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Testudine facta



Don't mess with Dr. Garnjobst!



Above, fighting fit

Left, it's war!

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 studies, 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
- honor 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 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.

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Address from the Megale Prytanis

A friend once told me: “But we in it shall be remembered- / We few, we happy few, we band of brothers; / For he to-day that sheds his blood with me / Shall be my brother...” (*Henry V* IV.iii.61–64). While not wisdom from the ancient Greco-Roman world, Shakespeare’s words still ring true for us as Classicists (though hopefully without the shedding of blood) as we boldly grapple with the question “Why study the Classics? ... Isn’t that the study of Shakespeare?”

Having recently attended the annual meeting of the American Classical League, there was much talk amongst Latin teachers about how best to make Latin (and Greek) relevant and accessible. This question is one not only for teachers but for us, as students and as young scholars in the Classics community.

The bonds between Classicists have continued to be strong and vibrant as

we are privy to the secrets of a language, which — as seen on *Supernatural* — can be used to great effect, and we are bound together by our mutual enthusiasm for Homer and our (dis)like of Cicero. Now, more than ever, is our moment to demonstrate through our community outreach projects and chapter activities just how the study of the Classics has remained — and still remains — relevant to the next generation.

My fellow officers and I are eager to hear from your chapters. Like the official Eta Sigma Phi Facebook page and reach out to us during the year through the page! We are excited to see how you and your chapter are doing your part, as Edward Zarrow, Latin teacher and ACTFL National Language Teacher of the Year puts it, in ushering the study of the Classics, which has already lasted two millennia, into another two millennia.

Report of the Chair of the Board of Trustees, 2016

All those who came to Monmouth College last April have fond memories, I am sure, of a very successful convention!

As every year, I am happy to report on the activities and decisions made by the Board of Trustees, whose duties include financial and policy decisions, as well as personnel matters: as usual, the Trustees have been communicating electronically regarding different matters throughout the year, and we also had the opportunity to meet in Monmouth in April to finalize decisions. The Board Trustees renewed the term of service for Professor Katherine

Panagakos as Trustee until 2019. In addition, the Board made recommendations to the Chair and the Secretary-Treasurer to fill committee vacancies, a process which was completed last summer.

On behalf of the Board, I would like to thank once again the officers for all their hard work throughout the year and during the meeting. See you next year in Ann Arbor, Michigan!

Quistis nos omnes feliciter tueatur!

Antony Augoustakis, Chair of the Board of Trustees

Studying Latin is like having a secret decoder ring.

— Sylvia Shults (on using the Classics to interpret the world at large)

Fasti



2016

September 2: *Battle of Actium*

October 15: deadline for nominating Lifetime Achievement Awardees: submit nominations to the Chair of the Board of Trustees or the Executive Secretary

October 15: *Vergil's birthday*

October 27–29: CAMWS-Southern Section, Atlanta, GA

October 29, 1:00 pm: “We Love Wisdom and Beauty” (Swanton)

November 15: annual reports of chapter officers due

December 8: *Horace's birthday*

December: *Saturnalia, euegae!*

2017

January 5–8: the Society for Classical Studies joint meeting, Toronto, Ontario, Canada

January 6, 10:45 am–12:45 pm: The Next Generation: Papers by Undergraduate Classics Students (room tbd)

January 9: Deadline for submission of papers for the 2017 convention

January 20: request NLE

January 31: request College Greek Exam

February 15 deadlines:

- ΗΣΦ Summer Travel Scholarship Applications
- ΗΣΦ Summer Scholarship for Fieldwork in Classical Archaeology Applications
- ΗΣΦ Bernice L. Fox Teacher Training Scholarship Applications
- Abstracts and Cover Pages for the ΗΣΦ panel at the Society for Classical Studies

February 17: deadline for Maureen Dallas Watkins Greek and Latin Translation Contest requests and submission. (If paper copies of testing materials are desired, such a request must be received by February 3).

February 20–February 24: administer Maureen Dallas Watkins Greek and Latin Translation Contest Exams.

February 27: postmark deadline for completed Maureen Dallas Watkins Greek and Latin Translation Contest tests.

March 13–17: administer National Latin Exam

March 6–10: National Latin Teacher Recruitment Week

March 6–10: administer College Greek Exam

March 24–26: 89th annual convention at the invitation of Alpha Eta at the University of Michigan

April 5–8: CAMWS, Kitchener, Ontario

May 15: Chapter *Res Gestae* due (submit online: <http://www.etasigmaphi.org/res-gestae>)

Meet the New Officers

Megale Prytanis

SALVETE ET KAI XAIPETE! My name is Emma Vanderpool. I hail from Frankfort, Illinois, and I am a rising senior at Monmouth College and President of the Gamma Omicron Chapter. Having served as Megale Hyparchos this past year, I am honored to have been elected as your Megale Prytanis for this upcoming school year. I studied Latin for four years in high school. My Latin teacher, Matthew Katsenes, encouraged me to imagine a future with Classics in it, and for that I am eternally grateful. I am now a Latin and history double major, and upon graduation, I am planning to pursue further study in Classics and to teach Latin at the high school level.

I have found some of my dearest friends in the Monmouth Classics Department, and I have found a group of friends, who share my enthusiasm for the Classics and find the same joy in the ancient texts as myself, both in my own chapter and in chapters across the country. Eta Sigma Phi



*Left, Emma Vanderpool
Below, Spencer Silver
Bottom, Alexandra Howell*

has given me so much, and I am excited to continue to give back to the organization.

In the upcoming year, I hope to continue the work that I began last year and continue revitalizing the Eta Sigma Phi Facebook page. This page, in particular, acts as an accessible portal through which we can communicate with current members, alumni, and even potential chapters.





Chris Maze

Be sure to like the page, to participate in the Certamen questions, and to reach out to us there or through our email, esp. activities@gmail.com. We love to share your scholastic achievements, community outreach programs, and chapter activities through the page with members across the nation.

Emma Vanderpool, Megale Prytanis

Megale Hyparchos

Salvete omnes! My name is Alexandra Howell, and I am the 2016–2017 Megale Hyparchos. I was born and raised in New Orleans where I fell in love with the Classics over nine years ago in my first Latin class. After high school, I made the trek up the Mississippi to attend Rhodes College, where I am currently a rising senior and a member of the Beta Psi Chapter. At Rhodes, I have found a home in the Classics department where I am a Greek and Roman Studies major with a concentration in Material Culture. I hope to go to continue my studies in a graduate program after graduation focusing on Classical Archeology and the Classical languages.

Through a love of the Romans and Greeks, I have discovered new friends among my fellow members of the Beta Psi chapter and other Classics majors. I am

thrilled to serve these friends and ΗΣΦ as Megale Hyparchos nationally and locally as the Prytanis of our chapter at Rhodes.

In the coming year, I hope to reach out to new schools and inactive chapters to help ΗΣΦ grow for future classics students, and to help my fellow officers fulfill their duties. Here's to a great year and leaving ΗΣΦ better than before!

Alexandra Howell, Megale Hyparchos

Megale Grammateus

Salvete et γαίρετε και שלום! I am a junior at the University of Iowa. I am an Ancient Civilizations and Religious Studies double major with an emphasis in Judaism/Christianity. I am also studying Greek and Biblical Hebrew.

