham Southern University Crowson won first prize in Advanced Greek in the Waktins Translation Contest sponsored by Eta Sigma Phi.

Crowson earned a Ph.D. in mathematics from the University of Wisconsin in 1973. For over 30 years, in Boston and Chicago,

he developed and managed software related to financial products. For the past ten years, he was an assistant director of database programming at the Center for

Research in Securities Prices at the University of Chicago's Booth School of Business.

In addition to Latin and Greek, Larry knew Sanskrit, Hittite and most of the other western classical languages. He continued to study the various languages throughout his life. Had it been feasible, he would have liked to study the classics at Oxford. His primary interest was the structure and evolution of Indo-European languages. Because he knew so many of the languages, he was able to see how they evolved and what their similarities/differences were. His Classical knowledge gave him an unusually deep understanding of current languages.

At the time of his death he was working in his spare time on several Classics-related topics, including translations of selections from the Greek Anthology.

Mr. Crowson named Eta Sigma Phi as the beneficiary of one of his retirement funds in memory of H.R. Butts.

LIST OF 2010–2011 OFFICERS

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Editor of NUNTIUS

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ETA SIGMA PHI: Statement of Purpose and Benefits of Membership

The purposes of Eta Sigma Phi, the national Classics honorary society, are to develop and promote interest in classical study among students of colleges and universities; to promote closer fraternal relationship among students who are interested in classical study, and to stimulate interest in Classical studies, and in the history, art, and literature of ancient Greece and Rome. Members are elected by local chapters which have been chartered by the society. Most members are undergraduates but chapters can also initiate graduate students, faculty, and honorees. There are more than 180 chapters of Eta Sigma Phi throughout the United States.

Benefits of membership include:

- membership card, lapel pin and certificate
- subscription to *NUNTIUS*, the biannual newsletter of the society
- an annual national convention including a *certamen* and banquet
- the opportunity to give academic presentations before an audience of peers and scholars
- annual sight translation exams in Latin and Greek
- honors cords and sashes for graduation
- bronze and silver medals of achievement
- eligibility for summer travel scholarships to Greece, Rome or southern Italy
- eligibility for a Latin teacher training scholarship

About NUNTIUS

NUNTIUS is the newsletter of Eta Sigma Phi, the national Classics honorary society. It is published twice a year, in September and in January. Copies of the *NUNTIUS* are sent free of charge to active, associate, and honorary members at active chapters. A lifetime subscription to the *NUNTIUS* is also available to members who wish to continue receiving the newsletter after graduation. The cost of

this lifetime subscription is a single payment of \$50. Non-members interested in subscribing to the newsletter should contact the editor for further information. The editor is Dr. Georgia L. Irby-Massie of Omega at the College of William and Mary. Graphic designer is Jon Marken of Lamp-Post Publicity in Meherrin, Virginia. *NUNTIUS* is printed by Farmville Printing of Farmville, Virginia.

ETA SIGMA PHI COMMITTEES

Translation Contest Committee

David Sick of Beta Psi at Rhodes College, coordinator (sick@rhodes.edu)

Fox Scholarship Committee

Mary L. Pendergraft of Beta Iota at Wake Forest University, chair (2012, pender@wfu.edu)
Terry Papillon of Eta Eta at Virginia Polytechnic Institute and State University (2011)
Bridget Thomas of Eta Zeta at Truman State University (2013)

Summer Scholarships Committee

Davina McClain, of Iota Beta at Scholars' College at Northwestern State University, chair (2012, mcclaind@nsula.edu)
Molly Pasco-Pranger, Lambda at the University of Mississippi (2013)
Francis M. Dunn of Zeta Phi at the University of California-Santa Barbara (2011)

Program Committee

Meghan Reedy of Delta Theta at Dickinson College, chair (2014, reedym@dickinson.edu)
Bonnie Catto of Eta Omicron at Assumption College (2012)
Nicholas Dobson of Gamma Omicron at Monmouth College (2013)

Finance Committee

Antony Augoustakis of Alpha Kappa at the University of Illinois, chair (2011, Antonios_Augoustakis@baylor.edu)
Helen Moritz of Epsilon Psi at Santa Clara University (2013)
Brent Froberg of Gamma Omega at Baylor University (ex officio)
Tom Sienkewicz of Gamma Omicron at Monmouth College (ex officio)

Field Archaeology Scholarship Committee

Daniel Levine, Beta Pi at the University of Arkansas, chair (2012, dlevine@uark.edu)
Ruth Palmer, Gamma at Ohio University (2012)
Liane Houghtalin, Beta Nu at the University of Mary Washington (2011)

A Note from the Megas Prytanis David Giovagnoli

My fellow Eta Sigma Phi Members,

As Homer said, no one's life is without both blessings and curses, and this past year has seen them both mixed together from the jars on the floor of the halls of Zeus. Eta Sigma Phi has had a panel at CAMWS - Southern Section, and another at the APA in January, and this presence is incredibly exciting for us. However, although Eta Sigma Phi itself has received several new chapter requests and our chapters continue to grow, Classics as a discipline has seen threats from the economic down turn. For example, the Classics Department at North Dakota State University faced closure in the wake of that university's seminary closing, due to lack of funding. We, as members of Eta Sigma Phi, must strive to protect our discipline, both through continued excellence and through promotion of the Classics.

Though statistics and articles have shown that Classics majors do very well in post-undergraduate programs and in the business world, those statistics may not be enough for our universities' administrations to preserve our programs. To borrow the sentiment of a fellow Missourian, the frothy eloquence of statistics neither convinces nor satisfies me; I'm from Missouri, and you have got to show me. Let us continue to excel as individuals and as chapters. Let us show our universities why Classics majors are statistically so successful, through participation around our campuses, through research and presentations, and through the determination to succeed and love for learning that make us members of Eta Sigma Phi. Let us, through these things, prove that statistical excellence is not accidental.

Above all, though, we must endeavor to persuade others of our dedication to our discipline by promoting it to those outside our own departments, as we must remember that determination alone is not enough for most University administrators. Classics is the foundation for many other academic disciplines, and we must reach out to those other disciplines if we are to continue to thrive. Eta Sigma Phi chapters across the nation must expand beyond just recruiting Classics majors; we must actively promote our love of Classics to all possible inter-



David Giovagnoli

ested parties, both to potential members and potential students of Latin and Greek. Let us use our dedication to the study of Ancient Greece and Rome guide us in our quest to make such study relevant to the world of today.

I look forward to seeing many of you at our Annual Convention in at the University of Texas in Austin, this March, having continued to be excellent in your local endeavors and thus coming with exciting Res Gestae.

Yours most sincerely,
David Giovagnoli
Eta Zeta Chapter at Truman State
University
Megas Prytanis
dgiovagnoli@truman.edu

The 9th Annual National Latin Teacher Recruitment Week (NLTRW) 2011, March 7–11, 2011

The National Latin Teacher Recruitment Week is a cooperative venture of the *American Classical League*, *American Philological Association*, and other regional and state classical organizations. NLTRW seeks to engage all Classicists at all levels of instruction in the business of insuring that our Latin, Greek, and Classics pre-college classrooms have the teachers they need. Thanks especially to the APA for their generous support for the mini-grants available to those planning events for NLTRW.

For more information, please see the Promote Latin website: www.promotelatin.org.

NLTRW Mini-Grant Application

The NLTRW committee is making available to all Latin teachers (K–college) in the United States and Canada mini-grants of up to \$200.00 each to support efforts at the local level designed to encourage students to consider a career as a Latin teacher. These efforts are part of a movement that is National Latin Teacher Recruitment Week but may be held at any time during the school year.

Examples of fundable ideas would include postage for a mailing, refreshments for a reception, travel funds for a speaker, supplies for a promotional activity, etc. The only requirement is that the funds be used in some significant and visible way to promote the recruitment of Latin teachers. Proposals for grants will be evaluated as they are received and competition remains open until funds are depleted. A brief report on the activity will be required after the event has taken place.

For more information and the online application: http://www.promotelatin.org/index.php?option=com_smartformer&Itemid=75



Want to place an ad in NUNTIUS?

Cost per issue for active chapters:

\$25 (1/4 page);

\$40 (1/2 page);

\$75 (whole page).

For other organizations:

\$200 for full page on back cover,

\$150 for full page inside;

\$75 for half page;

\$50 for quarter page.

Send payment and electronic camera-ready copy to the editor.

Fasti 2011

January 31: deadline to request College Greek Exam

February 1 deadlines:

- Eta Sigma Phi Summer Travel Scholarship Applications
- Eta Sigma Phi Summer Scholarship for Fieldwork in Classical Archaeology Applications
- Eta Sigma Phi Bernice L. Fox Teacher Training Scholarship Applications
- Abstracts and Cover Pages for the ETA SIGMA PHI panel at the American Philological Association

February 13–15: Lupercalia

February 18: request testing materials for the ETA SIGMA PHI Maurine Dallas Watkins Translation Contests

February 21–25: administer the ETA SIGMA PHI Maurine Dallas Watkins Translation tests

March 4: Exelauno day

March 7–11: National Latin Teacher Recruitment Week (NLTRW)

March 14–18: Administer College Greek Exams



March 25–27: 83rd Annual ETA SIGMA PHI Convention at the invitation of Gamma Sigma at the University of Texas at Austin

April 6–9: Classical Association of the Middle West and South, Grand Rapids, MI

April 21: Parilia, Happy Birthday, Rome!

Fasti 2012

April 6–8: 84th National Convention at the invitation of Alpha Mu at the University of Missouri Columbia

Summer program sponsored by College of Notre Dame of Maryland and Beta Kappa Chapter, Eta Sigma Phi

At Home with Roman Writers: A Literary Tour of Ancient Rome

July 9–23, 2011 Directors: Sister Therese Dougherty and Sister Theresa Lamy

This program is intended for Latin teachers and anyone with a serious interest in Latin literature. Participants will read relevant selections from Roman authors as we visit sites and museums in Rome, Ostia, Capua, Cumae, Pompeii, Herculaneum,

and more. Academic credit is available. Cost \$2195 (includes hotel accommodations, double occupancy; some meals, transportation in Italy; admission to sites and museums; does not include airfare, tips, phone, laundry, some meals, tuition). Single supplement available. For information and/or registration form contact Sister Therese Marie Dougherty at 410-532-5559 or tdougherty@ndm.edu

MARK YOUR CALENDARS!

82nd Annual

Eta Sigma Phi CONVENTION

March 25–27, 2011
Austin, Texas

at the invitation of
Gamma Sigma at the
University of Texas at Austin



Some members of Gamma Sigma chapter

Hotel Information:

The AT&T Conference Center, 1900 University Avenue, Austin, TX 78705 (<http://www.meetatatexas.com/>)
Rooms \$159 per night, per room. Up to 4 persons per room at no extra charge. Guests should call the hotel at 877-744-8822 by March 4, 2011, requesting rooms for the Eta Sigma Phi Convention, sponsored by the University of Texas Department of Classics.

The convention will begin with a reception on Friday evening, March 25, 2011, and end with the final business session at 12 o'clock on Sunday, March 27, 2011. There will be talks by students, reports on chapter activities, scholarly lectures, a certamen, a banquet with ancient dress optional, a performance on Thucydides by the rock band Athens vs. Sparta (www.athensvsparta.com) and plenty of time for socializing. Registration fee is \$85 per person and includes all meals on Saturday, including the banquet. For more registration information see www.etasigmaphi.us/convention.

Call for Papers and Presentations

Undergraduate members of Eta Sigma Phi are invited to submit papers for consideration for presentation at the convention, on Saturday, April 10, 2010. An artistic (musical, dramatic, etc.) performance may be proposed in lieu of a paper. The papers will be judged anonymously, and the three members whose papers are selected for reading at the convention will have their registration fees remitted. Students should be certain that they will be able to attend the convention before submitting papers.

Requirements:

1. The presentation should deal with some aspect of classical civilization or language and be directed to an undergraduate audience. (A paper written for a class is acceptable.)
2. Members proposing an artistic performance should submit a videotape or CD along with a detailed written description of the performance, its goals, and its relevance to classical civilization.
3. The paper should be typed, double-spaced, and no longer than 15 minutes in length, or 20 minutes if there are illustrations.
4. If a presenter plans to use Powerpoint, the Powerpoint must be submitted with the script intended for the presentation included in the "Notes" section of the Powerpoint.
5. The name of the author should not appear on the paper.
6. Each submission must include a one-page abstract and a cover sheet with the author's name, address, phone number, e-mail address, chapter, and institution.
7. All submissions must be sent electronically to toms@monm.edu and be received by February 1, 2011. For artistic performances, only the detailed written description must be sent electronically.

For more information, contact:

Thomas J. Sienkewicz, Executive Secretary of Eta Sigma Phi

Department of Classics
Monmouth College
700 East Broadway
Monmouth, IL 61462
Fax: 815-346-2565

Phone: 309-457-2371

E-mail: toms@monm.edu



Call for Bids to Host the 85th Annual Eta Sigma Phi Convention 2013

Active Chapters of Eta Sigma Phi are invited to submit bids to host the 85th Annual National Convention in 2013. These bids will be reviewed by a committee at the 2011 convention at the University of Texas at Austin (March 27–29, 2011). The 2013 convention site will be chosen by the membership at the 2011 convention. At least one active member of the chapter submitting a bid must attend the 2011 convention.

The convention begins with a reception on a Friday evening and ends at noon on Sunday with a final business session. There will be talks by students, reports on chapter activities, scholarly lectures, a *cert amen*, a banquet and time for socializing. The host chapter will be responsible for:

- selecting a hotel
- designing a convention t-shirt or other appropriate souvenir
- arranging for the Friday reception
- preparing a welcome packet and registration materials, including a program
- staffing the registration desk
- arranging for transportation between the hotel and the campus (if necessary)
- supplying facilities (and A/V equipment, when necessary) on campus for the Saturday morning meeting
- providing lunch on Saturday and brunch on Sunday
- organizing appropriate cultural activities for Saturday afternoon
- identifying a speaker for the Saturday evening banquet

A bid consists of:

1. The proposed convention dates with detailed information about price and room availability from an appropriate hotel.
2. Information about the special regional amenities, accompanied by brochures, where appropriate.
3. A description of the kinds of special cultural activities the chapter plans for Saturday afternoon.
4. A list of possible speakers for the Saturday evening banquet
5. The names of the members of the local committee and a description of the responsibilities of each member in convention planning.
6. A letter of support from the faculty advisor of the chapter with an explanation of the kinds of financial, secretarial and other support the chapter can expect to receive from the host institution.
7. A proposed budget for expenses.

Five copies of the bid will be submitted to the convention committee at the 2011 convention.

Chapters intending to bid for the 2013 convention are encouraged to contact the Executive Secretary prior to the 2011 convention to discuss their plans:

Thomas J. Sienkewicz, Executive Secretary of Eta Sigma Phi,

Department of Classics, Monmouth College, 700 East Broadway, Monmouth, IL 61462

Phone: 309-457-2371; Fax: 815-346-2565; e-mail: toms@monm.edu

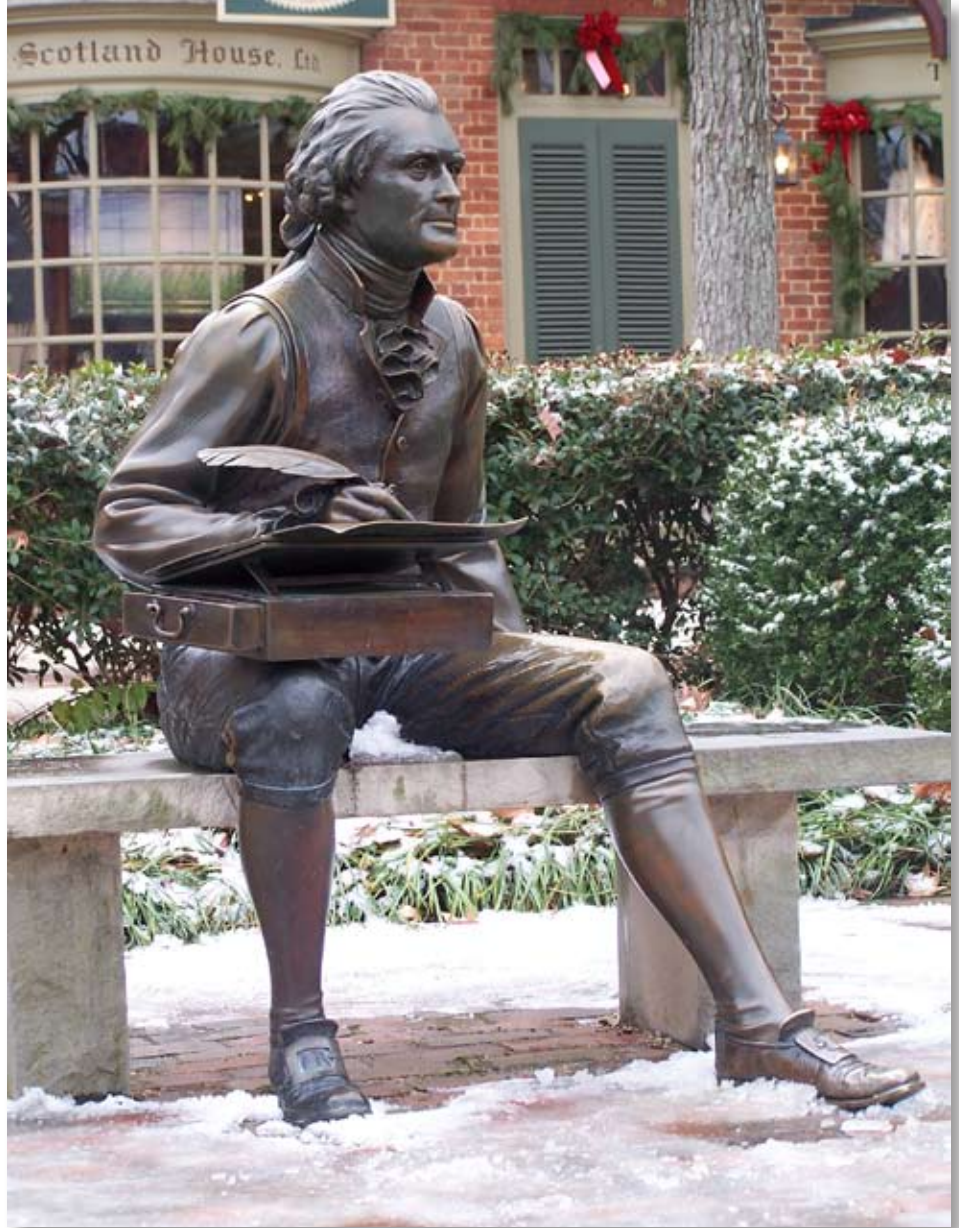
Thomas Jefferson on Roman Slavery

By Judith Evans-Grubbs

In 1780 Francois Marbois, secretary of the French ambassadors at Philadelphia, sent some members of the Continental Congress a questionnaire about America. One of them sent it on to Thomas Jefferson, who was governor of Virginia at the time, and he undertook to answer Marbois' questions. This was the genesis of the *Notes on the State of Virginia*. However, due to various intervening events, the final version of the *Notes* was not given to the (French) printers for another five years. It was finally published in spring 1785, but for private distribution only. Two years later Jefferson gave a corrected copy of this private edition to the English bookseller John Stockdale, who then published it for public sale and distribution.¹

Jefferson organized the *Notes on the State of Virginia* in 23 chapters, each a response to the various "queries" from the French secretary in regard to the geography, natural products, climate, population, government structure, laws, colleges and buildings, religion, commerce, money and written records of the state of Virginia. (I should note here that Jefferson's "Virginia" extended much farther than its current boundaries, all the way to the Mississippi.) Apparently he hoped ultimately to return to the work and expand it, and he continued with his researches and note-taking for years afterward.²

Notes on the State of Virginia is still well-known and read today, and is particularly valued because of Jefferson's extensive knowledge of Virginia's natural resources and beauty. Jefferson was anxious to refute the charge made by several French writers that the natural features of America, including its population, were puny and inferior to those in Europe. He does on occasion criticize some aspects of his native state, for instance in the chapter on "Manners," in which he laments the deleterious effects slavery had on the character of slaveholders (Query XVIII: "Manners"). This is the source of Jefferson's prediction of the ultimately destructive effects of slavery on a society, where he expresses hope that the institution will end "with the consent of the masters, rather than by their extirpation" and says "Indeed I



Thomas Jefferson, Merchant Square, Williamsburg, Virginia

tremble for my country when I reflect that God is just: that his justice cannot sleep for ever...."³

But the longest disquisition on slavery in the *Notes* comes in Query XIV, on the "Laws." In this chapter Jefferson first explains the Virginia court system, and then turns to the current laws of the state, which were originally based on English law but had been modified by acts of the Virginia Assembly both before and after American independence. At the time that Jefferson was writing the *Notes*, he and

two other Virginians had been commissioned by the state Assembly to draw up a revision of the laws and present it as a bill, in order to make the laws accord

About the Author

Judith Evans-Grubbs is the Betty Gage Holland Professor of Roman History at Emory University. She gave this paper at the fall 2010 meeting of the *Classical Association of the Middle West and South Southern Section* in Richmond, Virginia.

Thomas Jefferson on Roman Slavery (Continued)

with “republican principles.”⁴ According to Jefferson, he himself had added an “amendment” to the bill, proposing “[t]o emancipate all slaves born after passing the act.” Had this amendment been accepted, it would have provided that slave-born children, after being reared by their parents “to a certain age,” would then be “brought up, at the public expense” and educated “according to their geniuses” until the women were eighteen and the men twenty-one, at which time they would be “colonized to such place as the circumstances of the time should render most proper.” But although Jefferson expressed confidence in the *Notes* that the Assembly would adopt it, the amendment was never acted upon, and the only evidence for its existence comes from Jefferson himself.⁵

Jefferson anticipated that readers might ask why emancipated, educated African Americans could not continue in Virginia as productive citizens and tried to answer potential objections to this colonization scheme.⁶ This led to an extended comparison between the slavery of his own day and Roman slavery, which he realized had allowed for relatively easy emancipation and had integrated manumitted slaves into society, despite the cruelty of many individual slave-holders. To put American slavery in as good a light as possible, Jefferson argued that “among the Romans, about the Augustan age especially, the condition of their slaves was much more deplorable than that of the blacks on the continent of America.” As evidence, he cites several ancient Greek and Latin authors, first among them Cato the Elder (who of course had lived a century and a half before the “Augustan age”). Cato’s practice of separating his slaves by sex and charging male slaves for access to females (as recounted in Plutarch’s *Life of Cato the Elder*) is contrasted with American slavery, where “slaves multiply as fast as the free inhabitants” and have “almost” unrestrained access to enslaved members of the opposite sex. Jefferson also quotes (in Latin) Cato’s own advice in his work *On Agriculture* to sell off old equipment and aged and sick slaves. Other examples of Roman harsh treatment of slaves are taken from Suetonius’ *Life of the Emperor Claudius*, where Claudius is said to have

penalized the practice of abandoning diseased slaves on the Tiber Island, and the infamous case of Vedius Pollio known from Seneca and Dio Cassius. Jefferson also mentions Roman judicial torture of slaves to extract evidence and contrasts this with the American practice of not using slave testimony at all (!). Finally, he alludes to the *senatus consultum Silianum* (though he does not mention it by name) that called for the execution of all slaves under the same roof at the time a master was murdered.⁷

Yet, continues Jefferson, despite these “discouraging circumstances” Roman slaves “were often the rarest artists” who had produced works of literary and intellectual excellence; he cites particularly Epictetus, Terence, and Phaedrus. “But,” he explains, “they were of the race of whites.” I will not enter here into the question of what “color” Roman slaves were, a question Roman history teachers often get asked by students today. It is a question which would have seemed odd to Romans, who did not have the obsession with “color” and “race” that we do today, though they certainly entertained stereotypes about ethnicity. When it came to conquering and absorbing others, and subjecting them to servitude, the Romans were equal-opportunity enslavers. Jefferson knew that sub-Saharan Africa was not a source of slaves for the Romans—certainly not the way Gaul, north Africa, Syria and Greece and other regions were—so as far as he was concerned Roman slaves were “white.” Thus the North African Terence, described by Suetonius as “of swarthy color” (*colore fusco*)⁸ would also count as “white” in his eyes. Jefferson then hazards “as a suspicion only” the theory that “the blacks, whether originally a distinct race or made distinct by time and circumstances, are inferior to the whites in the endowments of both body and mind.” This conclusion, along with a strong aversion to the “mixing” of the races, led Jefferson to believe that the emigration of freed slaves and their descendants was necessary and prevented him from taking positive steps toward emancipation of enslaved African-Americans, or even manumission of his own slaves.⁹ It is interesting to contrast this negative and prejudiced

assessment of African Americans with Jefferson’s very positive views about the talents and potential of native Americans. Indians in North America, he believed, had reached the same stage of civilization relative to whites as “Europeans north of the Alps” had relative to the Romans when Rome encountered them.¹⁰ Native Americans, then, are seen as analogous to Germanic “barbarian” peoples who will, with time and acculturation, reach parity with Europeans, but Africans are so alien that they cannot ever be integrated into white American society.

One aspect of Roman slavery that Jefferson does not mention is the sexual exploitation of slaves by their masters. Sexual relationships between those who are in bondage and those who have power over them is, of course, a feature of all slave societies, ancient or modern. Such relationships can take a number of different forms, ranging from brutal and casual rape to long-lasting concubinage that resembles marriage in many ways, except that one partner has no say in the matter. For the Romans, concubinage (*concubinatus*) was intended as an alternative, not a supplement, to marriage. It might be entered into when the reason for marriage—that is, procreation of legitimate children to whom the father’s name and property could be passed down—did not exist. For instance, widowers who already had children by a legal marriage might prefer concubinage with a lower-class woman rather than remarriage, which would compromise succession to their property. The *concubina* would be of a lower status than her partner, preferably a former slave, frequently the man’s own freedwoman. Her children would be illegitimate, but if she was free at the time they were born, they would be freeborn, not slaves themselves. Some Roman men certainly preferred more casual relationships with slaves, but concubinage was not an unusual or disreputable alternative. In some cases it was necessary, for instance if a senator wished to cohabit with a freedwoman, since the Augustan marriage laws ruled out legal marriage between a person of senatorial status and a former slave. In other cases it was more socially appropriate or simply more convenient for the male.

Examples of Roman concubinage can be found in literary, legal, and epigraphic sources, to the point where it used to be thought that their frequency was an indication of decadence and immorality. The emperor Vespasian, after the death of his wife, took up with a freedwoman, Caenis, with whom (according to Suetonius) he had been in love when he was young. Vespasian already had two adult sons from his marriage, and it would have been foolish to complicate the imperial succession further by having more legitimate children. This relationship was quite open and well-known, and Suetonius says that Vespasian had Caenis “in the place of a legitimate wife.”¹¹ Cato the Elder, as a widower of an advanced age, began sleeping with a young slave woman, who would come to his room secretly at night. But this aroused the disapproval of Cato’s adult son and daughter-in-law, who were living with Cato, especially because they thought the slave was flaunting her privileged position. So Cato gave up the relationship and instead married again, to the daughter of one of his clients.¹²

Jefferson certainly knew of these cases, as he cites both Suetonius and Plutarch’s *Life of Cato* in his digression on Roman slavery. And in fact after the early death of his wife, Martha, he did the same thing, with Sally Hemings, Martha’s enslaved half-sister. Like the elder Cato, he began a relationship with a much younger slave woman. Unlike Cato but like Vespasian, this relationship lasted for many years, until Jefferson’s death. Unlike Cato and Vespasian, Jefferson had children by his concubine. They were, of course, illegitimate, and they were also his slaves.

In 1802 the muckraker James Callender announced in a Richmond newspaper that “... the man whom it delighteth the people to honor, keeps, and for many years past has kept, as his concubine, one of his own slaves.”¹³ Until the late 1990’s Jefferson admirers denied the story, but DNA evidence has confirmed that most, if not all, of Sally Hemings’ children were Jefferson’s.¹⁴ Americans today consider this shocking and highly discreditable to Jefferson, as did many in the early nineteenth century, but it would have come as no surprise to Roman slaveowners. What

would perhaps have surprised them was Jefferson’s unwillingness to recognize Sally Hemings openly as his concubine, since Romans would not have considered such a relationship dishonorable to man or concubine, assuming the man was not legally married and the woman was of low status.

Jefferson never denied Callender’s allegations about his housekeeper “the African Venus,” but he never admitted them either; he chose not to respond directly at all. However, he would have learned from his reading of ancient authors that the presence of a concubine, slave or not, could be an affront to legitimate children by a previous marriage. As his letters to his daughter Martha and other family members reveal, Jefferson could be very self-centered even with those he most loved. But he was devoted to his white family and wanted very much to retain their affection and esteem.¹⁵ It is hard to believe that his

children and in-laws and grandchildren were unaware of his relationship with Sally Hemings; they were certainly aware of the allegations about it. But they always denied the claims, and it was Madison Hemings, one of Sally’s children, who spoke about Jefferson’s paternity decades after his father’s death.¹⁶

Despite his criticism of slavery in the *Notes on the State of Virginia* and elsewhere in his writings, Jefferson never pushed for abolition. (A law banning the African slave trade was passed under his administration, but this is far from the same thing.) Nor did he follow the example of many Romans and some of his fellow American slaveholders by manumitting his own slaves at his death, let alone during his lifetime. There are several reasons for his reluctance to act. One I have already mentioned: his concern for his legitimate family. Another is his evident racism and

Eta Sigma Phi Web Sites

The official web site of the national office can be found at two URLs: www.etasigmaphi.us and www.etasigmaphi.com. On this website can be found annual report forms, reports on new initiates, the Eta Sigma Phi constitution, and other important information. Check this site regularly for news about upcoming events like scholarship deadlines, translation contests and the annual convention.

A list of web pages maintained by individual chapters can be found at <http://department.monm.edu/classics/esp/Links.html>. Many of the links on this site are no longer active. It is the responsibility of members of the local chapters to maintain these links and to inform the national office of any changes. If your chapter does not yet have a website, please consider designing one!



Thomas Jefferson on Roman Slavery (Continued)

more specifically, his prejudice regarding skin color. Jefferson's belief in the inferiority of Africans is clearly stated in the *Notes* and in his private correspondence.¹⁷ Of course, this color prejudice and fear of race "mixture" did not prevent Jefferson from carrying on a very long-term monogamous relationship with an African American slave. However, Sally Hemings, as the daughter and grand-daughter of white men, was only one-quarter African and her children by Jefferson could have "passed" as white—as indeed two of them later did.¹⁸ Moreover, Sally was the half-sister of Jefferson's beloved dead wife Martha, and probably resembled her. And one should also not ignore a certain hypocrisy where the need for sex and companionship are concerned. Jefferson could espouse the ideals of freedom and condemn slavery as harmful to both whites and blacks, and at the same time keep well over 100 men and women in bondage throughout his, and their, lifetime. It is no more hypocritical, or unbelievable, that he would have kept one of them as his concubine.

Another reason for Jefferson's failure to work for abolition, and even to free his own slaves, was his reluctance to rock the boat. He was always extremely sensitive to criticism and aggrieved that his efforts and personal sacrifices for his *patria* had not been sufficiently appreciated. He knew how unpopular an idea emancipation was among the southern gentry, among whom he himself was numbered and whose opinion meant a great deal to him. In fact, he had wanted to prevent general publication of the complete version of the *Notes* because he believed his remarks about slavery there would be an "irritant" to Virginians and, he claimed, would have the effect of retarding any scheme for emancipation.¹⁹ Nor was he the only member of the Virginian elite to combine disapproval of slavery, and awareness of its destructive effect on both slaves and masters, with an unwillingness actually to abolish the institution.²⁰

Most of all, Jefferson depended upon his slaves for the running of his plantations, especially of course Monticello. He was unwilling to give up not only his own creature comforts but those of his children and grandchildren. Jefferson referred to his

slaves as his "family," just as Romans used the word *familia* to describe their slave household.²¹ But slaves were property, and in fact, along with his land, they were the only real assets Jefferson had. And he had enormous debts. In the end he died so deeply in debt that his heirs were forced to sell off not only virtually all his slaves but also Monticello itself. The only slaves he actually let go, in his will or during his lifetime, were members of the Hemings family, including his own children by Sally Hemings.²²

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THOMAS JEFFERSON

From the Notes on the State of Virginia, Query XIV ("Laws")

"... We know that among the Romans, about the Augustan age especially, the condition of their slaves was much more deplorable than that of the blacks on the continent of America. The two sexes were confined in separate apartments, because to raise a child cost the master more than to buy one. Cato, for a very restricted indulgence to his slaves in this particular, took from them a certain price [cites Plutarch's *Life of Cato the Elder*]. But in this country the slaves multiply as fast as the free inhabitants. Their situation and manners place the commerce between the two sexes almost without restraint. —The same Cato, on a principle of economy, always sold his sick and superannuated slaves. He gives it as a standing precept to a master visiting his farm, to sell his old oxen, old waggons, old tools, old and diseased servants, and every thing else become useless. "Vendat boves vetulos, plaustrum vetus, ferramenta vetera, servum senem, servum morbosum, & si quid aliud supersit vendat" [cites Cato's *On Agriculture*]. The American slaves cannot enumerate this among the injuries and insults they receive. It was the common practice to expose in the island of Aesculapius, in the Tyber, diseased slaves, whose cure was like to become tedious. The Emperor Claudius, by an edict, gave freedom to such of them as should recover, and first declared, that if any person chose to kill rather than to expose them, it should be deemed homicide [cites Suetonius' *Life of the Deified Claudius*]. The exposing them is a crime of which no instance has existed with us; and were it to be followed by death, it would be punished capitally. We are told of a certain Vedius Pollio, who, in the presence of Augustus, would have given a slave as food to his fish, for having broken a glass [cites Seneca and Dio-Xiphilinus]. With the Romans, the regular method of taking the evidence of their slaves was under torture. Here it has been thought better never to resort to their evidence. When a master was murdered, all his slaves, in the same house, or within hearing, were condemned to death. Here punishment falls on the

Percy Jackson & The Olympians: The Lightning Thief

guilty only, and as precise proof is required against him as against a freeman. Yet notwithstanding these and other discouraging circumstances among the Romans, their slaves were often the rarest artists. They excelled too in science, insomuch as to be usually employed as tutors to their master's children. Epictetus, Terence, and Phaedrus, were slaves. But they were of the race of whites. It is not their condition then, but nature, which has produced the distinction.

"... Among the Romans emancipation required but one effort. The slave, when made free, might mix with, without staining the blood of his master. But with us a second is necessary, unknown to history. When freed, he is to be removed beyond the reach of mixture."

ENDNOTES

- 1 See William Peden's introduction to Jefferson 1954.
- 2 See Wilson 1993, 52–8.
- 3 Jefferson 1954, 162.
- 4 See Peden's note in Jefferson 1954, 286.
- 5 Jefferson 1954, 137–8; Finkelman 1993, 196.
- 6 Jefferson 1954, 138–141.
- 7 Jefferson 1954, 141–143. See the selection at the end of this paper.
- 8 Suetonius *On Poets: The Life of Terence* 5.
- 9 Jefferson 1954, 143. On Jefferson's aversion to "race mixture," see Miller 1991, 46–64.
- 10 Jefferson 1954, 63.
- 11 Suetonius, *Deified Vespasian* 3.
- 12 Plutarch, *Cato the Elder* 24.
- 13 Callender as excerpted in Lewis and Onuf 1999, 259–260.
- 14 Summarized and discussed by Finkelman 2001, 163–170.
- 15 See Lewis 1999.
- 16 "Life among the Lowly, No.1" in the Pike County [Ohio] Republican, 13 March 1873, reprinted in Lewis and Onuf 1999, 255–258.
- 17 Miller 1991, 46–59; also Stanton 1993, 194 n.24; Finkelstein 2001, 190–194.
- 18 Stanton 1993, 152 and note on p.174.
- 19 See Jefferson's letter to Chastelleux of June 7, 1785 and to James Monroe the same day in Jefferson 1984, 799–809.
- 20 See Greene 1993, 242–246.
- 21 Stanton 1993, 148.
- 22 A couple of whom were simply allowed to "run away" and join white society in the North. See Stanton 1993, 152–153.

A Review by Ally Carkin

After the incredible success of the Harry Potter franchise, it is no surprise that Rick Riordan jumped on the movie boat. Chris Columbus, who is also the director of the first two Harry Potter films, provides a new twist on Greek Mythology. The movie at first glance is about a teenager, Perseus "Percy" Jackson (Logan Lerman), who discovers that he is a demigod, going on an odyssey of sorts to return Zeus' (Sean Bean) stolen lightning bolt.

The movie is littered with mythology references, which some mythology buffs would find less than accurate. Percy is the son of a mortal woman and Poseidon (Kevin McKidd), who was forced to leave his family by Zeus. Perseus traditionally is the son of Danae and Zeus.

Interestingly enough, all demigods in the film take on the qualities of their parents. In mythology, they are normally just a little bit prettier, a little bit stronger, and a little bit faster than the average man. This is far from acquiring power over water. All of the gods have children in this movie, including Athena, one of the traditionally virgin goddesses. Athena's daughter, Annabeth (Alexandra Daddario), who is one of Percy's companions on his odyssey, has inherited her mother's traits of battle strategy and is a fantastic warrior.

Uma Thurman takes a fun spin on Medusa. She is still attractive, but adorns snakey-locks and dark shades. She of course owns a statue emporium, where she sells her victims. Mythology fanatics will be happy to see Percy, like his mythological counterpart, defeat Medusa with a reflective "shield" which in this case is an iPod. Medusa is the only "creature" of sorts that Percy defeats, which corresponds with his mythological feats.

Other monsters from classical Mythology make an appearance. The Minotaur of Theseus, the Hydra of Herakles, and the Lotus Eaters of Odysseus are spun as being the deeds of Percy Jackson. These monsters make the movie more action packed and it was definitely fun to see them on

the big screen. If the movie lacked these obstacles, Percy would not be much of a hero in the Classical Mythology sense.

Any Classics student would soon figure out who stole Zeus' lightning bolt once introduced to the character. If demigods inherit the traits of their parents, then of course there can only be one god who sires a child who is a thief. I won't of course give the ending away; I'll allow you to see it for yourself. On the whole, it makes mythology fun for young students. It is the perfect movie to make mythology exciting and make students curious. As always, it is a joy to see a movie that will do a lot for larger classics enrollment numbers.

Percy Jackson & the Lightning Thief runs 118 minutes and is rated PG for action violence and peril, some scary images and suggestive material, and mild language.

About the Author

Ally Carkin grew up in the small town of Pepperell, Massachusetts, and received her Bachelors in Latin and Geoscience from Wellesley College in 2009. She is currently in her second year of her MAT in Ancient Greek and Latin at the University of Vermont. She is a student teacher of Latin at Mount Abraham Union High School in Bristol, Vermont.

Naming Contest

Our trusty owl has gone without a name for long enough. The Secretary-Treasurer announces a naming contest. The winning name, to be announced at convention, will receive a \$50.00 prize. Please send all submissions (one name per person) by email to Professor Sienkewicz: TOMS@monm.edu.

Antiquity Alive: A Tale of Transformation

By Keturah Kiehl

“The past is never dead. It’s not even past.” So said Gavin Stephens in William Faulkner’s *Requiem for a Nun*. At the ASCSA Summer Session in June–July 2010, I found this to be true in surprising ways. Not only was I to study Greece’s ancient past, but the changes it underwent in later ages, and its exportation to other parts of Europe. Moreover, I also found my own past and personal transformation carved in Greek statues, temples, and inscriptions.

My first experience of the persistent past took place before I even reached Greece, and it was thanks to the zealous German antiquities collectors of the 19th century and Hitler’s fascist propaganda. (It’s a good thing I am not dependent on tenure, as a sentence like that would likely derail my application permanently.) Two photographs on an informational sign atop the grandstand of the Nazi parade grounds in Nuremberg, Germany, compared the Nazi grandstand in its heyday to the Pergamon altar that inspired its design. A victim of the 19th-century antiquities trade, the altar was (and is) one of Germany’s prized cultural possessions; in selecting it as the model for the focal point of the parade grounds, Hitler clothed his diabolical designs in the vestments of Europe’s glorious past. And the altar was in a museum in Berlin...where I would be in two days! I was a giddy young girl walking around the enormous, airy room where the altar was housed, scrutinizing with my own eyes the details I had studied in a grad school art history course, taking pictures that rivalled any textbook’s with the digital camera I had bought just for this trip, and listening with rapt attention at every stop on the audio tour. I had to take a couple of “I was here” shots as proof that I had actually seen, not dreamed, this magical meeting. In response to all of the compelling emotional arguments for returning artifacts to their countries of origin—which I also remembered from that art history class—I now had an emotional argument of my own for leaving them where they were: many people like me would have had little chance of seeing the Pergamon Altar in its home country of Turkey. The German

antiquities collectors’ desire to bring the ancient world into theirs also brought it within my reach.