I was born in Des Moines, Iowa and have lived in the metro area ever since. I came to the University of Iowa as a prospective Nuclear Medicine major. However, I quickly changed my major after being introduced to antiquity and Classical languages through a general education course. I then joined my local Eta Sigma Phi chapter, Epsilon, and found a group of like-minded people. I am the former Treasurer and current President of my chapter. I look forward to a year of growth for Epsilon, as well as a year of growth for ΗΣΦ nationally!

It is my honor and privilege to represent all of you as the Megale Grammateus! I am thrilled to work with all of you! Cheers!

Spencer Silver, Megale Grammateus

Megas Chrysophylax

Salvete v'omnes! I'm Chris Maze, a rising junior at Franklin & Marshall College in Lancaster, PA. My major is Classical Languages and Literature, and while I study both Latin and Ancient Greek, my focus is in Latin. I also am interested in Medieval Studies, and my personal research area is the transitional period of Late Antiquity and the Early Middle Ages.

I was born in Frederick, Maryland, and have lived in what I like to call a sub-rural area for my life. I started taking Latin in my freshman year of high school and continued throughout, getting involved in the Junior Classical League (JCL) at local, state, and national levels. I decided that I wanted to pursue Latin, either for work in the Classics or in preparation for Medieval Studies, and went to Franklin & Marshall College as an intended Latin major. I joined Eta Sigma Phi and was elected Chrysophylax of our Theta Alpha chapter during my Sophomore year. This year, as Prytanis of Theta Alpha chapter, and as Megas Chrysophylax, I look forward to making a difference at both the local and national level, and helping boost awareness and appreciation of the classics for our communities.

Thank you for allowing me this opportunity, and you can contact me at cmaze@fandm.edu if you have any questions or comments.

Valete!

Chris Maze, Megas Chrysophylax

If, twenty years from now, you find yourself buying a John Deere Tractor, it's probably because of Homer.

—Neil Dahlstrom (on John Deere and the importance of myth and story telling)



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Abstracts of the Papers Delivered at the 2016 Convention

“Counterfactuals in Thucydides’ Pylos Narrative (4.1–45),” by Anne Begin

This paper examines two very specific instances of counterfactual statements in Book 4 of Thucydides’ *History of the Peloponnesian War*, during the battle for Pylos in modern-day Messenia. This paper uses a narratological framework for understanding how Thucydides presents the information, particularly the idea of “focalization.” The first counterfactual concerns the Spartan commander Brasidas, who is wounded fairly soon in the first skirmish with the Athenians. Thucydides seems to suggest that with the early exit of Brasidas in 4.11, the opening battle could have affected the overall outcome of the conflict very differently. The second counterfactual concerns the Athenian leader Demonsthenes in 4.29, whose success in the battle seems largely predicated on a chance event that made it possible for him to defeat the Spartans. Both counterfactuals balance each other and also appear to highlight the role of chance or luck in the overall outcome of the conflict.

“For all his eyes had been closed down by sleep,” by Noah Diekemper

This paper examines two myths recounted in Book I of Ovid’s *Metamorphoses*: the story of Apollo and Daphne, and the story of Pan and Syrinx. In particular, this paper explores the underappreciated parallelism between these superficially similar tales. The first of these, familiar to most, is a highlight of Ovid’s epic; the second is actually recounted by a character within Ovid’s narrative — and puts its fictitious audience to sleep. The use of the second tale hints at the reader that Ovid has something subtle in mind; this paper contends that Ovid uses these twin narratives to showcase masterful and pedestrian storytelling side by side.

In particular, this paper closely examines specific points of divergence between the two stories, emblematic of disparate techniques of narration. When these are considered, the superiority of the Apollo and Daphne story shines through and



2016 Convention Panelists: from left to right: Noah Diekemper, Anne Begin, Emma Vanderpool, Christopher Maze

features of compelling storytelling suggest themselves in the contrast.

Overall, this paper explores how Ovid carves out space in his epic to exhibit, with uncommon specificity, his poetic skill, all the while attracting more glory to himself and having fun with his audience.

“The *Metamorphoses*’ Medieval Meanings: The Focus on Status in Christian Redactions of Ovid,” by Christopher Maze

This paper addresses the redactions of Ovid found in the *Florilegium Gallicum*, specifically those taken from his *Metamorphoses*. By looking at the passages included in the most copies of the florilegium, one can see a pattern emerge: each quote was selected to be seen in a Christian context; furthermore, each quote also focuses on the hierarchy of living beings and reinforces Christian teachings.

The paper focuses on the eight most commonly included passages from the *Metamorphoses* and looks at which words were chosen or changed in each version for a deeper insight into the motives behind

these choices. It draws upon secondary sources for historical and cultural context, as well as for identification of passages within the *Florilegium Gallicum* and the frequency of their appearance in copies, and which versions of the passages were used. Primary sources include a medieval moralization of the *Metamorphoses*, for insight to medieval interpretations of passages from Ovid.

The importance of these emphases and focuses lay in the purpose of the work itself. As a florilegium, this work would be a principal means of reading authors of the past and the selected passages would often be the only sections that readers would encounter. Therefore, the sections here would represent the whole *Metamorphoses* for many medieval readers; this is especially important in light of the Ovidian Age. With the popularity of Ovid and the emphasis placed on his writing, these sections would be even more representative of the author, making his original works, paganist and lewd to medieval Christian readers, seem deep, philosophical, and actually espousing Christian ideals and doctrine.

Best Paper at the 88th Annual Convention

Sights, Smells, and Sounds of Animals in Martial's *Epigrammata*, by Emma Vanderpool (Gamma Omicron at Monmouth College)

In his *Epigrammata* Martial features a wide range of animals — both exotic and ordinary. This paper is not meant to be a comprehensive discussion of all Martial's references to animals but an overview that illustrates the way in which his use of visual, auditory, and olfactory senses draws readers more effectively into his poems. In this paper I focus on Martial's references to the sights, smells and sounds of some of these animals and show how the poet uses animals to stimulate the sensory perceptions of his readers, to draw them more effectively into his poems, and, especially, to strengthen his comments — both critical and descriptive — on the people he talks about in his epigrams.

One way that Martial uses comparisons to animals is to critique the poetry of his rivals. For example, when comparing the verses of Fidentinus to his own verses and considering how Fidentinus' pages exist amongst his own, Martial draws comparisons to similar situations in nature. He first provides a visual contrast with the image of a dark crow wandering amongst the swans of Leda: *sic niger in ripis errat cum forte Caystri, / inter Ledaeos ridetur corvus olores* (1.53.7–8).

Throughout Latin literature, the swan is repeatedly paired with the adjectives *niveus*, “snowy,” or simply *albus*, “white.”¹ The blackness of the crow is also repeatedly mentioned. For example, Juvenal jokes, “that lucky man, nevertheless, is even rarer than a white crow,” and his disbelief reflects the assumptions concerning the darkness of the crow's feathers (7.202). While he makes a similar comparison in 3.43, this repetition is almost unseen in his *Epigrammata*. The lack thereof serves to strengthen the poignancy of his insults, since repetition can often lead to insincerity or appear as a lack of ingenuity. The image painted by Martial in 1.53 stands as a kind of abstraction.² Just as there is a stark difference between the dark color of the crow and the white of the swan, there is a similar difference when the poetry of Fidentinus is juxtaposed against Martial's. By drawing this comparison, Martial makes clear how vast this disparity is.

Besides the explicit visual imagery, Martial also implies an auditory contrast between these birds. In other poems (e.g., 5.37; 9.42;

1 For examples of the swan being described as *niveus*, see Ov. *Met.* 2.536–539, Verg. *A.* 7.699, Ovid *Met.* 7.379, Seneca *Ag.* 678, Stat. 8.675–77. For examples of swans being described as *albus* see Lucr. 2.822–825, Ov. *Met.* 14.509, Ovid *Ep.* 7.1, and Stat. 9.858–860. For examples of the swan being described as *candidus*, see Sen. *Phaed.* 302 and Vergl. *Ecl.* 7.38 or *candentus*, Verg. *A.* 9.563.

2 In comparison, he makes a more explicit comparison between the color of feathers to the color of hair in 3.43 when he discusses how Laetinus' *tinctes capelles*, “dyed hair,” has changed and Laetinus, who was once a swan, is suddenly a crow. Petronius (43) draws a similar comparison in appearance as he writes that Chrysanthus bore his age well and was dark as a crow.

13.77) Martial makes specific reference to the pleasing song of aged swans. So do a wide range of other Latin writers who strengthen the imagining of the beauty of the “swan song,” i.e., the last song.³ While Martial never comments directly on the raucous noise of the crow in his poetry, Apuleius observes (*Fl.* 12) that, when the crow attempts speech, it sounds more like croaking. Thus, in 1.53 Martial may be relying on his readers' knowledge of the auditory as well as physical features of these birds in order to reinforce the superior visual and auditory quality of his poems compared to those of Fidentinus.

In this same poem, 1.53, Martial also provides another contrast based upon the sounds of animals: *sic, ubi multisona fervet sacer Athide lucus, / improba Cecropias offendit pica querelas* (“thus, when the sacred grove seethes with the **tuneful nightingale**, the **shameless magpie** disturbs the Cercropian complaints”) (1.53.9–10).⁴ If Martial is the nightingale and Fidentinus the magpie, Martial demonstrates that he recognizes his own talkative nature, and still subtly elevates himself above Fidentinus.

The *pica*, the magpie, must be taught by humans to imitate human speech. It cannot learn on its own. Ovid (*Met.* 5.298–9) remarks on the way in which *picae* imitate everything, and later mentions how the “hoarse garrulity and extreme zeal for speaking” (*Met.* 5.678) of the Periedes remained, after they failed to beat the Muses in a singing competition and were turned into magpies. Pliny the Elder (*Nat.* 10.49) focuses on how one kind of magpie can imitate human speech. He praises the bird because “they love the words, which they speak, and they do not only learn the words but they cherish them.” Yet, he also critiques the bird because “their memory fails them unless they hear the same word repeatedly.” Pliny also notes that the pet nightingales of the young Caesarians — Britannicus, Claudius' son, and Nero, his stepson — were “easily taught in both Greek and Latin speech, in addition to continually thinking and speaking new things, in still longer sentences” (*Nat.* 10.49). The nightingales possess basic compositional skills that outstrip that of the magpies. Fidentinus may possess a love of the language like the magpie, but he simply cannot compare to the memory and skill of Martial. Embedded within these passing references to animals, Martial is building layers of meaning that are reliant on both the knowledge and senses of his readers.

Martial draws a similar comparison between the sounds of man and the sounds of birds when, he incredulously asks his friend Priscus, *Credis hoc, Prisce? / Voce ut loquatur psittacus coturnicis* (“Do you believe this, Priscus? Do you believe that a **parrot** can speak with the voice of a **quail**?”) (10.3.6–7). Martial explicitly provides an auditory contrast for his audience just as he did when comparing his poetry to that of Fidentinus'. Pliny the Elder in his *Naturalis Historia* (10.58) reports, “above all, **parrots**, indeed actually talking, imitate human voices.” Likewise, Apuleius writes (*Fl.* 12), “thus he sings similarly to us or speaks even better, so that if you should hear its voice, you would think it human.” Apuleius

3 See Lucr. 4.181–2, Ov. *Met.* 14.429–430, Sen. *Phaed.* 203, Stat. *Silv.* 2.4.10, Stat. *Theb.* 5.341

4 See OLD Atthis 2b. All translations are my own.

further explains that the parrot can only speak the words that it has been taught. Both Ovid and Statius laud this ability to imitate human speech.⁵ While the parrot — i.e., the anonymous poet — is well known for its accurate imitation of human voices, it is not known for its imitation of other animals, such as the quail. It is still limited despite its skills in mimicry just as the magpie is limited. Through these comparisons, Martial draws a comical, yet drastic, contrast between his own poetry and the poetry of Fidentinus and between his poetry and that of the anonymous poet.

Comparisons involving animals also strengthen Martial's critique of the physical appearance of individuals he mentions in his poems. For example, in order to criticize Chrestus' sex organs, Martial writes

*Cum depilatos, Chreste, coleos portes
et vulturino mentulam parem collo
et prostitutis levius caput culis,
nec vivat ullus in tuo pilus crure,
purgentque saevae cana labra vulsellae;*

Since you carry depilated testicles, Chrestus, **and a cock equal to a vulture's neck** and a head smoother than prostituted asses, no hair is able to live on your shins and cruel tweezers cleanse your white lips (8.27.1–5).

Through this comparison, Martial is able to describe more scathingly the appearance of Chrestus than if he had simply relied on the use of an adjective because he is able to address both the immediate physical appearance of his cock and its tactile nature.

Martial's comments, however, are not always meant to directly deride the characters of his *Epigrammata*. His comparisons to animals also serve to enhance the descriptive nature of his poetry without necessarily targeting the characters with his disdain. Martial remarks that a certain girl “more white than the spotless swan” (1.115.2) desires himself and not Procillus. Martial declares that he longs for a girl “darker than the night, than the ant, than pitch, than the jack-daw, than the cricket” (1.115.4–5). He now uses it to establish skin color. In the case of 1.115, Martial is not necessarily criticizing them but instead commenting more objectively on the physical description of these two women.

When describing the appearance of a dear slave girl, who had not yet completed her sixth winter, Martial relies on comparisons to animals to describe her value as well as her beauty (5.37). He first establishes how she much she matters to him as “a girl sweeter than old **swans**, more tender than a **lamb** of Phalantine Galaesus”

⁵ Ovid notes the *vox mutandis ingeniosa sonis*, “the voice ingenious at changing sounds” (*Am.* 6.18) and further exclaims *non fuit in terries vocum simulantior ales — reddebas blaseo tam bene verba sono!* (“There is no bird on earth better at imitating voices — you were returning words so well with your lisping sound!”) (*Am.* 6.23–24). Ovid refers to the parrot as the *imitatrix ales ab Indis* (*Am.* 6.1) and as the *loquax humanae vocis imago* (*Am.* 6.37) whereas Statius refers to him as the *humanae sollers imitator...linguae*, “the skilled mimic of human tongue” (*Silv.* 2.4) and the *saluator regum*, “the salutor of kings.”

(5.37.1–2). He preferred her to the polished tooth of the Indian elephant (5.37.5). Having prefaced his poem by establishing her value, Martial then goes on to describe the appearance of this young girl and thus provide further explanation for why he cares so much. He describes how her hair has surpassed the fleece of the Baetic flock and the golden-colored field mouse (5.37.7–8) and how her breath is so pleasant (5.37–9-11). Having highlighted her key features that set her apart from the others and cause her to garner so much affection from Martial, he writes that she is a girl *cui comparatus indecens erat pavo, / inamabilis sciurus et frequens phoenix* (“compared to whom the **peacock** is unbecoming, the **squirrel** disagreeable and the **phoenix** a common creature”) (5.37.12–13).