The Pergamon Altar in Berlin was only my first recall to days I had left by Lethe’s streams. When I reached Athens in mid-June and met the people with whom I’d be spending the next six weeks, I faced another ghost from my past: the graduate student. All but one of my nineteen colleagues in the ASCSA Summer Session were eyeing seminars, comprehensive exams, dissertations, and eventual tenure-track positions—much as I had been four years ago when I participated in Classical Summer School at the American Academy at Rome (also thanks to a generous Eta Sigma Phi scholarship) in 2006. At that time I was fresh from a successful thesis defense and MA graduation; and while I was headed for a middle-school teaching job in Memphis when I returned in August, I entertained the possibility of returning in a few years for the PhD and professorship for which I had been told I was well-suited. Under that looming prospect, I crammed as much information into my notebooks as possible for future use in brilliant lectures and perhaps an article. I have two binders from Rome, a shelf full of site guides, and an extra suitcase I had to buy at the airport to carry them all home.

In Greece this summer when I again brushed shoulders with higher education, I was surprised to discover how much my perspective had changed in four years. After four years of teaching to ten-minute middle-school attention spans, I was largely content with the broad brushstrokes and found my own mind wandering when the discussions about previous building phases, mysterious references to cult rituals, the accuracy of Pausanias’ descriptions, and the classification of prehistoric pottery became too arcane. I sought out cultural details that would answer my students’ concrete questions such as what the ancients ate, what sports they liked, and whether the battle at Thermopylae really happened as in the movie *300*. Instead of details I could argue before examiners and conference panels, I recorded and photographed items that would help me recreate a site, event, or an ancient person’s life for my students.

The result is that I have as many pictures of cooking pots, jewelry, toiletries, and weapons as of the sites where these items were found. One example is the weapons display in the museum at Olympia, which I knew would make a popular lesson for my students at the all-boys’ school at which I would start a new job in August. Another example is the display of cooking pots and grills from the museum of the Athenian Agora. At their tender age my students would get more of a kick out of an ancient Greek barbecue than they would out of the fine stylistic points of Geometric pottery, and my willingness to connect with them at this concrete, foundational level would give some future teacher or professor the opportunity to lead them to the higher levels. Besides, cultural info would complement my pedantic knowledge of the literature. I also found that my experience as a secondary teacher was a novelty to some of my session colleagues, and it was fun to share what I had done and learned in the last four years with them, some of whom were considering that level of the profession themselves. In my graduate Summer Session colleagues I was startled to see a past version of myself as a researcher, but I was equally startled by the delight I found in my new perspective as a secondary teacher.

Like my junior-high students, I even forged a new concrete connection of my own with the ancient Greeks through one of their most popular athletic pursuits:

About the Author

Keturah earned a B.A. in Classical Studies from Hillsdale (Michigan) College in 2004, where she was an active member and officer of Eta Delta chapter of Eta Sigma Phi. Upon earning an M.A. in Classical Languages from the University of Missouri in 2006, she explored Rome as a member of the AAR Classical Summer School, also thanks to an Eta Sigma Phi scholarship. From 2006–2010 she taught 8th grade Latin I and Intro to Classical Studies at Briarcrest Christian School in Memphis, Tennessee. She currently teaches 7th grade Origins of Language and 8th grade Latin I at Memphis University School alongside three stellar Latin colleagues.



Keturah at the Marathon Mound

running. I had run on my own off and on since high school for fitness reasons, but my running became pretty sporadic during grad school as the guilt of neglecting the Reading List haunted my engagement in lighter pursuits. Since going into teaching, I have found it is possible to cultivate a hobby without jeopardizing my professional success, so I have learned to train and race long distances and have even added cross-country coaching to my academic responsibilities. Having completed two full marathons and eyeing a third, I was now thrilled to visit the ancient battlefield that gave its name to the distance and to do morning runs through Greece's most storied terrain. In this goofy picture, I am aping a run in front of the Athenian burial mound at Marathon—where I also discovered that my technical workout

clothes were as good at beating the oppressive Mediterranean heat as they were for running. Other thrilling athletic sites were the stadiums for the Panhellenic games at Isthmia, Nemea, Olympia, and Delphi, which I found far more interesting now that I can identify with the hard, long training to which Greek athletes subjected themselves to prepare for these games, and the flush of excitement when they raced before thousands of their countrymen. Notice that I did not say I identified with the flush of *victory*, as I was soundly beaten in our group footraces at the Nemean and Olympic stadiums. My compatriots, however, readily accepted my claim that I was trained for distance rather than sprinting, and I substantiated it by running four miles through Nemean vineyard country during lunch break while they lolled over

gyros and espresso frescos. Framed by the pines that march toward the peak of Mt. Parnassus, the Delphi racetrack was one the most inspiring racing venues I had seen and must have been doubly so for the ancients who sought the advice of Apollo there and represented their cities at the Pythian Games. The racetrack sits on a terrace above the sanctuary, which spills down the mountainside in a cascade of treasuries. We didn't get to race on that track, but I reveled in the dramatic scenery on a morning run through the lower sanctuary, which included a sprint through a one-stade long stoa that served as an indoor training facility for Pythian contenders. Running not only kept me in shape for my next marathon but helped me to see ancient sites like Nemea and Delphi up close, and also to experience a

Antiquity Alive: A Tale of Transformation (Continued)



St. Pauls' Bema at Corinth

part of the ancient culture as a participant rather than a spectator.

Not every vestige of my past faded upon exposure to the light, however. Fascinated by the “triumph of Christianity” in fourth-century A.D. Rome and by the attendant refashioning of Latin literature, I had oriented my second-year master’s coursework toward Late Antiquity and had written my thesis on a hymn of one of the era’s prolific Christian poets, Prudentius. It was interesting to trace some of the same themes of Late Antiquity in Greece with the ubiquity of Christian basilicas atop earlier sites, the veneration of saints, and some of the earliest known places in Europe to hear the Christian message. Having remained in the Christian faith in

which I was raised, I was also excited to see some of the cities that St. Paul visited. On a whim I lagged behind our group in the Corinth agora to take a picture of the bema that our guest speaker had bypassed without a word; later I found that that was where Paul had famously been dragged before governor Gallio by unbelieving Jews (Acts 18:12–17). Here was another marvel of history that I had quite nearly bypassed! Thessaloniki did not have a specific Pauline artifact, but it did have an excavated first-century agora that Paul would no doubt have seen during his stay in the city. A few blocks from the ancient site stood an impressive church, Aghios Demetrios, which was built in the fifth century A.D. in classic Roman basilica style with three

aisles, clerestory windows, and saints’ relics at every turn. Remembering discussions of Egeria’s travels and pilgrims’ graffiti from a graduate Latin epigraphy class, as well as my visits to the Constantinian basilicas dotting Rome, I could identify with the faithful who came from far away to see the saint’s resting place, to “read” his story in his icons, and to honor the sacrifice of Demetrios and the other saints honored at this church. I left with my own collection of “relics,” various icons, to give to my Christian friends and family as a tangible connection to a city that knew the presence and influence of Paul and those who followed his lead.

The cultural richness of Late Antiquity was not only religious, as evidenced by the

Hooked

By Mark Tassone

impressive remains of Emperor Galerius' administration. The reliefs on Galerius' triumphal arch and glittering palace mosaics bespeak the splendor of Late Antiquity in defiance of scholars' dreary dismissal of everything postclassical as second-rate and bereft of sensibility. While artistic tastes changed, as they always do in a long-lived culture, the care and skill with which these later Roman artists worked rival that of any other age, ancient and modern.

I have said very little of Athens, which served as our home base between week-long visits to other parts of Greece, since it is already well-loved in the annals of history and travel. Athens is simply unforgettable. I will never forget the echoes of the Athenians climbing the Panathenaic Way up to the Acropolis, of Socrates teaching in the Agora, or of Aeschylus' chorus singing in the theater of Dionysus. I will never forget the Parthenon and National Museums that hold so many treasures of art. I'll never forget my first view of the Parthenon from the open-air restaurant atop my hotel before my brown-bag supper and I were chased out. I'll never forget the relief of the cool night air as I stole out of stifling Loring Hall to a cot on the balcony under the stars and city lights. Nor will I forget my last night in Athens in the Odeion of Herodes Atticus, piecing together the plot of the opera *Aida* from Greek subtitles with a new British friend at the foot of the Acropolis.

And I will never forget the generosity of those who made it possible for me to experience all this. Thank you to my grandparents who flew me to Europe, and to Memphis University School, which forwarded professional development money to me before my teaching contract even started last fall. Most of all, thank you to Eta Sigma Phi for awarding me the Brent Malcom Froberg Scholarship to cover the program fees. This trip would have been unthinkable without this assistance; with it Greece has been unforgettable. I have learned the value not only of Greece and its unique place in history but also of my own place in life, which is educating young students about ancient marvels. I am very grateful for *both* lessons and for the opportunity, tools, and inspiration to continue teaching them.

Over the past summer, I had the good fortune to receive the support of the Bernice L. Fox Scholarship which assisted me in fulfilling a course in Foreign Language Teaching Methods—a necessity for my Latin teaching endorsement in Virginia. With my endorsement secured, I have begun a position teaching Latin for Salem High School in Salem, Virginia.

I, personally, was not lucky enough to have the opportunity to study Latin as a high school student. Instead, I began my foreign language education studying Spanish. And after three errant years of study, I decided I was in need of a change. Latin was that change. And, as you can clearly see from my current profession, oh what a change it was!

As an undergraduate at Hampden-Sydney College, I began studying Latin under the tutelage of C. Wayne Tucker (a name that rings loud and clear among the ranks of Eta Sigma Phi). I am still eternally thankful to have survived the first week under his stern glance. Dr. Tucker did not obscure the cruel reality: Latin is not for the faint of heart. And I certainly struggled a great deal at the outset. But my mentor recognized my determination and would not let me fail.

I still clearly remember the exact moment Latin changed my life. I was sitting at my desk in my dorm room, tearing through my notes with a vigor that could only be inspired by the immense dread I felt for the next day's test. It was my first test. And I did not want it to be my last. But in the midst of that fevered frenzy, pieces of the puzzle began falling together before my eyes. And within a moment, the light of knowledge ignited and suddenly Latin made sense. The obscure vocabulary took on a new meaning. And these hitherto obscure words began combining to form clear and logical sentences.

I was hooked.

Ever since, Latin has been the defining challenge of my life. The more I learn, the more I realize that I know but a drop in the sea. And just as my thirst is quenched for a moment, Latin leaves my parched mouth desiring endlessly more.

Ultimately this love of knowledge led me

to double major in Latin and Greek as well as Classical Studies at Hampden-Sydney. But my hunger was not sated. I then continued my education at Florida State University where, with the assistance of their outstanding faculty, I received my Master's Degree in Latin. But again, this was only a brief stop on my odyssey.

Now I find myself at the threshold of a new adventure: education. In Salem, I have found a body of students as thirsty for knowledge as I am. And we quench our thirsts together. My course load encompasses the breadth of the Latin language from its foundations, in Latin I, to its finer adornments in IB Latin IV and V.

As a teacher, my thirst for knowledge has not subsided in the least. On the contrary, it has grown. For now, I do not merely desire to understand the intricacies of the Latin language, but, in addition, I continually desire to instill my love for Latin in others.

I cannot say teaching is easy. Being a beginning teacher of any subject is a challenge which would likely intimidate Hercules himself. Furthermore, Latin bears many additional burdens which many subjects do not. Most notably, as the only Latin teacher in the school system, I must prepare for four separate courses. Many teachers have admitted to me that they found two course preparations to be intimidating during their first year. Additionally, by virtue of my position, I am the sponsor of the Latin club and must oversee their activities.

Despite the difficulties that plague this first-year teacher, there is certainly one advantage: no one else in the world can see the sparkle in the eyes of my students when Latin suddenly comes alive. No one else can leave them thirsty for knowledge just as I am. And no one else can quench that thirst, while still leaving them wanting for more. I alone have that ability. And once more, I am hooked.

About the Author

Mark Tassone attended Hampden-Sydney College where he double-majored in Latin and Greek and Classical Studies. He continued his education at Florida State University where he earned his MA in Latin. Mark now teaches Latin for Salem High School in Salem, Virginia.

The Value of Spoken Latin

By Kenny Van Eimeren

As a future Latin teacher, I am constantly on the lookout for ways to improve the process of learning Latin, and not only for methods that are effective and efficient, but also for ones that make learning Latin more fun. There is one practice that is all of the above, in which I have recently become immersed, and that is the practice of spoken Latin.

We all have a conception of the extremely dry Latin pedagogy of yore, full of rote and not much besides. After Latin became no longer mandatory in many schools, this old system had nothing propping it up, and enrollment plummeted during the middle of the last century, reaching a low point during the 1970s. Crisis sparked innovation, and a new trend towards greater orality took hold. Since then, the trend has continued, and Latin enrollment numbers have continued to climb, ever so slowly. Obviously the reasons for this are complex, but the observed correlation is no mere coincidence.

We have now reached a point where in many schools students are frequently required to read aloud with proper pronunciation, and the benefits thereof are widely recognized, especially with regard to such matters as the internalization of the Latin word order and the cultivation of a familiarity with poetic meter. This is certainly what I experienced in high school. But it is now time for Latin teachers to take it to the next level.

Thanks to the generosity of Eta Sigma Phi through the Bernice L. Fox teacher training scholarship, this summer I was able to attend a truly remarkable gathering known as the *conventiculum lexintoniense*. The *conventiculum*, which takes place at the University of Kentucky, is a weeklong convention of people interested in the speaking of the Latin language. The catch is that all participants are obligated to speak only in Latin for the entire week.

I now know from personal experience that immersion is the best way to improve language skills. On day one, despite intense focus, I was struggling to understand the fluent Latin of Terentius (AKA Professor Terence Tunberg, the maestro of this event). But by day three, comprehension



Kenny is the farthest from the camera in back

was effortless, and production was improving noticeably.

Let me take this moment to encourage anyone reading this to attend the *conventiculum*. There are several such gatherings around the country, but the *conventiculum lexintoniense* is by far the cheapest—the scholarship I received paid for my plane ticket, definitely my biggest expense; so if you're nearby, you have no excuse not to check it out. And it is totally worth it! Besides the improvement of your Latin, as I will delineate below, it is a super fun time with a great community of people who become friends and valuable network contacts. *Conventiculum* is for everyone, truly! The activities throughout the day are sometimes split up into groups for the less experienced (*tirones*) and the more skilled (*peritiores*), so there's room for all skill levels, and the ages this year ranged from five to...definitely in the nineties, with about equal numbers in each decade from the 20s through the 60s, inclusive. Do yourself a favor and check out their youtube channel, LexConventiculum, for a taste of its awesomeness.

What I learned at *conventiculum* is that the benefits of speaking Latin are manifold. Have you ever been hit with a 2nd person plural future indicative verb that stopped your translation in its tracks? Or do you ever come across a passage that has a particle like *nempe* or *scilicet* that makes you feel like you don't *really* understand the tone of the sentiment being expressed? These sorts of things happen to me all the time. The great thing about oral Latin is that you get to practice things that you rarely see in the ancient texts. One of the quickest things you realize when you start using spoken Latin is that certain constructions are far more common in speech than they are in writing, such as 1st and 2nd person verbs, and the future tense. You also become comfortable very quickly with the forms of such useful irregular verbs as

About the Author

Kenneth Van Eimeren will receive his MA in Classics and teacher certification through the UTeach program from the University of Texas at Austin in May.

utor. And it may not seem like a big deal at first, but when you hear other people using emotive adverbs and particles like those above and you truly feel like you understand what they mean, the language truly comes alive. Plus, it's fun! It may seem hard at first—scratch that, it is *exceedingly* hard at first!—but the benefits quickly outweigh the frustration, and escalate as skill increases. I guarantee you, using oral Latin, as a student and for some of you as a teacher, will help you gain a facility with the language that is much harder to gain in any other way; and even if you're already a boss at Latin, (1) it's fun, and (2) it will help your students learn Latin in ways you never thought possible.

Now, I'm no expert (yet) on what the best methods are for implementing oral Latin in the classroom, although I have seen some things work marvelously, such as giving the students Latin names, a brilliant and easy-to-use technique that invests the students in Latin as part of their identity—everyone should do this; there's no reason not to. The teacher under whom I am student-teaching gives vocabulary quizzes entirely in Latin, getting her kids practice in oral comprehension while doing assessments; it works like a charm. But I'm not here to recommend specific implementations (I'll leave that discussion to the teachers), only to convince you of its utility. We need more oral Latin in classrooms.

I want to make myself clear, though, that I am by no means suggesting a shift all the way to the methods of the teachers of modern foreign languages. We must retain our current focus on explicit, rigorous teaching of grammar. Our main goal of teaching students to read ancient texts insightfully differs vastly from the goal of modern foreign language education, which is communicative competence; it therefore stands to reason that our methods should differ fundamentally. I met a couple at *conventiculum* who are raising their children to speak Latin natively, and even they acknowledged in one of our discussions that their ultimate goal is for their children to be able to read Latin texts fluently. But that doesn't mean that we can't speak it, too.

If you find yourself interested in what

I'm saying, here are some resources you can start with: First of all, there is a community on Ning called *Schola*, which is a group dedicated entirely to the use of the Latin language. There you will find *scriptoria* and *locutoria* (chatrooms) wherein you can test the waters or simply listen in or read what others are typing. The first book you should get on this topic is called *Conversation Latin for Oral Proficiency* by John C. Traupman (Bolchazy-Carducci, 1997, 2nd ed)—it covers not only the vocabulary of everyday life and the niceties of colloquial expressions, but also has a very helpful section on how to teach Latin in Latin for you (future) teachers. And of course, last but certainly not least, there are conventions for spoken Latin. I will not pretend to be familiar with all of these, although I know they are on both coasts. I have already described the merits of the *conventiculum lexintoniense* above.

We in the Latin community like to claim that, contrary to popular belief, Latin is not a dead language. This is a true statement, but the whole truth is that Latin is only slowly being resurrected and is still on life support. It is people like Professor Tunberg and his program at the University of Kentucky who are keeping it alive, and it is up to those of us who love the language, and especially those of us who will have our own Latin classrooms, to do ourselves a favor and help keep Latin truly alive.

Eta Sigma Phi Owl LAPEL PINS

These economically-priced oval lapel pins are one-inch high and bear the Eta Sigma Phi owl seal in purple and gold. All new active members of Eta Sigma Phi receive a lapel pin as benefit of membership. Additional lapel pins can be purchased in a batch of ten for \$10.00 plus \$5.00 for postage and handling.



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Do you want to see photos of members of your chapter in the next issue of *NUNTIUS*?

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Press deadline for the next issue is May 30.

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Annual Application Deadline: February 1st

The recipient will be announced at the National Convention.

This scholarship honors Bernice L. Fox, who taught English, Latin and Greek at Monmouth College in Monmouth, Illinois, from 1947 to 1981, and who served as chair of the Department of Classics from 1970 until her retirement in 1981. Throughout her long and dynamic career she worked tirelessly to promote the Classics in Illinois high schools and colleges. In 1956 she founded Monmouth College's Gamma Omicron Chapter of Eta Sigma Phi. She was the author of *Tela Charlottae*, the Latin translation of E. B. White's *Charlotte's Web*. In 1991 Monmouth College conferred on her the honorary degree of Doctor of Humane Letters. She died in 2003.

The committee who will select the scholarship recipient was appointed by the Eta Sigma Phi Board of Trustees. Its members are Mary Pendergraft of Wake Forest University in Winston-Salem, N.C. (chair), Helen Moritz of Santa Clara University in Santa Clara, California, and Terry Papillon of Virginia Polytechnic Institute and State University in Blacksburg, Virginia.

Eta Sigma Phi, the National Classics Honorary Society (<http://www.etasigmaphi.us>)

Bedouin Whiskey & Pantomimes: My Summer in Jordan Channeling Indiana Jones

By Eliza Gettel

This summer, due to the support of Eta Sigma Phi's first-ever Scholarship for Fieldwork in Classical Archaeology, I was able to pursue the fantasy of being "Indy." To do this, I traveled to Jordan for three weeks and participated in the Bir Madhkur Project. Dr. Andrew M. Smith II of George Washington University directs the dig, located in Jordan's Wadi Araba desert, one hour north of Aqaba along the Israeli border. The project aims to better understand the relationship between indigenous and non-indigenous populations and the trade network of the area.

I was one of twenty people, including volunteers and staff, on site for the first half of the seven-week season. We flew into Amman and drove four hours south along the Dead Sea to Reesha, a small desert town just south of our site. There, we moved into the top floor of an unused government compound belonging to the Jordan Valley Authority. We were very lucky with our accommodations considering our location in the middle of the Wadi Araba. We had a full kitchen equipped with stoves for boiling water, porcelain Turkish squat toilets, and most importantly AC to mitigate the 130-degree Fahrenheit afternoon temperatures.

Due to the high afternoon temperatures, which were exacerbated by the heat wave the Middle East experienced at the beginning of this summer, our days started early. From Sunday to Thursday, we woke up at 4:30 AM, and we were in the trucks by 5:00 AM to head to the site. The trip



Eliza with a coin she found at the caravanserai

to the site was always an adventure since it involved off-roading on extremely bumpy desert roads. After picking up our Bedouin workers from the nearby village, we headed out to the main site to begin work. Each day we worked for a few hours before taking a break for a second breakfast. We then continued work until about 1:00 PM, when we packed up and headed back to the compound for lunch and chores, such as pottery washing and registry.

Bir Madhkur's main site includes a Late Roman/Early Byzantine *quadribirgum*, a

fort with four corner towers; a domestic complex; and supposed bathhouse. During the three weeks that I volunteered, we focused on the fort and domestic complex. The trench to which I was originally assigned included, or so we hoped, one of the corners of the fort. For the first week, I learned basic excavation techniques such as how to use the different tools, how to keep a field notebook, and how to take elevations. However, after the first week, I was then transferred to a new site where I began excavating my own trench. At this new site farther out in the desert, three of us were tasked with excavating a Nabataean *caravanserai*, or caravan station, which lay on the ancient Spice Route between Petra, the ancient capital of the Nabataean kingdom, and Gaza. The *caravanserai*, although nearly contemporary with the main site, was abandoned before the fort, so our overall objective was to try to determine why it was abandoned.

However, I soon became more preoccupied by the fact that our trenches were located on top of a snake nest. Like Indiana Jones, I am very afraid of snakes. It did not help when

About the Author

Eliza Gettel is a Classics major at College of the Holy Cross in Worcester, Massachusetts, where she is a member of the Delta Lambda chapter. She recently spent the fall semester of her junior year in Greece with College Year in Athens, and she is currently studying in Rome at the Intercollegiate Center of Classical Studies (ICCS).

our Bedouin workers performed a comforting pantomime that our director roughly translated as, “if the snake bites you, you die, and then you go to Allah.” Luckily, although I saw the snakes’ slither tracks, I did not see any of the snakes themselves during my three weeks. After we destroyed the snake holes and I could focus on the task at hand, I found a mostly intact glass vessel, an ancient coin, and plaster walls, among other small finds. Although these finds may seem lackluster on paper, I was very excited to unearth them. They made the often seemingly sisyphian task of digging through Jordanian sand thrilling and worthwhile.

On the weekends, after a full week of digging from Sunday to Thursday, we packed up and departed the compound to seek refuge in nearby cities with relaxing hotels equipped with full beds, real showers, and regular toilets. The first weekend we ventured to Aqaba, Jordan’s resort town on the Gulf of the Red Sea, with which fans of Lawrence of Arabia are familiar. Aqaba is much more western than Reesha and rife with cheap shopping and delicious street food like *hummus*, *falafel*, and *shaverma*. The second weekend we explored Petra and its awe-inspiring buildings carved out of the cliff faces. Even though I have traveled in Italy and Greece and seen other ruins dating to the first centuries BC and AD, Petra’s heyday, I have yet to be struck by those Roman and Greek ruins as I was by their Nabataean counterparts, especially the Treasury and the Monastery. While I gawked at the Treasury, I again felt like Indiana Jones, since, as Indy fans may know, it served as the imaginary location of the Holy Grail during his third adventure. The third weekend found us back in Aqaba, again frequenting our favorite karaoke bar. While we were in Aqaba, my friend and I made an afternoon trip north to Wadi Rum, Jordan’s famous desert oasis. Our guide drove us around the desert to enjoy the beautiful scenery, and, afterwards, we took a sunset camel ride and went sandboarding, or snowboarding on sand. From there, I packed up and headed north to the Amman airport.

Although archaeology is not quite as



Eliza rides a camel at Wadi Rum

glamorous as the movies make it out to be, I thoroughly enjoyed my time digging in Jordan. I had never participated in an archaeological dig before, so this experience was my first taste of actual fieldwork. I found that, surprisingly, I liked digging in dirt in over 120-degree heat, despite my Irish heritage. I will miss my fellow

archaeologists, “Bedouin whiskey” as we affectionately called the sugary local tea, and the excitement of unearthing a mere sherd of pottery. I hope to return to Jordan someday either to dig or simply explore further the beautiful country with its stunning desert landscapes and captivating history.

Aetas Romae

By Danielle Godjikian

As we gathered around the scale model of the Forum of Augustus, our esteemed program director, Dr. Bucher, posed a question that was not covered in the reading: “What is this? A forum for ants!?” This was the first of many models which culminated in the aptly dubbed “museum for ants” the Museo della Civiltà Romana. But museums and models and lines from *Zoolander* were only part of the fun.

Being a student at the American Academy in Rome’s Classical Summer School, as the recipient of Eta Sigma Phi’s American Academy in Rome Scholarship, one begins to feel rather insane. We set out to travel through about 1100 years of Rome’s history (mostly on foot), combining visits to archaeological sites with museum and church trips. We not only studied past scholarship but were given the chance to interact with current scholars. The course was structured chronologically and while this made the information more comprehensible and orderly, it had a couple of bizarre repercussions. The first of these was that, since I had never been to Rome, I was excited by everything. I wanted to know what everything was the moment I saw it. On our first day we went to the Palatine hill to see the remains of archaic huts. As we marched past the Palace of Domitian and the house of the Griffin and other intriguing sites, in my mind I kept saying “Wait! What’s that? That looks neat! Let’s go talk about that!” This was something I had to get over—especially in the Roman Forum which we visited on at least eight separate occasions. It was, however, a challenging exercise in make-believe, attempting to see Rome as it was at a single moment in time, all the while imagining away everything else. The second repercussion was that weeks began inevitably to have themes. First there were huts. Huts became a theme for the whole course, actually. Then it was manubial temples. Suddenly they were everywhere! Where did all these manubial temples come from? And what exactly does ‘manubial’ mean? [Manubial comes from the Latin ‘ex manubiis’ and refers to a structure built from war spoils. These manubial temples in particular



The Theater at the Villa of Hadrian

were vowed to a deity on the battle-field in return for victory.] We saw manubial temples that are now cat sanctuaries, manubial temples that were excuses to build theaters, manubial temples that were consecrated to who-knows-what-god (though we’d hear all the possibilities anyway). Later, fora became the thing to do and even later churches became just as prevalent as the temples.

In addition to learning hosts of new words—manubial, peripteral (columns on all sides), revetment (any type of protective facing, such as marble or stone) etc.—the course was challenging in ways I did not expect. Having only studied the literature and history of Rome, I was a Tiro in this new world of scholarship. I was a bit overwhelmed being thrust into the archaeology and art history of this culture I thought I knew so much about. Luckily, one of the goals of the course was not only to make us more educated in the interpretations of the material remains but also to train us to interpret them for ourselves. After visiting sites for a few weeks, hearing Dr. Bucher and others discern loads of information from the partial remains of tabernae or a small section of a once gargantuan temple, we were expected to

do the same. Going through the process myself, it was exhilarating to realize the quantity of material I had learned and my new capability of engaging with an ancient site. What once would have been a series of mosaic floors and a roof with high windows was now an entire bath complex with clerestory lighting. It was thrilling how much I could learn from a few rocks and a column base once I knew what to look for.

Each student also had the chance to research and present on a piece of art, statue, building, or anything else we would see during the course. I presented on the Aldobrandini Wedding fresco, a 1st century

About the Author

Danielle Godjikian is a member of the Delta Theta chapter of Eta Sigma Phi. She earned her B.A. from Dickinson College in 2009 with a concentration in Classical Studies and a minor in English. After spending a year teaching Latin at a public high school in southern Pennsylvania, she is currently attending Georgetown University’s post-baccalaureate program in Classics. Danielle is the 2010 recipient of the Eta Sigma Phi travel scholarship to the American Academy in Rome.

A.D. wall painting now kept in the Vatican Museum. Despite my lack of familiarity with art history, I tried to learn as much about this painting as possible and was so excited to see it in person. Unfortunately, the Vatican had other plans for me. Two days before our visit to the museum, Dr. Bucher informed me that we were granted access to every room he wanted us to see, except the Aldobrandini room. Nevertheless, I found this presentation to be one of the most rewarding aspects of the course. Students could tailor their experiences in a way that suited their needs, whether academic, personal, or professional. With such a diverse group which included Latin teachers, graduate students, undergraduates, and me (who didn't quite fit into any of the three categories) we were all able to get something different out of the program. A single site could, for one student, be the basis of a lesson about Roman triumphs, while another might use what was learned there in a master's thesis, and yet another

could discover a niche within classics to pursue further.

The course was also, surprisingly, an introduction to particular quirks of Italian culture. Often our access to certain sites or restricted areas was dependent on a certain person with keys. If we stopped in a small town outside of Rome for fifteen minutes or so, it wasn't for a bathroom break (although we gladly used it as such) but a necessary stop to meet up with the one guy who held the key to our adventure that day. We also had to adapt to eating a traditional three course Italian dinner. The first course, which was always pasta or risotto, most of us mistook as the entire meal. In addition we got used to the cooks persistently encouraging us to try lots of foods and being thrilled when we wanted to eat more. It wasn't until I returned to the United States that I realized how accustomed I had become to things I wouldn't be able to take back with me, like porcini mushroom pizza and being a short

bus ride away from the Museo Capitolini.

Although my immediate feelings leaving Rome concerned what I could not take away, how much I have taken away becomes more and more evident as time goes on. After learning about the Roman Empire and seeing how fascinating this period of Roman history is, I decided to take a course on Tacitus' *Annals* in order to understand it better. I am finding that not only does what I learned this summer connect to the content of the course, but my summer in Rome makes me feel closer to the people and events described in the history. I am also looking forward to the ways in which these experiences will make me a stronger teacher. I am grateful to everyone in Rome who made this course happen: Dr. Bucher, Lauren Kinnee, the staff at the American Academy and the Centro, and many guest lecturers we met. Finally, I would like to thank Eta Sigma Phi, without whose generous support my participation in this program would not have been possible.



Danielle at Tiberius' Grotto in Sperlonga



Eta Sigma Phi Summer Scholarship for Fieldwork in Classical Archaeology

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Application

<http://department.monm.edu/classics/esp/scholarships/fieldworkapplication.html>

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Deadline (receipt) February 1st

Announcement

The recipient will be announced at the National Convention (March/April).
The selection committee is appointed by the Eta Sigma Phi Board of Trustees.
For further information and questions, please contact the Committee Chair:

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Eta Sigma Phi, the National Classics Honorary Society (<http://www.etasigmaphi.us>)

The Memoirs of Turnus

by Matthew Falwell

My name is Turnus. I write this account of the latter part of my life on a night I believe will be my last. Only a mere month ago the gods smiled upon me and blessed all of my deeds. I was the noblest and bravest of all men in Italy, and asked for nothing more than what I believed was already mine.

Yet today, it appears I shall be forgotten; left as nothing but another faceless casualty of an ancient and frivolous war. I cannot escape this fate. Only a scant few of my old friends and family remain at my side still and I have no children to carry on my legacy.

This affair must seem quite foreign to you, dear reader. I shall tell my account of things, as quickly as I can scrawl and as honestly as my own mortal memory can allow. This is the tale of the invasion of the Trojan people and how their appearance has devastated my own life. I write now because I am sure

that the victors of this bitter war will have their own scribes who shall paint their own version of this conflict, a masterstroke that will no doubt depict me as a savage monster. Of this I am both certain and remorseful. Now, as accurately as I can, I tell you of what truly happened.

In my youth I was appointed king of the Rutulians, and I ruled over them as justly as I could. I admit, I was young and prone to be moved by emotion and feeling more than a king should be, but at all times I did my best. In life, I have done what I can to live a life of dignity and honor. I can only hope my actions will be understood and respected by those who hear of me, should my memory survive.

In my life, I have fought in many battles and proved my worth as both a soldier and a general, all for one purpose. I have been humble and respectful, showing honor and submission to both gods and elders. I have found but one love and her name is Lavinia. All of these things, everything I have done, was in hope to be an honorable husband to the woman I truly long for



Matthew Falwell

in the deepest recesses of my heart. After terrible bloodshed and endless politicizing, the gods and Lavinia's father, the king Latinus, gave me the blessing to wed her. In those days the world was a place of hope and of rationality. I sacrificed to the gods in piety and in humility, eternally grateful for the gifts bestowed upon me, most of all my future union with the beautiful princess, Lavinia.

But alas, like the mighty sea, the gods have turned against me without warning or cause. In my final days, it has become clear that no longer do the immortal Olympians favor me. In this world and in the next I am alone, and forever shall be.

After my engagement with Lavinia was blessed by both her father and mother, a terrible portent, apparently sent by the gods, was discovered. A coward of a prophet, remaining anonymous out of fear, interpreted the sign as a condemnation of our marriage. He claimed my precious Lavinia should be married to a foreigner,

lest terrible fated retribution occur. I refused to accept this sign and I dwelled on his words, which flowed as icy poison in my veins more and more with every moment.

Though both king and queen favored me, they believed the gods would not approve of the wedding, and I could see them turn from me. My beloved, Lavinia, no longer spent her days with me, but rather retreated from the public and kept to herself. Then, for the first time in my life, I truly felt the familiar warmth of the divine fade away from my world. What was I left to do?

I grew restless. I am a soldier, sworn to protect my kingdom and her people. But I had no enemy to fight. And because of the prophecy, I had no one to love. It was easy to succumb to darkness and I did. I grew into a rude, barbaric man. How I regret my demeanor then!

It was then, when I was at my furthest from my former self, that he came. Blown in on a dark wind, Aeneas, one of the cursed Trojans, a people smote from the earth by the mighty Achaeans, came to Italy, of all the lands in this world.

With him he brought a fleet of ships, full of eager warriors desiring to take this land as their own. My woe multiplied as we learned Aeneas had felt the urging of the gods to found a new empire. Worst of all, our king was taken in by this brigand's

About the Author

Matthew Falwell recently graduated from William & Mary where he majored in Classical Studies. Writing is one of his favorite hobbies: he has written a number of short stories, has an ongoing novel, and was the author of a movie column for the college's newspaper, *The Flat Hat*. He is currently enrolled at Liberty University School of Law. After he receives his J.D., he hopes to become a prosecutor and continue writing fiction.

silk tongue and honored him and his people. Foolish Latinus, who desired peace and embraced the Trojan thieves as they came to plunder our finest possessions. He encouraged a marriage between Lavinia and Aeneas to seal the alliance of our peoples. Both the queen, kind Amata, and I were sickened. My heart grew heavy but I let Latinus continue without interfering, for Lavinia's hand was his alone to give.

After all of this I was at last resigned to my fate. Both god and man desired for Lavinia to wed this vile stranger, and though it caused me to long for death at the thought, I was no fool. I would not wander blindly a path in defiance of the gods.

The same night of my resignation, I was woken from slumber by a hideous monstrosity. With fear, I beheld a creature like none other in my private bedchamber. I gazed upon a Fury. With her deceptive tongue and woeful words she brought me to a rage. Her words and her very form urged me to war, demanding me to stand up and take back from the scoundrel Aeneas what was rightfully mine. Again I felt a warmth inside me, but it was not as the blessings I had enjoyed from the heavens before. It was the warmth of bloodlust; I was ready to fight.

From my bed I leaped, set on defending both my people and Lavinia from the Trojan invaders. With a mighty roar I began my plans there in the dark that very night.

As if orchestrated by the Thunderer himself, the very next day some shepherds appeared at the palace with a slaughtered pet stag, killed by the very son of Aeneas. The outcry could not be silenced. The wind had turned in my favor and it seemed like the whole world had turned against the Trojan people. Joined by the queen, there was a great number in opposition to Aeneas. I was given control of the mighty army of our peoples. Latinus warned us not to fight with the Trojans, but he eventually succumbed to the will of his people. War was imminent.

I was determined to show the gods were not yet in full opposition to our people. The portents, the sudden changing of a great many hearts, and the divine messenger I had encountered all convinced me there was yet hope. I had heard accounts

of the meddling and interference at Ilium. I felt regal Juno's tug at my heart, pulling me to battle. My faith in the great gods led me to act. It is ironic my greatest mistake was brought about by one of my noblest virtues. I truly believed I was going to win. I was certain that defeating Aeneas would prove easy, resulting not only in my marriage to Lavinia, but also proving the god's favor to our people. In retrospect, my ambitions were twisted by my dark counsel. That cursed fury had changed me.

I set about the difficult task of preparation for war. Only a mere day after receiving commandship was I given a message from Iris, personal messenger of mighty Juno herself. This I took as a sign of the heavenly favor, at last encountering irrefutable help and proof of her blessing.

Swift Iris alerted me to Aeneas' timely absence from his camp. He had fled north to Arcadia, desperate to gain an ally against the might of Latium and the Rutulians combined. While he was abroad, I led our forces to assault their camp.

In this final hour I have no pride or interest in lying to the reader. When we arrived at the Trojan fortress, I was stunned. In a short amount of time they had constructed a mighty shelter, without visible fault. I was vexed, not knowing which way to strike. And, brilliant and sudden as an arrow shot by the great huntress herself, I was struck by what I knew must be done.

Calling forth my troops to charge as the Trojans watched mockingly from their defenses, we rushed their ships with lit torches. Pale as corpses they watched in horror as their mighty fleet was about to be reduced to cinders and ashes.

But once again in an hour of triumph the divine mysteriously withdrew their favor. The powerful boats, moments from destruction, transformed into nymphs and disappeared into the sea. From both sides of the battle field every eye was transfixed with wonder and awe at the astounding sight. Desperate to see a sign of Olympian favor, I hastily interpreted the omen as forbidding Trojan retreat to the sea. But even then I knew my interpretation was flawed. Still, the militia camped for the night, waiting cautiously nearby for the Trojans' next move.

That night, the Trojans foolishly

dispatched two scouts. They mutilated our sleeping soldiers but in their lust for glory were caught. They fled from our swords like cowardly swine, and we granted them the disgraceful deaths they deserved. The next morning, wishing to enjoin battle, I ordered their heads displayed proudly on pikes before our troops. The even-tempered Trojans were infuriated but still would not strike. I was tired of their persistence though, and led my soldiers to the fortress, prepared for all-out combat. I felt in my heart the fortress must have a weakness.

Our charge appeared fruitless until I set fire to a watch-tower. It consumed quickly, and as it hit the ground, that cursed child of Aeneas fired an arrow, killing Remulus, one of the finest Rutulian generals of this age.

Upon this unfortunate loss they entered the fray at last. The doors were opened and they poured out like a flood. I look upon the skirmish with some fondness, unlike the rest of my life over the past month. The Trojans dominated the beginning of the battle, but as I entered the frontlines the tide of war turned against them, and I once again felt the familiar warmth of heavenly favor. As those wretched marauders closed the gates to their fortress I slipped inside, determined to bring about their end at any cost.

Once inside the gates I was like a man amongst children. They fell before me without hope for victory. Like a fool I tried to continue this conquest past its expiration. I should have opened the gates, allowing my forces into the fortress like a deluge. Alas, in my anger I fought them off without aid, desperate to enjoy and feel an aristeia like the heroes chronicled before me.

My words grew sharper than my blade, and I struck blows to their honor with both. In my rage I incited them to rise against me with a passion I have not witnessed in any war, from any man. I was forced to flee, but not before vanquishing the giant Pandarus with a mighty swing to his skull.

We camped again, waiting another night for more Trojan fools to try their chances at our camps again. Yet nothing came. The Trojans, like a rodent in its

The Memoirs of Turnus (Continued)

lair, hid in cowardice and fear. But as we waited, guarding the perimeter bravely and with perseverance, we spotted sails on the horizon.

The devil was returning to his allies, riding on a new and powerful fleet. We met them on the beach, prepared for a final conflict. They rushed from their boats, led by the berserk Aeneas.

The battle was taxing for all. Aeneas proved his might and showed just how he had been able to survive Troy. But his ally, Pallas, the son of Evander, a child I recognized from long ago, was not so mighty. He fought with courage and bravery, and I felt drawn to engage him alone. His strength was lacking, however, and he was unable to stand his ground against me. Taking only a wound, I slew him.

After defeating him, I plucked his belt and kept it as my own. I have done this before with great warriors I have defeated, and the child was no different. It is the victor's right to keep the spoils of his prey, and though I was perhaps not at my best, I was adhering to known standards of war.