Martial himself remarks that the peacock is “the most beautiful (bird) with its painted feathers” (14.85.1). Pliny the Elder further elaborates (*Nat.* 10.220) and describes how the peacock will open “its jeweled colors directly facing the sun,” so that the colors of its feathers shine more brightly and will curve its tail to create shadows so that the other colors shine just as brightly. Furthermore, it clusters the eyes of the feathers together so that they can be better admired, as the peacock possesses both *intellectus* and *gloria*. Seneca too marvels at the way in which the neck gleams with many colors as it turns this way and that (*Nat.* 1.6) whereas Petronius (56H) admires the peacock “cloaked in its golden Babylonian feathers.”

The peacock is anything but *indecens* just as the phoenix is anything but *frequens* both in terms of its appearance as well as its fantastic lifespan. It should be noted that unlike the other animals, which people would have had direct contact with, phoenixes are mythological in nature and thus less worthy of the adjective “common.” Pliny the Elder remarks (*Nat.* 10.2) how the phoenixes are “varied in color and indescribable.” He nevertheless tries to describe the “indescribable” and notes how they are red and purple and blue and rose-colored. Beyond its fantastical appearance, the phoenix lives some five hundred years (*Sen. Ep.* 62.1; *Ov. Met.* 15.391–407). These different factors cause Ovid to call the phoenix the *unica semper avis*, “a bird always unique” (6.54).

Martial also makes olfactory references to animals to enhance his poetic point. When he remarks on the bad breath of Manneia, he writes

*Os et labra tibi lingit, Manneia, catellus:
non miror, merdas si libet esse cani.*

Manneia, your **little dog** licks your lips and your mouth: I do not wonder, if it would be pleasing for such a **dog** to eat shit (1.83).

This is the only instance of the word *catellus* in his *Epigrammata* and its use is quite infrequent in the extant Latin corpus.⁶ In comparison, he often uses the feminine form *catella* to refer to the sweet nature of small puppies (1.109 3.82, 7.87; 14.198).⁷ For

⁶ *Catellus* occurs some nine times: *Hor. Sat.* 2.3.25, *Juv.* 2.6 and 3.9, *Cic. Div.* 1.10, *Mart.* 1.83, *Pl. As.* 690, *Pl. Cur.* 688, *Pl. St.* 618, and *Plin. Nat.* 33.58.

⁷ This word occurs only some eleven times: *Juv.* 2.6, *Mart.* 1.109,

Best Paper at the 88th Annual Convention (Continued)

example, Issa is the *deliciae Publi*, the delight of Publius (1.109.5), whom Publius wishes to commemorate with a portrait that is more real than reality. When describing full-grown dogs, *canes*, Martial focuses on their attentiveness at the kitchen table to retrieve what scraps they can (5.44; 7.20; 10.5; 12.48). Martial never goes so far as to imply that they would eat feces, save when he notes that dogs often dig up the bones of the dead (9.29) (Kitchell 47–53). By using the rare masculine diminutive of *canis*, Martial does not capture the light-hearted, endearing tone that occurs when the female diminutive, *catella*, is used but instead references the more grotesque behavior of adult dogs. By approaching this subject indirectly, Martial makes the insult far more poignant than if he were to simply state the obvious. By not providing a direct olfactory comparison as when he provides a direct visual equivalent for Chrestus' cock, he is able to remark not only on the scent, but also on the overall disgusting nature of Manneia's mouth.

In 4.4, as a further example of the way he accesses his audience's sense of smell, Martial writes that he would much rather smell a lazy goat pressed against a she-goat (4.4.4), a fox in flight, or a sleeping viper (4.4.11) than Bassa.⁸ Interspersed with these references to animals are points of comparison such as the stench of a marine fishpond and the old shoes of a veteran (4.4.3; 4.4.5). He compounds these juxtapositions to emphasize how terribly Bassa smells and makes these scents more real to his audience. Even if they have not smelled goats in copulation, perhaps they have smelled the shoes of a veteran. He is offering his audience multiple points of connection and hyperbolically reinforcing how terrible Bassa smells.

Martial also uses comparisons involving animals to strengthen the sense of smell in a positive way. He writes that the kisses of Diadumenus are like the perfume exhaled by “grass, which was just mowed by **sheep**, smells” (3.65.4). Similarly, the kisses of Sabinus are like the fragrance “of a garden that attracts Sicilian **bees**” (11.8.8). These points of comparison are only one of nine in the first poem, one of eleven in the second. Martial emphasizes that all of these scents, when they are combined together, are able to match the perfumes of Diadumenus and Sabinus. (3.65.9) (11.8.11–12). In these situations, Martial is not seeking to insult these men but instead seeks to praise them.

In conclusion, Martial relies on different sensory references in order to enhance better his descriptions of his characters. For example, in 1.53 and 10.3, Martial is able to use auditory references in order to better demonstrate the superior quality of his poetry. Furthermore, visual references, as seen in 8.27 and 1.115, and references to certain smells, as seen in 1.83, 4.4, and 3.65 add further dimensions to Martial's poetry both when he is being more scathing and when is being more generous. The way in which Martial

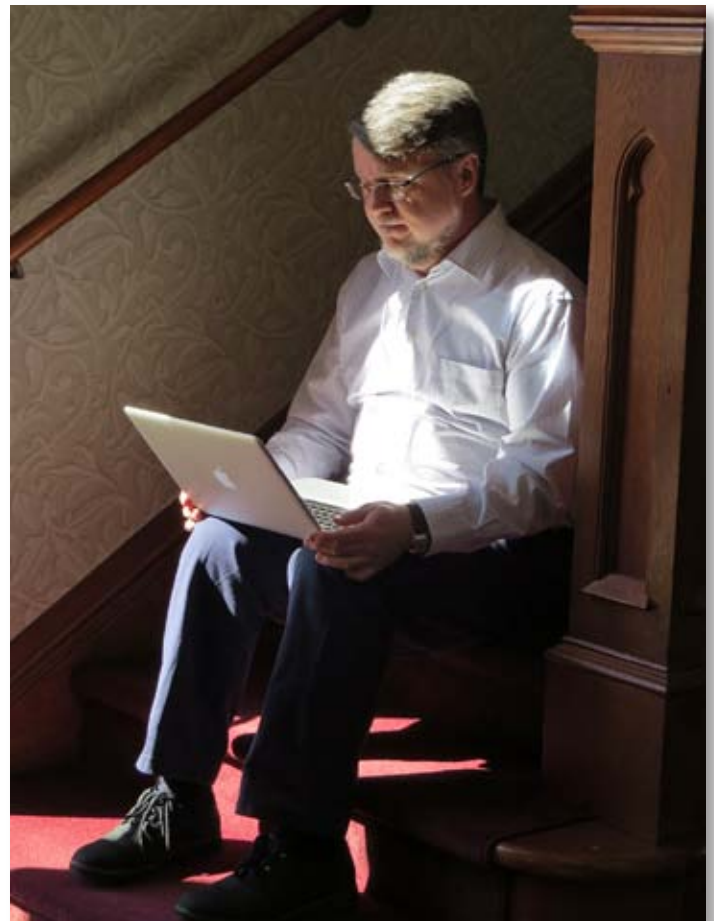
Mart. 3.82, Mart. 7.87, Mart. 14.198, Petr. 64, and Petr. 71. Most of the references are in Martial's *Epigrammata*.

⁸ “Male goats possess a strong odor, which increases during the breeding season. It arises both from sebaceous glands at the base of the goat's horns and from its habit spraying its own urine on itself, even drinking it and then flaring its lips” (Kitchell 77).

relies on that basic sensory understanding of animals spices up his poetry and enables his audience to feel more powerfully the force of Martial's opinion about the humans being described. Without these comparisons, Martial would lack the finesse that characterizes his descriptions. His descriptions are both brutally honest and yet often hyperbolic in nature. Working to better understand Martial's reliance on the human senses adds a further dimension to the poetry of Martial as it illuminates how complex his descriptions truly are.

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Dr. Sick finds a moment of quietude

Eta Sigma Phi Resolutions Committee Report

Monmouth College, April 3, 2016

The Resolutions Committee consisted of 13 students from seven chapters. They learned the Latin song *Gaudeamus Igitur*, the first two verses of which they sang at the beginning of the presentation, and the first line they sang after each student spoke.

To begin the report, five students silently entered center stage and held up cardboard placards with the first five words of the song. They stood beside one another in the wrong order. Another student repositioned them so that they were in the proper sequence to show the lyrics of the first line: *GAUDEAMVS IGITVR IVVENES DVM SVMVS*. We then sang the first two verses.

Committee member Rachael Laing (last year's "best dressed *femina*") accompanied the singing on her Melodica. The Committee's perverse habit of changing keys made Ms. Laing's work a challenge, to say the least.

Each member of the group gave short remarks to show our gratitude for the various experiences we had had at this year's convention, beginning with Daniel B. Levine, chair of the 2016 Resolutions Committee.

D. B. Levine (University of Arkansas)
GAUDEAMUS IGITUR. Therefore let us rejoice that... The able work of the local committee members Emma Vanderpool, Mackenzie Davis, Rachel Masch, Amanda Bowman, Tiffany Shaw and Kayla Beadles made everything go as smoothly as is humanly possible this weekend.

GAUDEAMUS IGITUR. Therefore let us rejoice that... Last year we chose such a great team of national officers: Emma Vanderpool, Jeremiah Weigert, Vanessa Pierre and Alexandra Howell.

GAUDEAMUS IGITUR. Therefore let us rejoice that... There do exist "Classics After College," according to Sylvia Shults, Neil Dahlstrom, Matthew Katsenes, and Richard Harrod.

GAUDEAMUS IGITUR. Therefore let us rejoice that... Monmouth College has such reliable and comfortable transportation vans — with the best drivers in the Monmouth City Limits.



Dr. Levine comes out of the closet at the Resolutions committee meeting

GAUDEAMUS IGITUR. Therefore let us rejoice that... The napkins were big at the forkless Old-World Banquet.

GAUDEAMUS IGITUR. Therefore let us rejoice that... Cicero was so civilized that he spoke not only Latin, but also English... in 43 BCE!

CJ Bowden (Temple University)

GAUDEAMUS IGITUR. Therefore let us rejoice that... The Temple University *Certamen* team was able to dazzle Martha Davis, and not look foolish in front of her... as we have in past years.

Catheryn Broady (Dickinson College)

GAUDEAMUS IGITUR. Therefore let us rejoice that... We were reminded not to drink hemlock... So we should all live a long life... unless we drink some other poison.

GAUDEAMUS IGITUR. Therefore let us rejoice that... We were visited by Cicero last night and that we can look forward to more classical visits.

GAUDEAMUS IGITUR. Therefore let us rejoice that... We do not have serious duties on the Resolution Committee... only fun ones.

Eta Sigma Phi Resolutions Committee Report (Continued)

Tyler Richey-Yowell (Dickinson)

GAUDEAMUS IGITUR. Therefore let us rejoice that... The majority of us have seen (and surprisingly liked) *Hercules with the Rock*.

GAUDEAMUS IGITUR. Therefore let us rejoice that... Professor Levine came out of the closet. [Resolutions Committee inside joke, based on a real closet in Wallace Hall, room 201.]

GAUDEAMUS IGITUR. Therefore let us rejoice that... We all received the infamous "I want you" Dr. Sienkewicz poster.

Kris Urs (Franklin and Marshall)

GAUDEAMUS IGITUR. Therefore let us rejoice that... The location of the 90th convention will be a surprise!

Joelle Cicak (Dickinson)

GAUDEAMUS IGITUR. Therefore let us rejoice that... Squishy stress owls exist, and we each own one... or a purple water bottle.

GAUDEAMUS IGITUR. Therefore let us rejoice that... They provided us with napkins, as we had no forks.

Noah Diekemper (Hillsdale)

GAUDEAMUS IGITUR. Therefore let us rejoice that... The library had not one but two mummified hawks to see.

GAUDEAMUS IGITUR. Therefore let us rejoice that... Eta Sigma Phi is pecuniarily in the black. Which means we have money. I think.

Grant Casto (Carthage)

GAUDEAMUS IGITUR. Therefore let us rejoice that... We are not in Oz, and that the Wicked Witch of the West does not know Latin. [This is a clever reference to the high winds that we experienced during our visit at Monmouth.]

GAUDEAMUS IGITUR. Therefore let us rejoice that... We are all good singers.

Nicole Craft (Truman State)

GAUDEAMUS IGITUR. Therefore let us rejoice that... When we interrupted the National Anthem during Relay for Life, at least they were almost done.

Sydney Sparks (Hillsdale)

GAUDEAMUS IGITUR. Therefore let us rejoice that... Aeneas traveled in the general direction of Italy & the specific direction of Latium.

Clarissa Goebel (Truman State)

GAUDEAMUS IGITUR. Therefore let us rejoice that... We were visited by Cicero last night, and we'll get to see more of his multiple personalities.

Tiffany Shaw (Monmouth)

GAUDEAMUS IGITUR. Therefore let us rejoice that... Prostitutes.

GAUDEAMUS IGITUR. Therefore let us rejoice that... Catullus 16.

The Resolutions Committee Report concluded its report by leading the audience in singing the first two verses of *Gaudeamus Igitur*:

Gaudeamus igitur, iuvenes dum sumus. (2x)

Post iucundam iuventutem, post molestam senectutem,

Nos habebit humus — Nos habebit humus.

Ubi sunt qui ante nos in mundo fuere? (2x)

Vadite ad superos; transite in inferos

Quos si vis videre — Quos si vis videre.

Respectfully submitted by Daniel B. Levine, Chair.

Eta Sigma Phi Website

Take advantage of ΗΣΦ's national website. Powered by WordPress, the setup makes it easy for any registered personage to comment on others' work and publish their own.

If your chapter just pulled off a great event—tell us about it. If you've written a great Classics-related something—let us read it. If we all take advantage of the new website, it will provide convention-style collaboration and idea-trading in the comfort of our own homes.

To check it out, go to www.etasigmaphi.org.