Little did I know this one act would incite Aeneas to a rage unlike anything I had ever seen. Though his reputation was that of a pious gentleman, there was nothing noble about the man I saw in the battle. His technique was remarkable, his blade was winged. My men lay slaughtered before him, some begging for their lives, which he showed no remorse in taking. He was a beast, starving to fill the hunger of destruction as only a demon could.

But in that chaos I lost sight of him a moment. When my eyes had settled on him again, he appeared to be retreating. I did not ask why, but thanked the gods for such a chance. Knowing this was the time, I followed him with the greatest swiftness I could muster.

At last he ceased his flight, waiting for me on the deck of one of his very ships. I joined him, prepared to end the war and stop the senseless bloodshed.

But the man before me was not Aeneas. It was this event that brought the full clarity of the gods' plan to my foolish eyes. The true Aeneas remained ashore, fighting and massacring my men, calling for me to join him in a duel.

He disappeared before my eyes: an ap-

partition, sent by Juno. Cursing my luck, I rushed to reenter the struggle, but the boat already floated downstream with a swiftness brought on by the divine.

Duped and tricked, I was shamed before both armies. In an instant, Aeneas and I locked eyes. I could not hide my humiliation as he calmly watched my forced retreat. Like a god he stood, a still statue in the midst of the hellish combat.

It was this moment that my view of both the war and my fate changed to what it is as present. The inevitability of Aeneas' victory was plain now. The gods themselves had turned against me. Despite my best efforts I knew that I was destined to

*Little did I know this
one act would incite
Aeneas to a rage unlike
anything I had ever seen.*

be nothing more than a stepping stone in his path to kingship.

I was left to my own thoughts, to wallow in the shame and dishonor. I was loved by no one at last. Even Juno, queen of the gods, once my protecting goddess, had dealt a blow to me.

When at last the ship wrecked ashore, I made my way back to Latium in bitterness. I discovered a good friend and ally, Mezantius, had fallen in battle. My follies had forced the kingdom a heavy cost. I was determined to try one last plot before surrendering to the inevitable.

Once I had returned to the king's court, I was under critical assault by many. The people and the politicians both blamed me and my foolishness for this war. Gone was the zeal and eagerness to defend Latinus's lands. The people would rather embrace their enemies and have so many deaths been in vain than to dare shed more crimson blood in the name of justice. Of course I was angered, having seen so many fall in a battle to no avail. But I would not let them pin this war

on me alone. It was Latium's war, it was not Turnus'. The people themselves had approached the king with bloodlust. They also clamored for war, and thus appointed me the taskmaster of the violence. I would not let Latium's woes be attributed to her finest general, when the uncomfortable truth is that the fickle moods of the gods were to blame.

Earlier I had sent word to a neighboring king, a mighty Greek soldier who had nearly killed Aeneas, twice asking for assistance. Diomedes, a living legend, truly a man like no other in this world, had started a kingdom nearby. But our messenger had returned with ill news. Diomedes was no longer driven to destroy the filthy Trojan rats as he had been before. In his old age he would not enter another war willingly. Latium was left to fight alone.

The elders once again were up in arms. I care not for politics, and thankfully our argument was interrupted just as I was hitting my final nerve. We were interrupted with news of an attack: the cursed Trojans, blessed of Jupiter, were approaching the city.

The army was assembled, led now by another general. The great Camilla, favored by Diana, was to take my place. I left the main force, determined to lay a trap in the mountains for Aeneas and his men, for I knew the Trojans were divided into two groups.

My plans were in vain, however. As I was nearing my objective at last, I was warned the plans had failed. Camilla, mighty warrior and protector of the city in my absence, was no more. I was needed as the final line of defense in Latium at once. In its most desperate hour, the kingdom begged me looked to me for salvation one final time.

I abandoned my post, returning home. On this journey back, I laid eyes upon Aeneas. It was then I made my decision. After seeing all of this misery and death, I knew at last what is to happen. My insistence to destroy the Trojans alone, to duel their leaders, to single-handedly bring about victory has at last reached its culmination.

I am alone, a twisted answer to prayer. Yet I have no honor, no *aristeia*, no family waiting for me with a hopeful heart in

Latium tonight and no lover to keep a candle lit for my return. This evening I camp outside the city walls, preparing for the dawn.

I am shamed and embittered. Truly the old Turnus is dead. What remains is not the proud general who had once arrogantly sought to destroy the Trojans alone. I no longer know what it is that remains in his place.

My interpretations of prophecy and portents were flawed from the start. Other prophets have examined events of the war, and they are agreed. The gods always favored Aeneas over me, save perhaps treacherous Juno. Yet now she favors no one. Certainly she loves not the great people of Latium or their former hero, Turnus. Such a dishonor as she has done to me is not the handiwork of a loving god.

Thus I write my story, scribbled on parchment hidden and smuggled to this encampment away from the rest of the soldiers' harsh looks. I will challenge Aeneas tomorrow morning, I am sure at last. Without the gods' interference, I have no doubt I can match him in combat with my trusted blade. But I am no longer a fool. Such a duel, decided by skill and with fairness, does not occur in times as these. The meddling Olympians leave nothing to chance, for they dip their fingers into affairs of no concern to them. With this decided, I at last am ready to meet the father below. A man in my position, having made the mistakes I have, has little left to live for. But in death I can perhaps cling to my former honor.

This is my account, the memoirs of Turnus, son of Daunus, general and hero of the people of Latium and Rutulia, and a man of faith, integrity, and honor. I have not led a life without folly, but I have done everything with the best of intentions. I only ask that my tale and my honor be considered, now that I am forever without that which is also as dear to my heart: Lavinia. Let me not be cast aside because of the perversion of the victor's historians, tell my tale truly, reader.

I have one last evening of sleep in this fragile mortal body. Tomorrow, I fight.

~ Turnus

ETA SIGMA PHI ANNUAL SUMMER TRAVEL SCHOLARSHIPS

The Trustees of Eta Sigma Phi are pleased to announce the following scholarships. *Nota bene: Separate application for admission to the desired program must be made to AAR, ASCSA, or VS.*

The Scholarship to the Classical Summer School at the American Academy in Rome has a value of \$3,425. Programs Department, American Academy in Rome, 7 East 60 St., New York NY 10022-1001. <http://www.aarome.org/summer/css/>. E-mail: info@aarome.org. Please contact AAR about their application forms and deadlines.

The Brent Malcolm Froberg Scholarship to the American School of Classical Studies at Athens has a value equivalent to all ASCSA fees plus a stipend of \$800. (Eta Sigma Phi pays half of all fees and ASCSA the other half.) American School of Classical Studies at Athens, 6-8 Charlton St., Princeton, NJ 08540-5232. <http://www.ascsa.edu.gr/>. E-mail: ascsa@ascsa.org. Please contact ASCSA about their application forms and deadlines.

At either of the above summer sessions, six semester hours of credit may be earned and applied toward an advanced degree in Classics at most graduate schools, provided that arrangements have been made in advance with the graduate school.

Eligibility: Eligible to apply for the above scholarships are Eta Sigma Phi members and alumni **who have received a Bachelor's degree within the last eight years, or shall have received it before the end of the current academic year, and who have not received a doctoral degree.**

The Theodore Bedrick Scholarship to the Vergilian Society at Cumae has a value equivalent to all Vergilian Society fees plus a stipend of \$500. (Eta Sigma Phi pays half of all fees and the Vergilian Society the other half.) Note : Only tours in Italy are covered by this scholarship. Please contact the Vergilian Society about their application forms and deadlines. Antonio Leonardis, Landon School, 6101 Wilson Lane, Bethesda MD. 20817. E-mail: vergsoc@yahoo.com.

Eligibility for the Bedrick Scholarship: In addition to those eligible for the first two scholarships are Eta Sigma Phi members who have sophomore or junior status during the current academic year. Preference for the scholarship will be given to such undergraduate members.

Selection of recipients is made by the Eta Sigma Phi Scholarship Committee, whose members are professors Professor T. Davina McClain of Louisiana Scholars' College at Northwestern State University (chair), Francis Dunn of the University of California at Santa Barbara, and Frederick J. Booth of Theta Delta at Seton Hall University. In selecting the recipient of each scholarship, the committee will give attention to the quality of the applicant's work in Greek and Latin, intention to teach at the secondary-school or college level, and contribution to the activities of Eta Sigma Phi at the local and national level.

Annual Deadline for completed scholarship applications: February 1st.

The recipients will be announced about March 15th.

Scholarship application information and forms are available on-line at <http://department.monm.edu/classics/esp/Scholarships.html>:

Eta Sigma Phi, the National Classics Honorary Society (<http://www.etasigmaphi.us>)

For Love of the Language

By Anne Arnold Glenn

Whenever I tell people that I teach Latin, one of the first responses I get is, "How did you get into that?" I laugh, because it really was a mistake at first. Yet my Latin teachers have always been my most inspiring and skillful teachers, and it is my mission to continue this tradition and to bring a love of Latin to all of my students.

This past spring, I received the Eta Sigma Phi Bernice L. Fox Latin Teacher Scholarship which allowed me to take a Latin Teaching Methods class through the University of Georgia online program. As a lateral entry candidate for alternative certification, I had already been teaching for several years but had yet to take many of the required education courses. I was determined to find a Latin specific methods course that would augment my teaching and give me ideas on how to inspire my students and to be creative in my approach. The UGA course was a perfect fit. Since it was an online course, I could work at my own speed, and I had frequent chats via phone with my professor, Dr. Richard A. LaFleur, in order to practice pronunciation and to check on my status in the class.

As I worked on the course throughout the spring, I realized how many approaches there are to teaching Latin. I experimented with new techniques, and I tested out new ways of presenting lesson plans. I became excited to read about the successes and pitfalls of my colleagues, and I loved brainstorming how I might apply what I was learning to my classroom. I tried many new activities, such as TPR (Total Physical Response), which taught me how to reach all types of learners. Overall, the course was enlightening and refreshing.

Because Latin is considered a "dead" language, we as teachers have to work even harder to make its relevance evident to our students. Although the focus of my Latin classes is on the language itself, I try to do many cross-curricular activities to show how Latin serves as a foundation for our civilization. I have come to realize the benefits of learning how to teach, for it has led me to create these connections for my own students. By presenting material in a variety of ways, my students become more engaged in the learning process. While I

still hope to learn how to get my students to read Latin without resorting to English or how to use oral Latin everyday, I feel more confident now that I might be able to try one day.

I love Latin, and I love teaching Latin. I enjoy devising new ways to convey information, and I like testing out different teaching methods I learned through the online course and elsewhere. While I am no master teacher yet, I am proud of how far I have come since my first day of teaching, and I know I will constantly improve

so that I can better share my passion for Latin! Thanks to Eta Sigma Phi for allowing me to continue improving.

About the Author

Anne Glenn currently teaches Latin at Mount Tabor High School (home of the Spartans!) in Winston-Salem, North Carolina. She graduated from Wake Forest University and, after several years of classwork, received her teaching certificate this past summer. *Eugepae!*

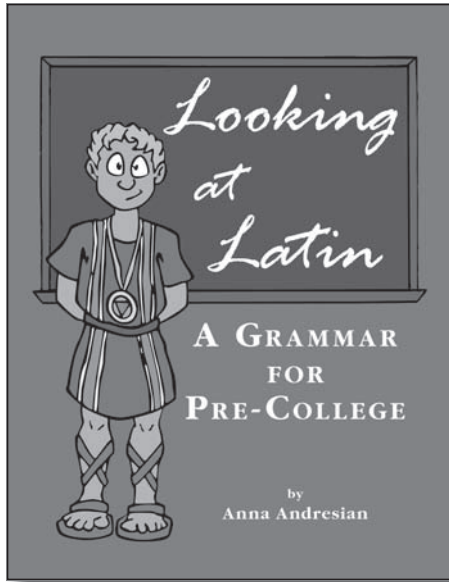


Drew Rosado, Matt Watton, Rick Powanda of Zeta Beta, Temple University

Eta Sigma Phi at CAAS

Three Temple (Zeta Beta) men manned the Eta Sigma Phi table at CAAS and assisted with the Focus Publishing display. They had a great time, and gave away pens and pins and CDs and fliers. The students

had a wonderful experience making contacts, attending talks, and learning about possibilities for grad school and study abroad.



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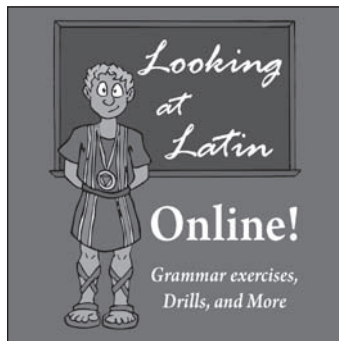
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Following in the Footsteps of Alexander

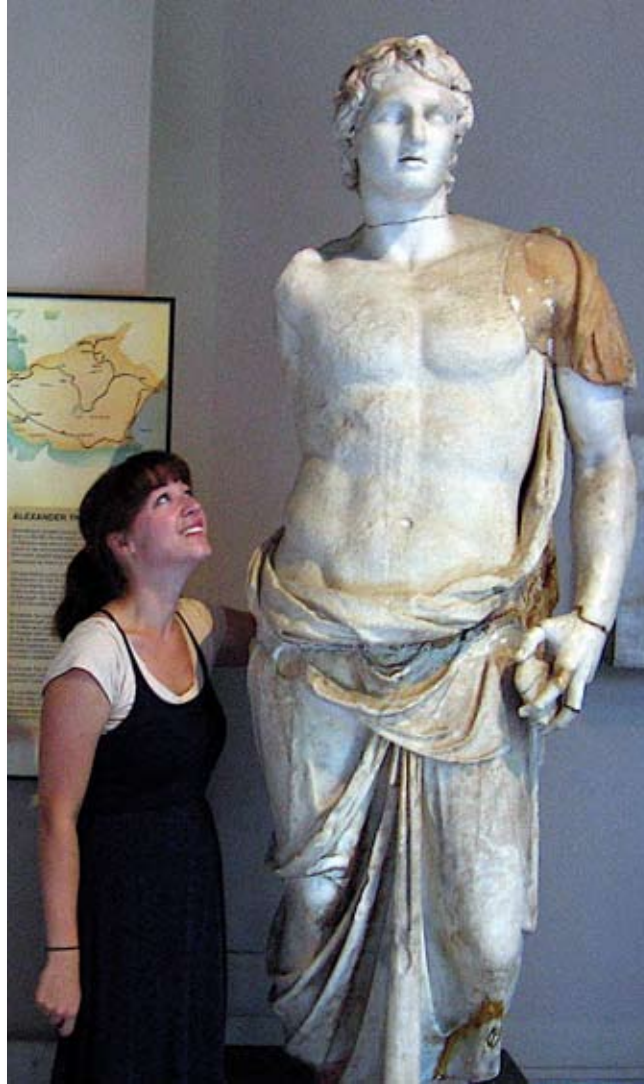
By Rachel Philbrick

Alexander the Great was one of those people who make you feel like a failure. He accomplished so much at such a young age that, comparing yourself to him, you begin to question whether you have done anything significant, *ever*. By the time he had reached my age, Alexander had not only conquered the greatest empire in the world, but he was only seven years away from being dead. So, reassuring myself that they just don't make Macedonian kings like they used to, I set off into Turkey to retrace the footsteps of Alexander's conquest of the Persians, with support from *Eta Sigma Phi's* Theodore Bedrick Scholarship to the Vergilian Society and aided by Andrew Goldman, professor of classics at Gonzaga University, and our inimitable trip guide, Aydin Aygun.

The Vergilian Society's tour followed Alexander's conquest route from the crossing of the Hellespont to his decisive victory over the Persians at Issus, during the years 334 and 333 BCE. We followed almost exactly his ancient route, hugging the Anatolian coast for most of the journey before heading inland toward modern-day Ankara, as Alexander had, in pursuit of the Persian king Darius III.

After crossing the Hellespont (by ferry, although I was secretly hoping for a bridge of boats, or at least a golden ram), we stopped, as Alexander had, to pay homage at Troy and remember all the immortal heroes those fields had swallowed. At break-neck speed we stormed south, awe-struck at the views from Pergamon's acropolis, dwarfed by the reconstructed bath-gymnasium complex at Sardis and the toppled columns at the temple of Apollo at Didyma, and amused by our own bathroom humor in the remarkably well-preserved latrine at Ephesos.

At Perge in Pamphylia, we turned north, away from the humidity of the Mediterranean shore, and headed to the dry



Rachel with Alexander the Great in the Istanbul Archaeological Museum

heat of central Turkey's central plateau. At Gordion, where once Alexander had slashed that famous knot and thereby ensured himself rule of all Asia, we received a personal tour from Doctor Goldman, who has been excavating at the site for over twenty years. From nearby Ankara, we turned south again, traveling through Cappadocia, almost certainly deriving more pleasure from the dramatic volcanic landscape than did Alexander's army, which lacked the air-conditioned comforts of tour bus and luxury hotel.

Our journey ended at the location of one of Alexander's most important battles, Issus on the Pinarus River, where his smaller force soundly defeated Darius's

Persian army. We left him in firm control of much of Asia Minor and in excellent position to push further east.

My reading on Alexander had prepared me to appreciate this much. The brilliance of this tour, though, was that it was not—in fact, it *could not* be—limited solely to the realm of Alexander's conquest. Superimposed onto the classical Greek and Hellenistic sites, nearly all of which Alexander had either conquered or founded, was the unmistakable footprint of the Romans. At site after site—Ephesos, Miletos, Troy, Pergamon, Perge, Sardis—we observed the baths, theaters, and temples that mark a Roman settlement. The names of Trajan and Hadrian appeared on offerings to the great Emperors as well as on public projects they had sponsored.

Perge offered a dramatic example of Roman influence in the Greek world. At the entrance to the ancient city stands a gate built in the Hellenistic era, flanked by two large stone-block towers. After the city came under Roman control, a second, outer gate was added, at the end of a large courtyard opposite the original entryway, which was left untouched. In 121 CE, a very wealthy local

woman named Plancia Magna commissioned the building of a two-tiered archway just inside the Hellenistic gate to show off her large family fortune and display her large collection of family portraits. Dedicatory inscriptions, written in both Greek and Latin, can still be seen at Perge. Here, as at so many of the sites we saw on the tour, the Roman presence lingers in the marble and brick ruins, testaments less

About the Author

Rachel Philbrick received her BA in Latin from Cornell University in May 2007. After teaching for two years as a Teach for America corps member, she is now pursuing an MA in Classics at the University of Kentucky.

to imperial domination than to a kind of cultural hybridization.

The tour was also, as it had to be, a tour of modern Turkey. This became obvious on Day One, in Istanbul. Those of us who arrived early were treated to a tour of the city and some of its most famous monuments, including the Blue Mosque and the Grand Bazaar. In the crush of people bartering and buying and welcoming you to their city, it was impossible to miss the country's modern vitality. Under Aydin's expert leadership, we saw aspects of Turkey that, I could only help but think to myself, the ordinary tourist could hardly dream of.

Aydin's love of food almost matched my own, and throughout our journey we ate at the best local restaurants, more often than not a small, cafeteria-style place crowded with local workers, and serving exquisite regional dishes. (I highly recommend the cigar pastries.) Toward the end of the trip, we were even treated to a home-cooked Turkish dinner served to us at the house of Aydin's personal friends. In Antalya, we reveled in luxurious pampering at a hamam (Turkish bath)—for research purposes only, of course—where it quickly became obvious that it is impossible to keep yourself modestly covered with your linen towel while frantically trying to revive the meager amount of International Sign Language you learned in first grade. We hiked through Cappadocia's other-worldly scenery and, for those of us willing to get up a full hour before the first call to prayer, there was the opportunity to see the landscape, bathed in the light of rosy-fingered dawn, from the basket of a hot-air balloon.

As we drove through the Cilician gates on our penultimate day in Turkey, all of these coexisting layers came into sharp focus. In ancient times, the Cilician gates provided one of only a few points of ac-

cess through the Taurus mountains to the east, and their strategic importance has earned them the nickname "the corridor of history." In 333 BCE, Alexander raced against time in order to reach them ahead of Darius and his army and, if he had arrived after the Persians had blockaded the pass, his campaign would probably have come to a screeching halt with the East still unconquered. In 39 BCE, the Roman general Publius Ventidius Bassus won a

many ways, I think those of us on the tour had a much better deal than poor Alexander. Our journey took us only eighteen days, instead of eighteen months. We did not have to spend our traveling time on the back of Bucephalos who, no matter how beloved, could never have been as comfortable as our bus. I know for a fact that we ate better.

Even more significantly, I can better understand now the powerful effect that



View of sunrise over Cappadocia from hot air balloon

victory there against the Parthian army. Even Cicero, as proconsul of Cilicia, traveled along that road. Today, the Cilician gates have been widened to make room for a modern limited-access highway. This tiny stretch of space, now just large enough to accommodate six lanes of traffic, remains an enduring witness to the ages of men.

From my vantage point on the other side of this journey, I have a much better appreciation for Alexander. Having experienced his world in even this small way, I have gained new respect for his accomplishments, but no longer envy them. In

Alexander's journey had on him, the journey that turned him into "The Great." Leaving Macedon, he was merely Alexander, untried, largely inexperienced, and uncertain of what lay ahead. By the time he had defeated Darius at Issus, he had become an experienced general, in control of most of Asia Minor, and in a strong position to push further into the Persian Empire. As I left Adana, I could not help but reflect that I, like Alexander, who had come to Turkey unsure of what I would find, was now leaving it experienced. In my own way, I had conquered.

Clash of the Titans

A Review by Annalaissa Johnson

This year's box office paid homage to the Classics in the remake of 1981's *Clash of the Titans*. The fast paced film generated interest by means of the high profile cast as well as state-of-the-art special effects, including the option to see the film in 3D. Though the writers stayed true to the mythology in terms of the personalities the characters used, the storyline of Perseus' journey is greatly distorted from the original myth, a move which would dispel the interest of much of the classics community. In an attempt to hold the interest of a much less myth-savvy audience, the writers and director focused heavily on the action and role of monsters in the film rather than the plot or storyline; such a decision caused the film to be constantly moving and packed with intense fight scenes, but weak in narrative.

The major themes of *Clash of the Titans* revolve around names which Classics scholars are all too familiar with, but may be surprised to see in correlation with one another; one such recurring theme is the romantic involvement of Perseus and Io, two characters who never meet in Classical mythology. Conversely, there is no romantic relationship between Perseus and Andromeda, who is a much more minor character in the film than she was in the ancient story of Perseus. Another major theme is Perseus' struggle with his father's identity. The first major emotional scene revolves around Perseus being unable to save his adoptive parents and brother, who had taken him in as a baby. The script implies that Danae died in the wooden chest before being discovered by Spyros (a character who exhibits many characteristics of Dictys). Although Spyros dies early on, the idea of paternal loyalty in regards to Perseus remains as he is later forced to choose between honoring his adoptive father by choosing to remain mortal, or joining Zeus as a god on Olympus. The film echoes a theme from Disney's *Hercules* (another production which decided to "improve upon" stories which have proven themselves good enough to survive thousands of years) by making Hades the antagonist and encouraging a humans-against-gods theme; since ultimately Hades does not

die, the end of the major struggle is anticlimactic with no clear cut winner.

Throughout the film you will see many of the characters you recognize from classical mythology, such as Pegasus (portrayed as a black horse), the Graiae, Charon, Medusa, and the typical gods residing on Mount Olympus. The portrayal of Medusa and the Graiae was not only visually captivating, but surprisingly relatively accurate. The shared eye of the Graiae and the snake-like movements of Medusa lured me into a false sense of security in the writers' ability to accurately represent classical mythology; the fact that the monsters were a major staple of the action scenes probably caused the production team to pay attention a little more closely to the veracity of their portrayal of the original myth.

Clash of the Titans is exactly what you would expect from modern Hollywood: they took months making the special effects immaculate, but couldn't conduct five minutes of background research to check for basic mythological consistencies. Considering the fact that no actual Titans

ever appear in a film titled "*Clash of the Titans*," don't get your hopes up that this is the movie in which filmmakers will finally value historical accuracy above cheap visual effects. If you're looking for an action packed film with familiar names and themes, you may enjoy *Clash of the Titans*; but don't expect to enrich your Classics knowledge, or you will end up leaving the theater very confused!

Clash of the Titans runs 106 minutes and is rated PG for fantasy action violence, some frightening images and brief sensuality.

About the Author

Annalaissa Johnson is a Latin Major at Wake Forest University and her Eta Sigma Phi Chapter's Chrysophylax. Her interest in the Classics was sparked in high school, where she studied under Mr. Ian Hochberg and Ms. Melanie Streed and was an active participant in local *Certamina*. When she's not watching Classics-related movies, she spends her free time composing music and preparing for the LSAT.

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This contest consists of the translation of a passage of English into Latin. The contest is intended for advanced students of Latin who are **in** their third or fourth year of college Latin. Contestants may use a dictionary (without paradigms), e.g., *Cassell's*.

Prizes

For the advanced contests, including the Latin Prose Composition Contest, first prize will be \$100.00, second prize \$75.00, and third prize \$50.00. For the intermediate contests, first prize will be \$75.00, second prize \$50.00, and third prize \$40.00. All winners will also receive a certificate of recognition.

Eligibility

The contests are open to undergraduates in classes in Greek and/or Latin in colleges and universities that have active chapters of Eta Sigma Phi. Up to **three** students may enter each contest.

Deadlines

E-mailed requests for testing materials should be sent to **David Sick** (sick@rhodes.edu) by **February 18, 2011**. These materials will be sent as e-mail attachments to the adviser, who will make copies as needed and administer the tests during the week of **February 21–25, 2011**. (If paper copies of testing materials are desired, such a request must be received by February 11.) Completed tests must be returned with a postmark no later than **February 28, 2011**. Winners will be announced in conjunction with the 83rd Annual Convention (March 25–27, 2011) in Austin, Texas.

America's Next Top Classicist: Eta Sigma Phi at CAMWS-SS Richmond, Virginia 2010

Lauren Gribble, Eta Delta at Hillsdale College, "Catiline and the Pear Conspiracy": Augustine's adolescent pear theft, described in *Confessiones*, provides opportunity to explore the complex nature of sin. His exploration of the episode leads him to a two-part conclusion regarding its motivation: He wanted to imitate God and please his friends. Augustine and the pear theft parallel Catiline and the conspiracy, providing an insightful analogy to Augustine's discussion of sin. He establishes this connection early in the book, through allusion to Cicero's Catilinarian orations and Sallust's *Bellum Catilinae*. These allusions suggest that Augustine and his companions, thieving in the night, are like Catiline's *adulescentuli*. When, however, he discusses Catiline's *exemplum* directly, Augustine implies that he was unlike Catiline, who did not love crime itself. This conclusion disturbs Augustine, and he continues to search for a more definite motive. Although he does not allude to Catiline again, his *exemplum* supports Augustine's findings through analogy. Augustine rebelled against the divinely established order by trying to imitate God, just as Catiline rebelled against the laws of Rome. He did so in seeking the companionship and approbation of his peers, as did Catiline's conspirators. In conclusion, Augustine underscores the pear theft with subtle allusions and direct comparisons to Catiline's rebellion, foreshadowing his conclusions regarding the motivation of the theft. His adolescent mischief was not inspired from a love of perversity itself, but rather from a love of good perverted, found in friendship and imitation of God.

Mary Beth Banovetz, Eta Delta at Hillsdale College, "Aeschylus' Path to Civilization in the *Prometheus Bound*": In his work, *Le Mythe de Prométhée*, Louis Sechan remarks of Prometheus: "C'est sur lui que va se concentrer la plus belle lumière de l'imagination antique." The story of the Titan's efforts on behalf of humanity and his punishment at the hands of Zeus certainly captured the attention of Aeschylus; the tragedian authored a



The panelists from left to right: Nicole, Mary Beth, Emily, Theodore, Lance, and Lauren

trilogy of plays on the subject. Only one, the *Prometheus Bound*, remains. The play draws on two distinct myth traditions: first, the story of the Titan Prometheus, and second, the story of the unfortunate mortal girl, Io. Variants of the two myths occur in the poems of Hesiod as well as lyric poems by Pindar and Bacchylides (For the dating of Bacchylides 19, see Campbell [1992]; for Pindar's 8th Isthmean see Race [1997]; for the *Prometheus Bound*, see Griffith [2000].) The three poets are all rough contemporaries; Bacchylides 19 was written sometime between 486–466, the 8th Isthmean was probably written in 478, and the *Prometheus Bound* between 472–458. While doubtless familiar with Hesiod and the sources used by the later lyric poets, if not the poems themselves, Aeschylus introduces his own innovations to the myths. The playwright changes the genealogies of both Prometheus and Io, and also elaborates upon Prometheus' actions on behalf of Zeus and his efforts to aid mankind. Aeschylus makes these changes to the Io and Prometheus myths in order to bring the two characters together and set the stage for the central scene of the

play. This scene, an apparently chance encounter between the immobilized Titan and the wandering Io, not only heightens the pathos of Prometheus' suffering and emphasizes Zeus' injustice but also creates the setting for the Titan to expound upon his visions of the future of the new order among the gods.

Nicole E. Freeto, Iota Alpha at the College of New Jersey, "Gender Performativity and Medea": By applying Judith Butler's theory of gender performativity to characters in Euripides' plays, specifically *Medea*, insight can be gained into what Euripides accomplished, or threatened, by the portrayal of a dangerous female character. Often compared to the Clytemnestra of Aeschylus, but ultimately more like a female Achilles figure, *Medea*'s characterization defies gender norms and challenges the "correct" performance of gender. Aeschylus reinforces gender stability with the punishment of his unnaturally fierce female character; Euripides destabilizes with his creation of a female character that can slip easily in and out of gender roles, performing with ease to escape punish-

ment, yet simultaneously causing unease and a need to reevaluate the rigidity of gender.

Emily Wagner, Eta Delta at Hillsdale College, “Unhappy Dido, Wicked Aeneas: Politeness and Direct-Address in Virgil’s *Aeneid*”: Several studies have been conducted on the use of politeness in Homer, Cicero, and others according to Brown and Levinson’s politeness theory. As of yet, however, no one has explored the use of pragmatic speech in Virgil’s *Aeneid*. An analysis of the relationship between Dido and Aeneas in books 1, 4, and 6 of the *Aeneid* with regard to pragmatic speech shows that Virgil selected forms of direct-address to reflect the underlying pragmatic intentions of the speaker. In book 1 Ilioneus calls Dido *regina* to acknowledge her power over him, while Aeneas asserts his independence from Dido as a fellow leader of a people by calling her *Dido*. Dido and Aeneas’ use of direct-address reflects changes in their relationships and intentions.

Lance A. Forsythe, Gamma Omega at Baylor University, “The Consolation of Philosophy: A Classical Work Read in Christian Context.”

Theodore Harwood, Eta Delta at Hillsdale College, “A Paper Stage: Blocking in the Illuminated Manuscripts of Terence”: With the publication of David Wright’s excellent facsimile edition of the miniatures from the illuminated manuscripts of Terence, a new door has opened for scholarship dealing with these works of late antique art. Whereas scholarly interest in these miniatures has primarily focused upon whether the costumes, masks, and gestures represent authentic theatrical practice, I propose to look at one play, the *Eunuchus*, focusing on character action and position as theatrical blocking, that is, as an artistic choice in the manuscripts. While most of the miniatures block the scene from stage right to stage left in the order the characters first speak, illustrations four, seven, ten, fourteen, seventeen, and twenty-seven do not. Of these, the fourth illustration is explained by an insignificant reason, and the tenth follows

the precedent of the almost identical ninth illustration, where the speaking order is different. The others, however, merit more exploration, and so I take illustrations seven and fourteen as examples and analyze the artistic devices and blocking used in portraying those scenes. I then proceed to analyze illustrations twenty-one through twenty-four, which also accomplish their own artistic purpose through other devices while still adhering to the normal method

of blocking. On the basis of these examples, in which the artist expresses interpretations of the scenes by both breaking and retaining his system of blocking, I argue that these miniatures deserve greater attention as artistic interpretations of the plays and that they should be considered in their own right as works of art, whether they reflect performance in the time of Terence or not.

The Next Generation: Papers by Undergraduate Classics Students

A Panel Sponsored by Eta Sigma Phi for the 2012 Annual Meeting of the American Philological Association

Organized by Thomas J. Sienkewicz, Monmouth College

Eta Sigma Phi, founded in 1914 at the University of Chicago, is a national classics honorary society for students of Latin and/or Greek who attend accredited liberal arts colleges and universities in the United States.

The society is sponsoring this panel in order to showcase the scholarship of undergraduate classics students. Papers may deal with any aspect of the ancient Greek and Roman world (e.g., language, literature, art, history, religion, philosophy) or with the reception of classical culture in modern times. An established scholar will be invited to serve as respondent to the student papers.

Eta Sigma Phi hopes that this panel will serve as a bridge between undergraduate students and the American Philological Association, not just by giving the students an opportunity to experience an APA meeting and to share their views with professional classicists, but also by introducing those professionals to some of the most talented and promising students from the next generation of classicists.

Any student enrolled full-time in an undergraduate program at a college or university during the academic year 2010–2011 is eligible to submit a paper. Anyone interested in proposing a paper for the panel should e-mail the entire paper as a .pdf attachment to toms@monm.edu. The paper must be able to be read aloud at a moderate pace in 15 minutes (or 20 minutes if audio-visual equipment is used), so it should be no longer than 10 double-spaced pages, excluding any endnotes and bibliography. Please also e-mail a one-page abstract of the paper, and a cover page listing name, school, school address, telephone, e-mail address, and audio-visual needs. To preserve anonymity in the evaluation process, the student’s name and school affiliation should appear only on the cover page, not on the abstract or the paper itself. The receipt deadline for the paper, abstract, and cover page is February 1, 2011.

Each submission will be evaluated anonymously by three referees. Students who submit papers for the panel must be current members of the APA. Please direct questions to the Executive Secretary of Eta Sigma Phi, Professor Thomas J. Sienkewicz, Department of Classics, Monmouth College, Monmouth, IL 61462 (toms@monm.edu; 309-457-2371).

Historians Admit to Inventing Ancient Greeks

From *The Onion* 46.40 October 7, 2010

WASHINGTON—A group of leading historians held a press conference Monday at the National Geographic Society to announce they had “entirely fabricated” ancient Greece, a culture long thought to be the intellectual basis of Western civilization.

The group acknowledged that the idea of a sophisticated, flourishing society existing in Greece more than two millennia ago was a complete fiction created by a team of some two dozen historians, anthropologists, and classicists who worked nonstop between 1971 and 1974 to forge “Greek” documents and artifacts.

“Honestly, we never meant for things to go this far,” said Professor Gene Haddlebury, who has offered to resign his position as chair of Hellenic Studies at Georgetown University. “We were young and trying to advance our careers, so we just started making things up: Homer, Aristotle, Socrates, Hippocrates, the lever and fulcrum, rhetoric, ethics, all the different kinds of columns—everything.”

“Way more stuff than any one civilization could have come up with, obviously,” he added.

According to Haddlebury, the idea of inventing a wholly fraudulent ancient culture came about when he and other scholars realized they had no idea what had actually happened in Europe during the 800-year period before the Christian era.

Frustrated by the gap in the record, and finding archaeologists to be “not much help at all,” they took the problem to



Above, scholars apologize for attributing Western democracy to a make-believe civilization.

Left, just one of the “ancient” artifacts dreamed up in a basement in Somerville, Massachusetts.

colleagues who were then scrambling to find a way to explain where things such as astronomy, cartography, and democracy had come from.

Within hours the greatest and most influential civilization of all time was born.

“One night someone made a joke about just taking all these ideas, lumping them together, and saying the Greeks had done it all 2,000 years ago,” Haddlebury said. “One thing led to another, and before you know it, we’re coming up with everything from the golden ratio to the *Iliad*.”

“That was a bitch to write, by the way,” he continued, referring to the epic poem

believed to have laid the foundation for the Western literary tradition. “But it seemed to catch on.”

Around the same time, a curator at the Smithsonian reportedly asked for Haddlebury’s help: The museum had received a sizeable donation to create an exhibit on the ancient world but “really didn’t have a whole lot to put in there.” The historians immediately set to work, hastily falsifying evidence of a civilization that—complete with its own poets and philosophers, gods and heroes—would eventually become the centerpiece of schoolbooks, college educations, and the entire field of the humanities.

Emily Nguyen-Whiteman, one of the young academics who “pulled a month’s worth of all-nighters” working on the project, explained that the whole of ancient Greek architecture was based on buildings in Washington, D.C.

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Learn about the third annual
COLLEGE GREEK EXAM

A

ἡ δοκιμασία τοῦ λόγου τε καὶ τοῦ νοῦ.

Ω

WHAT:

The College Greek Exam (CGE) is a standardized national exam for students in their first year of college-level Greek.

Geared for students in their first year of instruction, the exam is available for students studying either Attic or Koine Greek. The grammar and vocabulary on the syllabus for the exam is based on frequency and thus not tied to any particular textbook or approach.

WHY:

The National Greek Exam (NGE) has enjoyed increasing success every year among high school students, but college students at the beginning level have no opportunity to compete on an analogous exam. CGE follows the same format as that of the NGE: forty multiple-choice questions, thirty on the language in general and ten on a brief reading passage. This is a chance for your students to compete with other students across the country and for you and your administrators to show off your program on a national scale!

WHEN:

We ask that you administer the exam during the week of March 14-18, 2011. If this is not possible, please contact us about alternative possibilities.

HOW:

E-mail any of the committee members below by January 31, 2011 and provide (1) an address to ship the exams and (2) how many exams you will require. We can send you the syllabus and more information about the exam. Just ask!

THE COLLEGE GREEK EXAM COMMITTEE:

Antonios Augoustakis (augoust@illinois.edu)
Carolin Hahnemann (hahnemannc@kenyon.edu)
Wilfred E. Major, Chair (wmajor@lsu.edu)
Mary Pendergraft (pender@wfu.edu)
Tom Sienkewicz (toms@monm.edu)
Albert Watanabe (awatan@lsu.edu)

IT'S FREE!

Because of support from the American Classical League, the Committee for the Promotion of Greek (part of the National Committee for the Promotion of Latin and Greek), Eta Sigma Phi, and Louisiana State University, there will be NO CHARGE for exams this year!

New Chapters

Petitions for new chapters were approved for the following schools at the 2010 convention. Eta Sigma Phi looks forward to welcoming members from this school before the 2011 convention. According to the by-laws, if an initiation is not held by the next convention, the school must resubmit its petition for a new chapter.

New Chapter

Iota Epsilon at Villanova University

Reactivated Chapters

Chapters are considered deactivated if they have not initiated any new members in the past four years. Reactivation is a simple process. All a deactivated chapter has to do is submit a report on new initiates to the executive secretary.

Chapters Reactivated:

Delta Tau at University of Delaware

Epsilon Pi at Concordia College

Membership Report for 2009–2010

1086 new members were initiated into Eta Sigma Phi during the academic year 2008–2009.

List of Chapters Submitting the 2009–2010 Annual Report

Epsilon	University of Iowa	Epsilon Omicron	Univ of Massachusetts
Zeta	Denison University	Epsilon Pi	Concordia College
Eta	Florida State University	Epsilon Rho	College of Charleston
Theta	Indiana University	Epsilon Sigma	Augustana College
Lambda	University of Mississippi	Epsilon Phi	Knox College
Mu	University of Cincinnati	Epsilon Psi	Santa Clara University
Tau	University of Kentucky	Zeta Beta	Temple University
Alpha Gamma	Southern Methodist University	Zeta Gamma	San Diego State University
Alpha Eta	University of Michigan	Zeta Epsilon	Rutgers University
Alpha Kappa	University of Illinois	Zeta Iota	University of Georgia
Alpha Lambda	University of Oklahoma	Zeta Lambda	University of Louisville
Alpha Xi	Washington University	Zeta Nu	University of Maryland
Alpha Upsilon	College of Wooster	Zeta Xi	Iowa State University
Alpha Phi	Millsaps College	Zeta Rho	University of Texas
Alpha Chi	Tulane University	Zeta Chi	Xavier University
Alpha Omega	Louisiana State University	Eta Delta	Hillsdale College
Beta Beta	Furman University	Eta Zeta	Truman State University
Beta Gamma	University of Richmond	Eta Eta	Virginia Tech
Beta Delta	University of Tennessee	Eta Iota	University of Arizona
Beta Theta	Hampden-Sydney College	Eta Mu	University of California, Davis
Beta Iota	Wake Forest University	Eta Nu	University of Rochester
Beta Kappa	College of Notre Dame-Maryland	Eta Xi	California State Univ., Long Beach
Beta Mu	Butler University	Eta Omicron	Assumption College
Beta Nu	University of Mary Washington	Eta Pi	Hobart & William Smith Colleges
Beta Pi	University of Arkansas	Eta Rho	Univ. of Illinois at Chicago
Beta Psi	Rhodes College	Eta Tau	UNC, Asheville
Beta Omega	Ball State University	Eta Phi	Union College
Gamma Delta	Yeshiva University	Eta Omega	Austin Peay University
Gamma Iota	Wabash College	Theta Alpha	Franklin and Marshall College
Gamma Omicron	Monmouth College	Theta Gamma	Roger Williams University
Gamma Sigma	University of Texas at Austin	Theta Delta	Seton Hall University
Gamma Upsilon	Austin College	Theta Zeta	Case Western Reserve Univ.
Gamma Omega	Baylor University	Theta Iota	Illinois Wesleyan University
Delta Alpha	Randolph College	Theta Lambda	Hamilton College
Delta Lambda	College of the Holy Cross	Theta Omicron	Carthage College
Delta Sigma	Univ. of California-Irvine	Theta Pi	Kenyon College
Delta Tau	University of Delaware	Theta Sigma	Wright State University
Delta Chi	St. Olaf College	Theta Tau	Richard Stockton College
Delta Omega	Macalester College	Theta Omega	John Carroll University
Epsilon Iota	University of Florida	Iota Beta	Northwestern State University
Epsilon Kappa	Brigham Young University	Iota Gamma	Samford University
Epsilon Nu	Creighton University	Iota Epsilon	Villanova University

Initiates January 1, 2010 through June 30, 2010

Recent Honorary Members:

Alpha Mu at the University of Missouri
Ally Anderson is the most dedicated Classicist in the competitive field of Journalism. Through Ally's work in the Journalism she has promoted the Classics in a modern world and Eta Sigma Phi. She is the best friend of the Classics and Eta Sigma Phi.