Give Something Wild This Year



Ubi Fera Sunt

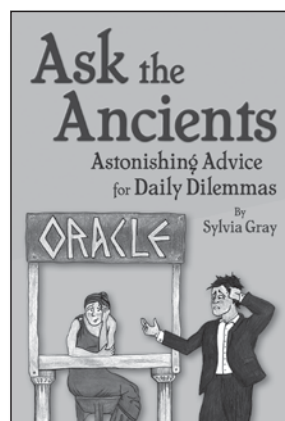
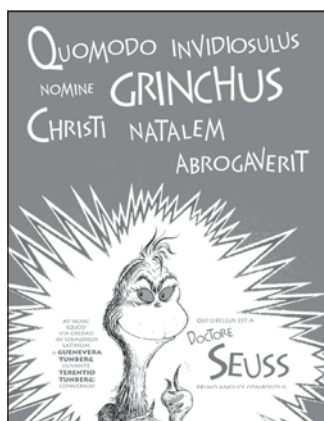
WHERE THE WILD THINGS ARE in Latin

Maurice Sendak; translated by Richard A. LaFleur

44 pp., 19 original Maurice Sendak drawings (2016) 9¼" x 10½" Hardbound, ISBN 978-0-86516-831-2

Where the Wild Things Are, first published in 1963, was ranked first in TIME magazine's list of the top ten children's books for ages 3–11 in 2015, a half century later. It has been translated into numerous other languages, including French, German, Spanish, Hebrew, and even Finnish, but never until now into classical Latin. This lively translation faithfully and playfully recasts Sendak's writing.

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Ovatio for Linda Montross

Delivered by Antony Augoustakis

Five Latin teachers in northern Virginia formed a committee to write and administer the first National Latin Exam in 1978. Eta Sigma Phi has already recognized three of these “founding mothers” with Lifetime Achievement Awards: Jane Hall, with our first such award in 2006, and Sally Davis and Christine Sleeper in 2010. A fourth member of the team Maureen O’Donnell unfortunately died of cancer in 1989, long before we could recognize her with this award, but tonight we honor the fifth “founding mother” Linda Sharrard Montross, at whose home the first exam was written by this team of remarkable women. During her professional career Linda has devoted many years of service to the National Latin Exam, most recently as co-chair of the Steering and Writing Committee. In this position she has become the face of NLE at meetings of classical professional organizations like the Classical Association of the Middle West and South and the Society for Classical Studies (formerly known as the American Philological Association). At these meetings Linda enthusiastically promotes the exam to teachers, not only in high schools but also at colleges and universities. Linda, in fact, has been an enthusiastic advocate for administering the exam at colleges and universities as an assessment tool as well as an opportunity to recognize student achievement. Under her leadership the number of colleges and universities administering the exam has grown significantly in recent years.

Linda has been in our profession for 46 years, teaching and tutoring students at various levels. She received her Bachelor’s of Arts from Oakland University in Rochester, Michigan, in 1969, and she began teaching immediately in the Fairfax County Public Schools in Virginia, a state that is very active in Classical Studies. Linda continued her education by obtaining a Master’s of Education in Latin in 1976 from the University of Virginia. Since



Professor Sick and Magistra Montross

1969 to the present, Linda has dedicated her life to the teaching and tutoring of Latin at various schools and most recently at the Chesapeake Academy in Irvington, VA, as a sixth grade Latin teacher. She used to take students to Italy and Greece from 1972 to 2000 and continues to be very active with presentations at various meetings and conferences. She serves as the Secretary of the National Committee for Latin and Greek, as co-chair of the National Latin exam, as member of the committee that writes and produces the NLE, and as scholarship liaison for the NLE. A few weeks ago, Linda was inducted as an honorary member of our own society by Beta Nu chapter of the University of Mary Washington.

Linda also finds time to occupy herself with various hobbies, like quilting, bridge, golf (her husband Walter Montross used to be the Golf Course Superintendent at Westwood Country Club), tea parties, and boating. She is simply amazing. As we have so many students in this room who at some point have taken or for sure will be taking the National Latin Exam, I can tell you that you are fortunate to meet one of the Legends! Her motto encapsulates a life of service, copious giving, and fun: “Fair, Firm, Flexible, Forgiving, Friendly, Fun, and Frequently Foolish!” Let us all thank Linda Montross for the many things she has done for Classical Studies, for Latin and Greek! Plaudite quaeso, Linda Sharrard Montross.

Ovatio for Martha G. Abbott

Delivered by David Sick

In the 1970s, when Latin enrollments around the country were plummeting, Martha “Marty” Abbott, made the decision to add a Latin minor to her Spanish major at the University of Mary Washington—Mary Washington College at the time. (Latin was not as cool in the 70s as it is now; so only last month was she inducted into the Beta Nu chapter of Eta Sigma Phi at her alma mater.) Ms. Abbott’s career subsequently demonstrated the wisdom of that choice, that one can thrive as a high school teacher of two languages, that one need not view Spanish as the enemy of Latin, that cooperation among students of all languages allows those languages to thrive together.

She was hired to teach both Latin and Spanish in one of the most vibrant school districts in the country—Fairfax County, Virginia, known for its excellence in second language instruction. Her skills in the classroom were recognized by her employer, and she was named the Teacher of the Year at George C. Marshall High School twice. After fourteen years in the classroom, Ms. Abbott shared her skills more widely in the district first as the Foreign Language Coordinator and then as the Director of High School Instruction and K-12 Curriculum Services. She assumed these positions in a school district that offers language instruction in French, German, Korean, Latin, Japanese, Spanish, American Sign Language, Chinese, Arabic, and Russian. Today she serves as a public advocate for the value of language instruction as the Executive Director of *The American Council on the Teaching of Foreign Languages (ACTFL)*. In this role, she must argue for the positive outcomes for students of second languages, even in today’s political and economic climate where a candidate for the U. S. presidency wants to build a wall across our southern border. As noted by our colleague, Prof. Thomas Sienkewicz, former Executive Secretary of Eta Sigma Phi and



Magistra Abbot

present Secretary-Treasurer of CAMWS, “Latin teachers and students alike should be proud of the fact that Marty, a Latin teacher, currently serves as the national director of the American Council on the Teaching of Foreign Languages, where she always insures that Latin has a voice at the table with the modern languages.”

Although she has labored diligently to promote cooperation among instructors and students of various languages, her accomplishments within the field of classical

studies itself are worthy of admiration. Ms. Abbott has taught Latin at all levels and in different environments—from elementary school to adult education programs to the Virginia Governor’s Academy, from Latin I to Advanced Placement. She served on the committee of the American Classical League that developed our present *Standards for Classical Language Learning* and was a Vice-President for CAMWS. Ms. Abbott is perhaps most known by classicists for her work on the National Latin Exam—an undertaking that has been an unparalleled success in promoting the study of the language around the world. She joined the NLE Working Committee in the second year of the exam, 1979, and continued to serve in that capacity until 1996. She wrote the exam’s first syllabus in 1984 and advocated vigorously for the creation of the *Forum Romanum* series which began in 1996. Despite her many other commitments to many other aspects of language study, Ms. Abbott remains a consultant to NLE today.

For her proficiency in Latin, for her excellence as a teacher, and for her advocacy for all our programs, Eta Sigma Phi honor this evening Martha Gordon Abbott. Plaudite, vos quaeso, omnes.

On the Selection of Lifetime Achievement Awardees

Now that we have established the presentation of Lifetime Achievement Awards as a part of the banquet activities at national conventions, the Board of Trustees invites the membership at large, and particularly the membership at the host institution, to submit nominations for these awards. The awardee should be a person who has pursued a long career in Classics, and who has contributed in an outstanding fashion to ΗΣΦ and to the discipline, especially as regards outreach into the community. The Board reserves the right to select the recipients (one or two each year) from the list of persons nominated.

Please send a CV of your nominee and a brief letter stating why you think he or she deserves our recognition. Materials should be sent to the Chair of the Board of Trustees or the Executive Secretary by 1 January preceding the convention in which the award is to be made.