Beta Theta at Hampden-Sydney College
Professor Donald Sullivan, Associate Professor of Geography at the University of Denver, gave a lecture to our ESPh students upon their initiation last spring ("Humification Meets Herodotus: Modern Science and the Classics") and also spent much time with them while he was here and gave them a great introduction to the beyond-the-languages aspects of Classics. He participated in the initiation ceremony with great verve.

Professor Julia Palmer, Associate Professor of Modern Languages at Hampden-Sydney College, has been instrumental in encouraging students to take Latin and has herself taught the language in our department. Almost all of our ESPhiers come from the Latin program. She has also attended our ESPh events.

Beta Nu at the University of Mary Washington

Dr. JeanAnn Dabb, Professor of Art History at the University of Mary Washington, regularly teaches courses in ancient art that count towards the Classics major. She mentors Classics students, and she joined with Classics in designing and offering a cross-listed (Art History and Classics) course on the art and archaeology of ancient Egypt and the Near East. She is especially interested in ancient mosaics, and she not only runs mosaic workshops for faculty and students, but she herself also designs and creates mosaics inspired by Romans.

Gamma Theta at Georgetown College

Dr. Holly Barbaccia, Asst. Professor of English and Director of Women's Studies, for her support of the Classics program at Georgetown College.

Delta Theta at Dickinson College

Letizia Palladini was a visiting scholar with us for the 2009–10 academic year. She holds a DPhil in Classics from Oxford, and has had an excellent and varied career teaching Latin and Greek in Italian secondary schools. While she was at Dickinson, she taught one of our regular Latin classes, offered a seminar on Sophocles' *Antigone*, and gave two public lectures. Throughout the year she was committed to interacting as much as possible with students, hosting a weekly sight-reading session.

Delta Chi at St. Olaf College

C. Michael Sampson taught at St. Olaf in 2009–2010, has been a mentor for the chapter and would like to be involved with ESP in the future.

Epsilon Phi at Knox College

Brenda Fineberg has lent long standing support to the Classics at Knox as a member of the Classics Dept.

Zeta Nu at the University of Maryland

Alan Vollmann, a retired attorney, has taken and audited courses in the department and has earned excellent grades.

Eta Eta at Virginia Tech

Christine Sleeper, a long-time Latin teacher in northern Virginia, was a co-founder of the National Latin Exam. Mrs. Sleeper was recognized at the 2009 convention with a Lifetime Achievement Award.

Theta Iota at Illinois Wesleyan University

Amanda Jo Coles is a professor of Greek and Roman Studies at Illinois Wesleyan University. Amy has taught a variety of subjects including Latin, Greek History, Roman History, Ancient Historiography, and Roman Topography.

New Initiates: January 1, 2010–June 30, 2010

Epsilon (University of Iowa)

Amber Daniels, Ryan Holley, Larry Houston, Kyle Oskvig (4-24-10)

Theta (Indiana University)

Thea Cola, Frances Frame, Catherine Kennedy, Katharine Neff, Catherine Suffern (5-20-10)

Iota (University of Vermont)

Elizabeth Andrews, Natalie Battistone, Sarah Coon, Nhi Le, Brittany Rudacille, Aislynn Taber, Nathan Wheeler, Jameson Williams (4-16-10)

Lambda (University of Mississippi)

Khush Aujla, Porter Burford, Keith Edwards Chaney, Gabrielle Coggin, Matthew Cook, Amanda Cummings, Kathryn Fowler, Lacey George, Jessica Gradolf, Holly Graham, Jacob Hall, Tara Hancock, Andrew Henning, Kirina Hetzer, Ben Hewitt, Joe Higdon, Amanda Holloway, Sara Hyde, Nicholas Jenkins, Jamarious Johnson, Alexandra Kitson, Madeline Leung, Kimberly Mallett, Melissa McGehee, Tyler McNeil, Patrick Mooney, Michael Moore, Rivers Myres, Mary Ward Pollard, Jeremy Porta, Courtney Smith, Joshua Snyder, Zachary Winter (3-31-10)

Tau (University of Kentucky)

Sean Connolly, Samantha Jeffers (1-18-10)

Alpha Gamma (Southern Methodist University)

Crosby Cordell, Danyelle Cormier, Kaitlin Dilliard, Hillary Halik, Margery Harper, Monika Hoang, Charles King, Mary Lagerstrom, Ashken Martirosyan, Phillip Maxwell, Rebecca Musgrove, Bradley Olmstead, Cassandra Pankonien, Erica Ritz, Stephanie Teague, Lindsay Wellington (2-11-10)

Alpha Delta (Agnes Scott College)

Bhumika Patel, Molly Saunders, Sydney Tonsfeldt (10-25-09)

New Initiates (Continued)

Alpha Mu (University of Missouri)

Gwen Bobbitt, Bethany Bonham, Kailyn Rogers, Cheryl Walker; Honorary: Ally Anderson (3-2-10)

Alpha Xi (Washington University)

Micaela Carignano, Olivia Hassan, Kaitlyn Judge, Aaron Mace, Jeffrey Marinshaw, Nicholas May, Ian Mosley, John Moynihan, Anastasia Niedzielski, Travis Proctor, Michael Stevens, Peter Tontillo, Kirthika Vijayakumar; Associate: Jocelyn Rohrbach (2-4-10)

Alpha Phi (Millsaps College)

Brandi Michelle Buckler, Andrew Thomas Carlson, Philip Maurice Cortese, Megan Catherine Maher, Edgar Rayner Meyer, Hanna Lee Olivier, Joseph Wesley Quillin, Catherine Barclay Scott, Catherine Bryan Smith (4-25-09); Samantha Hill, Andrew Alexander McPherson, Alexandra Victoria Shepherd, Rachel Warren (4-23-10)

Beta Gamma (University of Richmond)

Holly Cimprich, Caroline Cobert, Kayleigh Hall, Layla Hedges, Stephanie Langton, Bradford Mattison, Aimee Plaisance, Veronica Seguin (4-7-10)

Beta Delta (University of Tennessee)

Joshua G. Alanis, Crystal Joe Beard, Sarah Leigh Cook, Tyler Andrew Denton, Kelli Nicole Dockter, Mark Patrick Huggins, Sarah B. Kim, Sandra Kaye Wineinger, Matthew W. Ylitalo (4-20-10)

Beta Theta (Hampden-Sydney College)

Tyler Barstow, Kevin Calhoun, William Correll, Mac Hazel, Laurie-Ann Hephner, Matthew MacFarland, Wiley Narron, Brandon Newcomb, Jacob Newton; Honorary: Julia Palmer, Donald Sullivan (2-23-10)

Beta Kappa (College of Notre Dame)

John A. Beebe (5-1-10)

Beta Mu (Butler University)

Kevin Scoleri, Dustin Stanton, Nathan Tavenor, John Young (4-25-10)

Beta Nu (University of Mary Washington)

Christina Becker, Amy Eltringham, Linda

Heartlein, Jean Marie Hufford, Jocelyn Lewis, LouAnne Reid Maniscalco, Madison Marchbank, Isabelle Marshall, Samantha Miller, Sam Phifer, Jean Reinhart, Andrea Schlussman, Nicolas Warren Stringos, Brittany Thompson, Mary Katherine Wilkerson, Stephanie Wunce; Honorary: JeanAnn Dabb (3-26-10); Justin Anderson, Olivia Cooper, Kyle Hoffmann, Dorothy Sandridge, Bridget Travers (4-16-10)

Beta Pi (University of Arkansas)

Alex Hetherington, M. Austin Lucas, Mark Carlton Lucas Jr., Ian Plummer (5-1-10)

Beta Sigma (Marquette University)

Michael Benjamin Goetz, Matthew J. Houle, Samantha Kailas, Rakesh Anthony Mittal, Christopher L. Owen, Erin Walsh, Kyel A. White, Peter W. Wood (5-7-10)

Beta Upsilon (Marshall University)

Constance Ballard, Ben Harlan, Morgan Hess; Associate: Alyssa Adkins, Kate Carter (4-9-10)

Beta Psi (Rhodes College)

Nicholas J. Jensen, Kathryn M. Johnson, Kevin P. McGinn, J. Evan Tyler (3-9-10)

Gamma Theta (Georgetown College)

Charlie Crowe, Ava Jordan, Caroline McDermott, Denielle Shelley, Devon Stivers; Honorary: Dr. Holly Barbaccia (5-3-10)

Gamma Iota (Wabash College)

William Kline, William McDonough, John Streiff, Zachary Thompson (4-23-10)

Gamma Nu (Montclair State University)

Lauren Elizabeth Cutrone, Nickolas Karagiannis, Adrian Rastocny, Lauren D. Shinn (3-25-10)

Gamma Omicron (Monmouth College)

Nicole L. Arndt, Katherine R. Bradshaw, Samantha F. Bundy, Jacqueline A. Deskovich, Andrew J. Drea, Sally Hayes, Megan K. Kovacevich, Emily M. Morland, Emerson S. Mueller, Philip B. Pierce, Ian L. Smith, Claire M. Winter (11-10-09); Jayme L. Ayers, Katie K. Ehrhart (4-30-10)

Gamma Pi (St. Peter's College)

Jonathan Brantley, Christopher Giorlando (5-7-10)

Gamma Sigma (University of Texas at Austin)

Ian C. Bridges, Kyle R. Bush, Abraham Callahan, Kathleen Cruz, John Ehlers, Pamela Huslig Stayart, Russell Jackson, Stewart Keltner, Maxwell S. Lincoln, Tu-Uyen Nguyen, Sophie L. Sevenoaks, Loretta Williams (3-28-10)

Delta Alpha (Randolph College)

Katherine Janson, Salvatore Quattrocchi, Eric Struble, Gage Stuntz (2-23-10)

Delta Beta (Canisius College)

Elizabeth A. Borngraber, Michael J. Cochrane, Michael P. Mullane (4-26-10)

Delta Zeta (Colgate University)

Justin Alimaras, Alexander Boyce, Raffaella Dietz, Kendall Dolbec, Michael Fingerhut, Annette Goldmacher, Ryan Gross, Alexander Hoffman, Hilary Hooley, Leslie Kessinger, Alexander Krill, Brendan Levy, Catherine Reed, Eric Reynolds, Carl Ruggiero, Nicholas Sasso, Charles Zamiskie (4-6-10)

Delta Theta (Dickinson College)

Lars Arnesen, Marcus Berzon, Ryan Corbett, Nicholas Foley, Maryanne Luthy, James Martin, Meredith Wilson, Brittany Zoll; Honorary: Letizia Palladini (2-9-10)

Delta Lambda (College of the Holy Cross)

Thomas Arralde, Alexandra Ann Buga, Peter Caccavale, Kenneth Calemno, James Doolan, Stephanie Lindeborg, Michael O'Regan, Alexandra Risley (2-19-10)

Delta Sigma (University of California)

Curt K. Brown, Elisejane Cruz, Jonathan Eggers, Danh Khong, Jessica Leone, Paul Soto, Alexis Whalen (5-28-10)

Delta Chi (St. Olaf College)

Adam D. Berndt, Benjamin P. Binder, Katherine A. Crawford, Pierce P. Devol, Eric J. Erfanian, Kevin M. Farrar, Matthew D. Friedrichsen, Madeleine V. Grace, Olivia L. James, Hannah G. Johnson, Peter



Left, Gamma Omicron Initiates May 2010: A memorable initiation ceremony interrupted by a tornado warning!
 Right, Gamma Omicron Initiates November 2009

A. Lile, Justin L. Luthey, Colin M. Martin, Catherine R. Monson, Robert S. Pieh, Emily Marie Sandquist, Cody J. Venzke, Gregory G. Wahlberg, Conner S. Westby; Honorary: C. Michael Sampson (3-8-10)

Delta Omega (Macalester College)
 Machal Gradoz, John Grasso, Nick Leyh, Eliza Spertus (5-4-10)

Epsilon Zeta (University of Idaho)
 Rowan Coughlin (3-22-10)

Epsilon Iota (University of Florida)
 David Appel, Noelani Arango, Giovanni DeJesus, Brooke Fidrick, Jared Howard, Chelsea Kirkpatrick, Shane Lancaster, Matthew Leon, Reid Schreiber, Ryanne Zybach; Associate: Members: Brittani Bolanos, Anders Hansen, Lauren Horn, Lauren Hostert, Carlos Jozsi, Jessica LaPierre, Judith Prim, Ley Smith, Lora R. Smith, Derek Wilson, Brittany Wright (1-28-10)

Epsilon Kappa (Brigham Young University)
 Tyler Creer, Alan Taylor Farnes, Ian Gillespie, Jana Gregory, Sandra Law, Leslie Olsen Macfarlane, Kim Matheson, Randall Craig Meister, Cory Robinson, Thomas Stone, Oliver Wallis, Stephen Whitaker (2-20-10)

Epsilon Mu (Fordham University)
 Kathleen Bowens, William Bruckel, Jack Burns, Robert V. Caruso, Patrick E. Comey, Alexandra DeBlock, Noreen Doherty, Anne Fox, Timothy Gallagher, Tibor Ivancevic, Brian C. Kelley, Suzy Kim, Kent E. Klymenko, Patrice M. Kugler, Vitaliy Kuzmin, Annie J. Labus, Christina Markesinis, Sophie Martin, Joseph Moreshead, Rebecca C. Sausville, Jeremy Soister, Dimitri Tsimoyianis, Amanda M. Wallace, Devin White, Michael Zervos, John Zoitos (3-26-10)

Epsilon Nu (Creighton University)
 Brian Clifton, Ericka Hunter, Erika Jeck, Mike Kulig, Jay Piper, Robert Thomen, Tiffany Whitney, Jonathan Williams; Associate: Gil Ridenour (4-8-08); Amy Barnett, Daniel Emas, Sarah Fitzpatrick, Annie Gosnold, Leslie Jones, Theresa Khanh, David McCon, Daniel Meeker, Mary O'Brien (4-17-09); Paige Bockman, Erin Cahill, Nikita Desa, Shannon Frech, Nick Herman, Zachariah Holmes, William Marquardt, Jenny Murphy, Frankie Nilan, John Philibert, Lydia Riehl, Landon Ross, Shelby Snedeker, Michelle Stading, Gretchen Stricker, Samira Tella, Lauren Turco; Associate: Thomas Sander (4-9-10)

Epsilon Xi (Gustavus Adolphus College)
 Elise Fitzgerald, Radonna Gasior, Sarah

Graver, Andrew Griesman, Nara Higano, Tom Liska, Jacob Lundborg, Dan Mellema, Robert Miner, Melody Monyok, Haylie Neitzell, Joey Nowariak, Patty O'Connor, Nick Prince, Janella Reiswig, Dan Rohlf, Sylvie Skoog, Lance Switzer, Brian Westerbur (3-14-10)

Epsilon Omicron (University of Massachusetts)
 Jeffrey Bernoth, Rachael D. Birch, Mark Taylor Brinsfield, Kelly Ann Broderick, Diana Margaret Chase, Sara Deady, Robert Deyermenjian, Daniel Christopher Edwards, Daniel A. Gautreau, Katherine Geromini, Adeline Harrington, Kristen Leanna Johnson, Jennifer Johnsrud, Jessica Margaret Elizabeth Korasadowicz, Benjamin Charles Lees, Daniel M. Libby, Tam T. Ly, Wesley K. Mason, Kerri A. McCarty, Rebecca Autumn McFarland, Timothy Raufeisen Miller, Michaela Grace Miragliotta, Dimitrios Konstantinos Mitropoulos, Jessica Moore, Margorie Perlas, Liana Roach, Tyler Chapin Rowland, Marissa Elizabeth Saad, Patricia M. Scanlan, Catherine P. Sebastian, Samantha Seserman, Kacie Samantha Shea, Patricia Staunton, Patricia Stoddard, Richard Maximus Strahan, Brittany Sullivan, Justin Turner, John Walsh, Samantha Wilson; Associate: Benjamin Auger, Benjamin Powers, Paula D.

New Initiates (Continued)

Rondon-Burgos, Caitlin N. Rose, Jennifer Eunice Snyder and Christopher Todd (4-23-10)

Epsilon Phi (Knox College)

Stephanie Rachelle Cutright, Andrew Alexander Kunsak, Morgan Anthony Montagnino, Ben Reeves; Honorary: Brenda Fineberg (3-2-10)

Epsilon Psi (Santa Clara University)

Susannah Ames, Emily Bordallo, Jordan Clarke, Kathryn Daw, Samantha Duarte, Kyle Hohu, Sean Lawrence, Elizabeth Lozano, Sean Naumes, Cantalina Nguyen, Laura Signorelli (5-27-10)

Zeta Beta (Temple University)

Andrew Alexander Rosado, Melissa Sanders, Matthew Watton (3-17-10)

Zeta Delta (University of the South)

Robert S. Aymett, Emerson Badgett, Breland Brumby, Myriam Choate, Julian Davis, Margaret Day, Elizabeth Epps, Henry F. Gerrity, John Haskell, Kyle Hatchett, Elizabeth Henry, Julie Johnson, Graham Jones, Amanda Kline, Trevor Marquand, Emily McGranahan, Meagen McMillan, Kayce Mobley, Joseph O'Neill, Sarah Owens, Malcolm Taylor, Murphy Walters, Bevin Williams (4-29-10)

Zeta Epsilon (Rutgers University)

Kevin Apodaca, Michael Atzbi, Austen-Leigh Depinto, Shayna Faraday, Christopher Mercurio, Michael Paravati, Sheelah Pechera, Jennifer Perez, Christen Rafuse, Shane Smith, Allison Striano, Farrah Zaidi (4-23-09); Zeyed Assaf, Allyson Beam, Alcene Chambers, Jared Ciocco, Bryn Coleman, Caroline Coogan, Darien Rajay, Jared Sussman, (4-24-10)

Zeta Iota (University of Georgia)

Sarah Boncal, Courtney Canada, Garrison Copeland (2-21-10)

Zeta Lambda (University of Louisville)

Anastasia Marie Frederick, Mary Cole Hamilton, Daniela N. Hazel (4-16-10)

Zeta Nu (University of Maryland)

Kristen Scherbarth; Associate: Kevin Birch, Thomas Buck, Michael Seguin,

Gregory Stoehr; Honorary: Alan Vollmann (3-4-10)

Zeta Xi (Iowa State University)

Victoria Farwell, Kenneth Edward Kopecky, Tony Lansing, Lisa R. Nielsen, Megan Ward, Jenni Wiles, Thomas Wilke (4-26-09); Joshua Barclay, Amanda Bernemann, Ben Clough, Elizabeth Grant, Edward Leonard, Sarah Loll, Rebecca Malone, Sarah Morrison, Dustin Peyton, Sean Roper, Lena Tommeraasen, Patricia Youchum (4-29-10)

Zeta Pi (University of Utah)

Laurel Baeder, Erin Gibson, Matthew Kulisch, Brandon Riddle, Christie Sargent, Echo Smith, Aaron Stephenson, Dallin Walker (4-22-10)

Zeta Rho (University of Texas at Arlington)

Victoria Avery, Giovanni Aldino Gobbi, Rebekah Joanna Karth, Kandice Leigh McCloud, Alexander Charles Ortiz, Elizabeth Grace Perez, M. Ryan Pfaffengut, Kimberly Nicole Sams, Kristen Marie Thornton, Robert Zanzucchi (5-8-10)

Zeta Chi (Xavier University)