Cena Classica

Thanks to a generous bequest from the late Monmouth College Professor and Eta Sigma Phi Trustee Bernice Fox, the Classics Department at Monmouth College has been able to host a *Cena Classica* every year for its majors. At this *Cena* no foods unknown to the Romans are served. This means no New World foods like tomatoes, potatoes, bush beans, chocolate, sugar cane (or refined sugar), coffee or tea can appear on the menu. We also strive as much as possible to follow authentic Roman recipes from authors like Apicius. The *Cena* is always a highlight of the year for both students and faculty and, when Gamma Omicron, our chapter of Eta Sigma Phi, agreed to host the 88th National Convention in 2016, we knew that we wanted to offer the *Cena* to our fellow Eta Sigma Phi members. Since several chapters asked for recipes used at this meal, we decided to offer an overview of the entire *Cena*. Thanks to the folks at Aramark, the Food Service at the college, for annually preparing this meal for us and for helping us share this menu. We confess that we can no longer identify the original sources for these recipes.

Presentation is everything. Our food service serves the main course on large platters shared by a group of diners who have their own plates, knives, and spoons but no forks. We have not yet dared ask diners to bring their own napkins à la Roma antiqua, but you might consider giving it a try.

We hope you enjoy these recipes.

The members of Gamma Omicron Chapter at Monmouth College

BREAD

Prepared, frozen French bread dough thawed to package directions, stretched, topped with crumbled blue or feta cheese, Kalamata olives, proofed and baked.

OLIVE PLATTER

Assorted olives on a platter/bowl

DRIED DATES

HARD-BOILED EGGS

CORNISH HEN

Seasoned with salt and pepper and roasted until done to taste at 375°
Plum sauce over top or served on side.

PLUM SAUCE FOR ROAST DUCK & CORNISH HEN

1 tsp. ground pepper	2 tsp. chopped onion
1 tsp. ground cumin	1 tsp. lovage or celery seed
½ tsp. celery seed	1 ½ lb. damsons or plums
2 cups chicken stock	1 tbs. honey
splash of wine vinegar	½ cup boiled wine
1 tbs. olive oil or butter	

In a mortar, grind together pepper, onion, lovage (or celery seed), cumin and celery seed. Add chopped damsons (or plums). Blend with mead or honey, chicken stock, vinegar, boiled wine and olive

oil or butter. Bring to a boil and simmer for 30 minutes over very low heat. Serve with roasted duck, chicken, or Cornish hen. Purée if you prefer a smooth sauce.

WATERCRESS SALAD

watercress	1 tbs. fish pickle
3 tbs. olive oil	(See "Mild Fish Pickle" below.)
water	1 tbs. cider vinegar
pinch of cumin	¼ tsp. ground pepper
	2 tbs. pistachio nuts, chopped

Use fresh watercress and serve it as a salad in a dressing made by combining the fish pickle, olive oil and vinegar.

Alternatively, put the watercress in a pan with a little water, season with pepper, cumin and chopped pistachio nuts, and simmer gently for 2–3 minutes over low heat.

MILD FISH PICKLE

3 oz. drained & washed, canned tuna or salmon, or unsalted sardines, or unsalted anchovies	
2 tsp. white wine	1 tbs. vinegar
½ tsp. mustard seed	½ tsp. dried oregano
½ tsp. celery seed	1 tbs. olive oil
½ tsp. honey	pinch of dried basil
¼ tsp. dried thyme	1 mint leaf, finely chopped

In a mixing bowl, thoroughly combine all ingredients. This fish pickle may be stored in the refrigerator in a glass jar for up to 2 weeks, and should then be replaced.

HOT OR COLD SPINACH QUICHE

1 c. spinach	butter
½ c. fresh mushrooms, sliced	1 c. cheddar cheese, grated
1 medium onion, sliced in rings	½ c. flour
1 T. fish pickle	3 raw eggs
1 ½ c. cream	1 t. coriander/cilantro
½ t. pepper, coarsely ground	

Take a bunch of fresh spinach and steam until tender. Drain and chop 1 cup of the spinach. Arrange in a buttered quiche pan. Cover with layers of mushrooms, cheese, and onion. Now blend the flour, fish pickle, well beaten eggs, cream, coriander/cilantro and pepper. Pour the mixture over the dry ingredients in the quiche pan. Bake at 400° F for 35 to 40 minutes and serve hot with a sprinkling of pepper. Alternatively, chill and serve cold.

CARROTS SAUTÉED IN PEPPERED WINE SAUCE

8 medium carrots	½ cup white wine
½ cup vegetable stock	2 tsp. olive oil
½ -1 tsp. pepper	

Thinly slice carrots lengthwise, and sauté them in a mixture of the wine, stock, olive oil and pepper until done.

Serve carrots with the sauce in which it was cooked.



LENTILS WITH CORIANDER

½ lb.. lentils	2.5 ounces fresh coriander/ cilantro
1 leek, trimmed, washed & finely chopped	1 tsp. <i>defructum</i> (see below) or honey
Freshly ground pepper to taste	2.5 ounces fresh pennyroyal, or mint
1 ounce mint seed	2 tsp. vinegar
2.5 ounces rue seed	olive oil to taste
2 tsp. <i>garum</i> (see below)	
2 qts water	

Wash the lentils and put them into a saucepan with the two qts. of cold water. Bring to boil and skim off the scum. Add the leek and half of the fresh coriander/cilantro. Grind the spices and the other herbs and add them with the *garum*, vinegar and *defructum* (or honey) to the pan. Let the lentils simmer until they are almost cooked. Check every now and then and add water as needed. Serve with a drizzle of olive oil, fresh ground pepper and a sprinkle of freshly chopped coriander/cilantro

GARUM

Cook a quart of grape juice down to one-tenth its original volume. Add two tablespoons of anchovy sauce and a pinch of dried oregano. Mix thoroughly.

DEFRUTUM

Boil down grape juice or must (freshly squeezed grapes) in a pot until it had been reduced to half the original volume.

SARDA ITA FIT (TUNA)

1 lb. cooked tuna fillet (fresh or canned)	½ tsp. ground pepper
½ tsp. celery seed	½ tsp. dried thyme
½ tsp. dried oregano	½ tsp. rue
¼- ½ lb. pitted dates	2-3 tbs. olive oil
4 hard boiled eggs	¼ cup white wine
2 tbs. wine vinegar	¼ cup defrutum (see above) or honey

Cook tuna fillet. Mash fillet together with dates, honey, wine, vinegar, defrutum (or honey) and oil. Put mass into a bowl and garnish with egg quarters. Serve.

MULSUM (SPICED HONEY WINE)

Since alcohol cannot be served to students on our campus, we use this mulsum recipe in which the alcohol is cooked away.

1 bottle of red or white wine	1 tsp pepper
1 cup of honey	1 bay leaf

Place wine and honey in a saucepan. Stir and heat until the honey is dissolved. Add the pepper and bay leaf. Remove from the heat. Let the mixture sit for several hours and serve at room temperature or chilled.

NON-ALCOHOLIC CARBONATED FRUIT JUICE

STEWED PEARS

Peel and core fresh pears and simmer in a mixture of red wine and honey until soft and tender. Serve with honey.

GLOBULI

(Cheese and Sesame Sweetmeats, Based on Cato the Elder)
This recipe makes about 8 dozen, which was more than enough for 30 people.