Rachel Bier, Kelly Bunting, Sam Carter, Elizabeth Davis, Christopher Farina, Thomas Finke, Frank Flanagan, Alex Green, Kris Holmes, Jensen Kolaczko, Conor Kunath, Brad Martin, Sean Minion, David Mulcahy, Sarah Oldham, Sam Rodgers, Clayton Schroer, Anna Wiley, Donald Young, Michael Zalenski; Associate: Daniel Dery, Jarmila Kavecanska (4-30-10)

Eta Gamma (Loyola University)

Rochelle Gagliano, Jessica Gustin, Sean Hood, Kathryn Lambeth, Thomas B. Martenstein, III, Jeffrey Muir, Maria A. Pinheiro, Christopher O. Rodriguez, Catherine Schembre, Ly Vo, Amanda M. Wood (12-11-09)

Eta Delta (Hillsdale College)

Katy Bachelder, Josiah Bargaen, John Brooks, Sophia Carr, Julia Dell'Aira, Sarah Delserone, Isaac Fujikawa, Josiah Hersey, Henry Hoffmann, Sarah Kavaljian, Thomas Kleiner, Stephanie Kreuz, Maria

Theodora Lams, Alexander Christian Milnikel, Elizabeth Anne Odell, Leah Poole, Daniel Racke, Mitchel E. Roman, Sarah Savage, Thomas C. Sawyer, Heidi Schuerman, Megan Showalter, Claire E. Sieber, Stephanie Soule, Daniel Spiotta, Annie Taylor, Rebekah Waterman (2-16-10)

Eta Theta (DePauw University)

Joanna Edwards, John Glerum, Benjamin Hamilton, Jacob Meyer, Margaret Musgrave, Ashely Ramsey, Nicolas Smith, Timothy West (3-10-10)

Eta Eta (Virginia Tech)

Lauren Beecher, Jacob Burchard, Kerry DeMella, Anna Frassmann, Allison Nguyen, Ashley Oliver, Kristen Petrillo, Evan Purcell, Brandon Sexton, Karen Solecki (3-15-10); Honorary: Christine Sleeper (04-10-10)

Eta Zeta (Truman State University)

Stephanie Fritz, Sarah Elizabeth Hall, Katie Lakner, Tracy Lang, Alan L. Vaughn Jr. (4-30-10)

Eta Iota (University of Arizona)

Erica Carlson; Associate: Genevieve Milonas (5-5-10)

Eta Nu (University of Rochester)

Mario G. Morales Bermúdez, Elizabeth Dominic, Angelica E. M. Kanganis, Bona Yu (11-17-09)

Eta Rho (University of Illinois at Chicago)

Gabrielle Albena, Michael Bencur, Nabeel Bhatti, Edisa Cobani, Daniel Finn, Nicholas Flores, Anna Gustavson, Sohail Hasanain, Briana Jackson, Sarah Jenkins, Rachel Kapadia, Hyung Kim, Nghi Le, Allison Lee, Anton Miankov, R. Louis Mulvihill, Gerald Oksanen, Hieu Phan, Nicholas Pizzo, Catherine Radosevich, Anastassia Riem, Linda Shahin, Austen Shock, Jacquelyn Thompson, Linda Truong (4-30-10)

Eta Tau (University of North Carolina)

Zarian Evann Bowers, Mark Steven Cortese, Jeremy Daniel Duncan, John Randall Goldthwaite, Emily Inay (Porter-Fyke, Kirstin Paige Woodall (1-16-10)

Vergilian Society Study Tours, 2011

Graduate Course Credit & Continuing Education Units are available for all tours!

Roman Gaul

June 25–July 9, 2011, Directors: Timothy Wutrich and Annie Pecastaings

Participants in the Roman Gaul tour will discover a broad range of archaeological sites and museums in France that pertain to the Romans and the ancient Celtic peoples. Since Julius Caesar's *De Bello Gallico* unfolds chiefly in what is now France, the tour itinerary will include key sites mentioned in Caesar. Following Caesar's conquest, Gaul was integrated into the Empire; the tour will also follow the traces left by the Romans in the centuries after Caesar. Beginning with visits to sites and museums in Paris, the tour will proceed south to Autun, Bibracte, Alesia, Lyon, St. Romain-en-Gal, Vienne, Vaison-la-Romaine, Orange, Nîmes, Pont du Gard, Mas des Tourelles, Arles, and Marseilles. The tour will bring together literary evidence about Roman Gaul, visits to museums, battlefields, ruins, and monuments with a view to the legacy of the Romans in modern France. Cost: \$3440

Drama, Illusion and Realities: Roman Life on the Bay of Naples

June 27–July 8 2011, Director: Eugene P. Baron, Ph.D.

This program will consider how the Romans discovered this exceptional part of Italy and how they both Romanized it and in turn were influenced by it. The idea is that if life is a stage, then the Bay of Naples is front row center. To see this story unfold, we will visit archaeological sites and some of the best museums in the world. And we will study the topography of this unique place, a region of extreme vulcanism. We will do this all by being hosted at the Villa Vergiliana, the Italian headquarters of the Vergilian Society. This is a true villa rustica, where much of what you eat and drink is grown and prepared on site. We will also spend two nights on Capri, one of the most beautiful places on Earth. Cost: \$2595

Vergil, Aeneas and Augustus: A Workshop in Italy for AP Latin Teachers

July 18–29, 2011, Directors: Amy Leonard & Steven Tuck

This workshop will aid high school teachers teaching the AP Vergil syllabus by providing ideas and skills to enrich their courses. We cover all aspects of the AP Vergil exam and the classroom curriculum including the free-response questions, passage-based multiple-choice questions in the AP exam style, sight reading and resources. Days will consist of morning study sessions and reading the *Aeneid* in Latin, lunch, and afternoon site and museum visits, with some on-site readings. Sites include: Rome, Cumae, Lake Avernus, Sperlonga, Pompeii, Lavinium, Herculaneum and Vesuvius. Cost: \$2595

In the Land of the Sibyl: Greeks & Romans Along the Bay of Naples

August 1–13, 2011, Directors: Lorina Quartarone & Steven Tuck

This tour is devoted to the history, art and archaeology of coastal Campania. Subjects and sites have been chosen to illustrate the central themes: the civilizations of ancient Italy, their interaction along the Bay of Naples and the emergence and development of Roman culture. From headquarters at the Villa Vergiliana we will explore daily life in ancient Italy, including small towns at Pompeii and Herculaneum as well as luxury villas and resorts at Baia, Oplontis and Stabiae. Exploration at Capua, Puteoli and Cumae will allow us to encounter Greek and Etruscan colonization in southern Italy. Paestum will give us exposure to the best-preserved Greek temples and Italic painted tombs in the world. Cost: \$2595

For further information, tour and scholarship applications and detailed itineraries, see the Vergilian Society website: <http://vergil.clarku.edu/>

New Initiates (Continued)

Eta Phi (Union College)

John Anderson, David Matt Breazzano, William Breitweiser, Dennison Cabral, Chris Choquette, Shelby Cuomo, Joe Dammann, Norah Friar, Aubree Heydrick, Jessica John, Alex Lieberman-Cribbin, Jaclyn Mandart, J. T. McDaniel, Ngozi Onyuke, James Sedlak, Misty Shah, Kathleen Smith, Katelyn Staring (4-20-10)

Eta Chi (Purdue University)

Jessica Kocher, Brittany Poe, Meaghan Ranieri, Hayley Warner, Biqiang Yang (10-29-09)

Theta Alpha (Franklin & Marshall College)

Amanda Fox, Arianna Franca, Bethany Johnson, Ariel Kornhauser, Zachary Leh, Philip Stamato (4-27-10)

Theta Epsilon (Trinity University)

Elyse Janish, Scott Riggle, Natalie Trevino, Alexander Wood Colborne (2-8-10)

Theta Zeta (Case Western Reserve University)

Dave Bertsch, Teresa Bloemer, Sabrina Gorse, Adam Kozak, Anna Malec (4-28-10)

Theta Theta (University of Connecticut)

Danielle Andrzejewski, Adriana Biondi, David Brine, Becaja Caldwell, Sitara Gnanaguru, Anna Green, Emily Hanink, Neale Hutcheson, Alyssa Krueger, John Palmer, Kayla Parker, Isabella Pilato, David Walls (4-17-10)

Theta Iota (Illinois Wesleyan University)

Alison Brown, Melissa Huang, Stephanie Khatcherian, Hannah M. Korpel, Emily Navrotsky, Erica Rudie, Rachel Sandretto, Kurt VanNess, David Warren; Honorary: Amanda Jo Coles (4-7-10)

Theta Kappa (University of Texas at Tyler)

Tina Bausinger, Brandi Lynn Buchanan, Erica L. Chase, John Cushing, Meagan Marie Hale, Matthew Spencer Lee, Kimberly D. Reeves, Katie Trammell, Talitha White; Associate: Alex Stevens (4-30-10)

Theta Lambda (Hamilton College)

Amanda Ann Barnes, Kelsey Ann Crow,

Andres Vicente Matlock, Christopher Stedman Parmenter, John Hubert Scurfield, Caitlin Crocker Tuten-Rhodes (5-5-10)

Theta Omicron (Carthage College)

Carman Anderson, Timothy Callow, Jeannie Christofalos, Peter Haroldson, Stephen Mathe, Meghan McKendry, Stephanie Polvi (5-14-10)

Theta Rho (University of Miami)

Angelica Bradley, Alexandra Busot, Larry Cederberg, Tad DeBarros, Rebecca Dolan, Melissa Gienger, Kara Haggerty, Emaad Khansur, Danielle Malinski, Z. Mason Powell, Leonard Reina, Franchesca Robichaud, Christina Robinson, Nancy Varghese, Rui Wang (3-25-10)

Theta Sigma (Wright State University)

Nicholas Jobe, Melissa Johnson, Katie Luckenbill, Sean Miranda, Adam Solomon, Heather Spangler (5-15-10)

Theta Psi (Washington and Lee University)

Samantha Copping, Jeff Giordano, Caitlin McCurdy (5-27-10)

Theta Omega (John Carroll University)

Kevin Beck, Dominic Carlini, Kevin Klonowski, Rachel Miller, Gabrielle Ruchames, David Smith (3-11-10)



Amanda Barnes of Theta Lambda, Hamilton College, and her Eta Sigma Phi Pumpkin!

Iota Alpha (College of New Jersey)

Sara Ancona, Thomas Dimino, Halli Gerin, Kelly Yuhus (2-27-10)

Iota Epsilon (Villanova University)

Kristen Barrow, Christopher Carey, Stephanie Fujihara, Kelley Groves, Matthew Hertzog, Kurt Lehmer, Paul Masi, Marissa Pardue, Rhodes Pinto, Justin Smith, Megan Smith, Michelle Smith, Victoria Weiss, Jaclyn York (5-4-10)

Eta Sigma Phi Medals

Eta Sigma Phi medals awarded to honor students in secondary school Latin classes help to promote the study of Latin in high school and give Eta Sigma Phi an excellent contact with high school students of the Classics. Chapters can use them as prizes for contests or as a way to recognize achievement. In addition, chapters can award the medals to outstanding students of the Classics at their home institutions. Two silver medals are available: the large medal (1½ inches) at \$30.25 and the small (¾ inch) at \$13.50. A bronze medal (¾ inch) is available at \$12.75. The various medals can be awarded to students at various levels of their study.

Medals may be ordered from Dr. Brent M. Froberg, 5518 Lake Jackson St., Waco, TX 76710-2748. Please add \$1.00 per order to cover the costs of postage and handling. Checks should be made payable to **Eta Sigma Phi Medal Fund** and should accompany the order.



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Vergilii Maronis: Aeneis: Libros I et IV / 978-87-90696-17-7

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Hardback / 978-1-58510-238-9 / \$28.00
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Grammatica Latina / 978-1-58510-223-5 / \$7.00
Latine Disco - Student's Manual / 978-1-58510-050-7 / \$7.00
Latin-English Vocabulary I / 978-1-58510-049-1 / \$5.00

Companion Material to Set I

Colloquia Personarum / 978-1-58510-156-6 / \$15.00
Lingua Latina: A College Companion / 978-1-58510-191-7 / \$27.00
Familia Romana: Interactive Latin Course / PC CD-ROM / 978-87-90696-08-5 / \$32.95
Exercitia Latina I / PC CD-ROM / 978-87-90696-10-8 / \$26.95

Pars II: Roma Aeterna

Paperback / 978-1-58510-233-4 / \$35.00
Hardback / 978-1-58510-314-0 / \$38.00
Exercitia Latina II / 978-1-58510-067-5 / \$18.00
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Companion Material to Set II

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In Memoriam: Richard Prior

(Reprinted in part from the Greenville, SC *Legacy* with permission from the executive editor John Pittman)

Dr. Richard E. Prior, age 47, died on August 24 from pneumonia. He was an Associate Professor of Classics at Furman University.

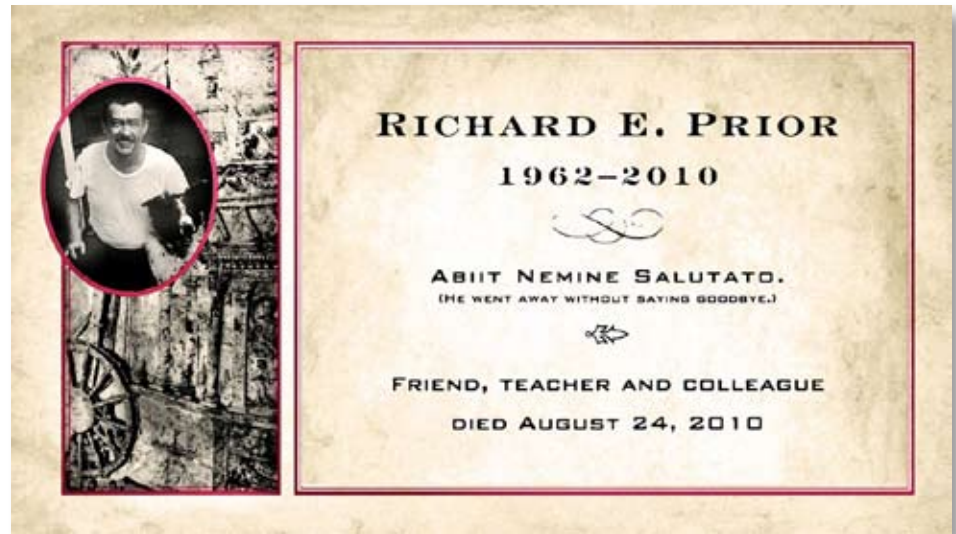
He was born in Syracuse, New York, to Edmon Prior and Stella Beaulieu, who survive him. A 1980 graduate of Baldwinsville High School in Baldwinsville, New York, he wrote a senior thesis on the novels of Vladimir Nabokov and became one of the few individuals, then or now, to receive a New York State Regents diploma in four languages.

He attended the University of North Carolina at Greensboro, graduating in 1985. There, he was elected to Phi Beta Kappa and received a B.A. in Latin and teacher certification. He received an M.A. from the University of Maryland in 1991, and a Ph.D. from SUNY-Buffalo in 1994, both in classics. In addition to fluency in French, Spanish, German, Italian, Latin, and Greek, he completed studies of Portuguese, Russian, Chinese, Japanese, Sanskrit, and Finnish. His knowledge in several other fields was equally impressive.

He was a brilliant and engaging teacher whose career began in North Carolina and Virginia, where he taught in both junior and senior high schools. In 1986 he established the first Greek class in a public high school in the southeastern United States. He went on to teach hundreds of other students at SUNY-Buffalo, the Johns Hopkins Center for Talented Youth, and Furman. His inspiring influence on these students will be felt for decades.

He was the author of five books on learning Latin, including *501 Latin Verbs*, a book that almost every student of the language possesses. He was an animated and entertaining commentator who appeared in documentaries broadcast on The History Channel and The National Geographic Channel. A modern-day Indiana Jones, he delighted in taking students on archaeological excavations throughout Italy.

Although raised a Roman Catholic, he eventually became a Buddhist, a decision he made after spending several weeks at a



Italian Style death notice designed by Roxanne Chase, graphic designer in Furman University's department of Marketing and Public Relations

Buddhist monastery in the Mojave Desert. Although a person of strong opinions, he was gentle and compassionate in his interactions with people. He had a quick and sardonic sense of humor that amused everyone. He despised all forms of hypocrisy, bigotry, pretense, and inequality. His wallet was always open to anyone needing help.

He was an iconoclast with voracious interests. He played the French horn, and was a gifted painter and enthusiastic hockey player. Other interests included tropical plants, Asian cooking, Civil War reenactments, winemaking, Sudoku, and woodworking. He loved all animals, espe-

cially his border collie, Tarquin, who died recently.

He leaves behind a loving partner of 24 years, Scott Henderson. They fought many battles for themselves and others in their quest to be treated with dignity and equality. They were fortunate to have found many supportive and caring friends in Greenville. They shared an endlessly interesting and fulfilling life together.

mollia non rigidus caespes tegat ossa, nec illi, terra, gravis fueris: non fuit illa ibi.

Martial 5.34.10-11

Back Issues of NUNTIUS Wanted

The Eta Sigma Phi Archives are missing the following issues of the *NUNTIUS*. If you or your school have any of these issues, please contact the Executive Secretary: Vol. 1, No. 3-4; Vol. 2, No. 1-2, 4; Vol. 3, No. 4; Vol. 4, No. 4; Vol. 5, No. 5; Vol. 6, No. 4; Vol. 18, No. 2; Vol. 18, No. 3; Vol. 19-21 (these are the war years and there may have been no issues in that period); Vol. 24, No. 2; Vol. 29, No. 4; Vol. 35, No. 3; Vol. 35, No. 4; Vol. 40, No. 2; Vol. 41, No. 1; Vol. 41, No. 2; Vol. 41, No. 3; Vol. 45, No. 3; Vol. 47, No. 2; Vol. 54, No. 1; Vol. 55, No. 2; Vol. 56, No. 1; Vol. 58, No. 2; Vol. 60, No. 2; Vol. 64, No. 2; Vol. 65, No. 1; Vol. 65, No. 2; Vol. 66, No. 1; Vol. 67, No. 2; Vol. 68, No. 1; Vol. 68, No. 2; Vol. 69, No. 1; Vol. 69, No. 2; Vol. 70, No. 1; Vol. 70, No. 2; Vol. 71, No. 1; Vol. 71, No. 2.

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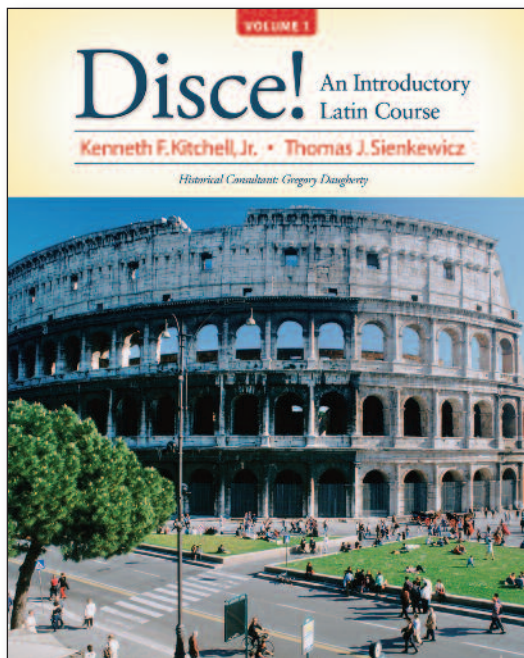
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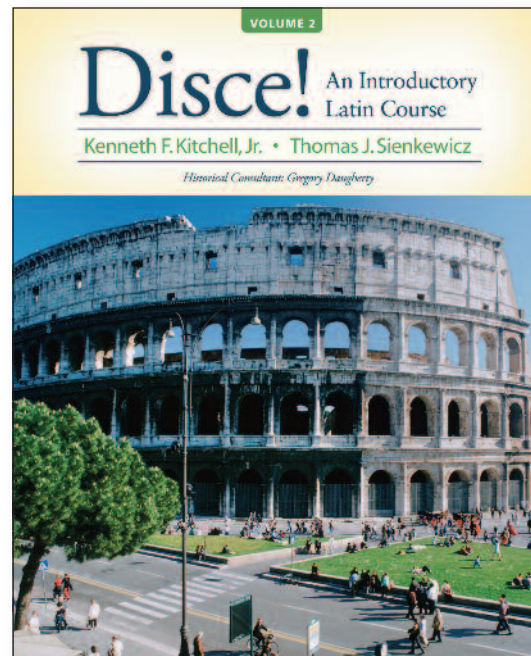
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