Ingredients:

1 cup of dry cream of wheat	9 tablespoons of honey
3 ¾ cup milk	12 oz ricotta cheese
9 oz. sesame seeds, lightly roasted	olive oil for deep-frying

Bring milk to boil in microwave. Put milk in saucepan and sprinkle in cream of wheat. Cook to "normal" cream of wheat consistency (a firm paste) and then let it cool in a stainless steel mixing bowl.

When cool, stir in 4 tbs honey and 4 oz. of sesame seeds.

Bring oil to frying temperature. Oil should be deep enough to cover the entire frying ball. Test oil by dropping a little of the mixture in the oil. When it rises and begins to color, the oil is ready.

Form quenelles (uniform, rounded balls or oblongs) using two teaspoons: take a small amount of mixture in one spoon, cup the other spoon around it and pull it off; repeat the action until you have a smooth egg-shaped ball. Drop 2 or 3 balls at a time into the hot fat and turn them occasionally until they are golden-brown. Do not try to fry too many at a time or the balls may stick together while frying. Lift from the oil and drain on paper towels.

Warm the remaining honey and toss the cooked sweetmeats in it, then roll each ball in roasted sesame seeds.

These sweetmeats can be served either hot or cold.



Come to the 89th Annual HΣΦ National Convention!

Hosted by the Alpha Eta Chapter
at the University of Michigan

Ann Arbor, Michigan

March 24th - 26th, 2017



The convention will feature talks and workshops from our department's faculty on various facets of the ancient world, opportunities to explore the Kelsey Museum of Archaeology and the University of Michigan Museum of Art, a Saturday night banquet, yearly HΣΦ business meetings, and, as always, a lively game of certamen. You will also have time to explore Ann Arbor's wonderful downtown and all its hidden gems. See you soon!

More information about registration and accommodations will be available soon on the HΣΦ website. Check www.etasigmaphi.org/conventions.



Dr. Clarence Wyatt, President of Monmouth College, welcomes the delegates



Connor O'Neil, ready with the certamen buzzer!

Certamen Questions, April 1, 2016

by Danielus Levinus Iosephi Filius,
Magister Ludi

2016 Tossup 1

Welcome to the Eta Sigma Phi 2016 Convention at Monmouth College! Monmouth was established in 1853. Its seal contains its Latin name in a circle, surrounding a single Latin word that is its motto. The English translation of Monmouth's motto is "light." What is Monmouth's one-word Latin motto?
[LUX]

Bonus 1: Monmouth College's colors are red and white. Give a Latin and/or a Greek word that mean *red* and *white*.

[RED: ROSEUS, RUBER, ἐρυθρός WHITE: ALBUS λευκός, ἀργός]

Bonus 2: Monmouth College has 135 faculty members, enrolls students from 35 countries, and has 35 majors. What is the number thirty-five in Roman numerals?

[XXXV]

Bonus 3: Seventeen days from now, Monmouth College will celebrate "Scholars Day" in honor of its founding as Monmouth Academy on April 18, 1853. Classes will be cancelled, and students will attend an honors convocation. What Latin verb underlies the English noun *convocation*, and what does this Latin verb mean, literally?

[CONVOCO, CONVOCARE: CALL TOGETHER]

2016 Tossup 2

Monmouth has been associated with the Presbyterian Church since its founding. What Greek word underlies the word *presbyterian*, and what does it mean?

[πρέσβυς, πρέσβυτερος OLD, OLDER, ELDER, ELDERLY]

Bonus 1: Monmouth was founded as a co-educational institution, where women and men had equal access to classes. Give the Latin or ancient Greek words for *men* and *women* in the nominative plural.

[HOMINES, VIRI, MULIERES, FEMINAE/ ἄνδρες, ἄνθρωποι, γυναίκες]

Bonus 2: During the Civil War, most of the male students of Monmouth served in the Union Army, leaving a mostly female student body for the duration of the war. Give an ancient Greek *and* a Latin word for *war*.

[BELLUM / πόλεμος]

Bonus 3: The first female fraternity in the United States, the sorority Pi Beta Phi was founded at Monmouth College in 1867, followed three years later by Kappa Kappa Gamma. The word *sorority*, of course, comes from the Latin word for *sister*. Tell us the Latin word for *sister*, in the singular nominative and genitive cases.

[SOROR, SORORIS]

2016 Tossup 3

The first six presidents of Monmouth College were Presbyterian "reverends," who guided its educational mission for nearly 100 years. From what ancient language does the word *reverend* derive?

[LATIN]

Certamen Questions, April 1, 2016 (Continued)

Bonus 1: That's right, the Latin word *revereri* that means *to revere* gives us this clerical title. The word *reverend* comes from the form *reverendus* "worthy of being revered." What is the grammatical term we use to describe this verbal noun *reverendus*?
[GERUNDIVE]

Bonus 2: Monmouth College has three wildlife sanctuaries on its campus, for the study of ecology. From what language does the noun *ecology* derive?
[GREEK]

Bonus 3: That's right, the ancient Greek word for *house* gives us the word *ecology*. What is this ancient Greek word?
[οἶκος]

2016 Tossup 4

The largest building on Monmouth's campus is the aptly-named Huff Athletic Center. From what ancient language does the word *athletic* derive?
[GREEK]

Bonus 1: That's right, the English word *athletic* is of Greek origin, deriving from the word ἄθλον.

What does ἄθλον mean?
[PRIZE, CONTEST]

Bonus 2: The Huff Athletic Center contains the Glennie Gymnasium. From what ancient language does the word *gymnasium* derive?
[GREEK]

Bonus 3: That's right, the Greek adjective γυμνός is part of the etymology of gymnasium. What is a good English translation of the Greek word γυμνός?
[NAKED/NUDE/LIGHTLY CLAD]

2016 Tossup 5

The motto of Eta Sigma Phi is a quotation from Pericles' funeral oration in Thucydides: "We love wisdom and we love beauty." What are these three Greek words?
[ΦΙΛΟΣΟΦΟΥΜΕΝ ΚΑΙ ΦΙΛΟΚΑΛΟΥΜΕΝ]

Bonus 1: What is the Greek word for "president" that we use in Eta Sigma Phi?
[ΠΡΥΤΑΝΙΣ]

Bonus 2: What is the Greek word for "vice president" that we use in Eta Sigma Phi?
[ΥΠΑΡΧΟΣ]

Bonus 3: What is the Greek word for "treasurer" that we use in Eta Sigma Phi?
[ΧΡΥΣΟΦΥΛΑΞ]

2016 Tossup 6

The Greek letters of our organization's name —Eta Sigma Phi—stand for three Greek words. What are they?
[Η ΣΥΝΟΥΣΙΑ ΦΙΛΕΛΛΗΝΩΝ]

Bonus 1: What is the translation of ἡ συνουσία Φιλελλήνων?
[THE ASSOCIATION OF PHILHELLENES]

Bonus 2: What is the case of συνουσία?
[NOMINATIVE]

Bonus 3: What is the case of Φιλελλήνων?
[GENITIVE]

2016 Tossup 7

What is the Latin or ancient Greek word for a *sailing vessel*, or *ship*?
[NAVIS / ΠΛΟΙΟΝ]

Bonus 1: What is the Latin or ancient Greek word for where a ship sailed, the *sea*?
[MARE, PELAGUS / ΠΟΝΤΟΣ, ΘΑΛΑΤΤΑ]

Bonus 2: What is the word for a ship with three banks of oars?
[TRIREME]

Bonus 3: What was the main use of a trireme in naval combat?
[RAMMING]

2016 Tossup 8

When Cleopatra fled to Egypt after the battle of Actium, in which general direction did her ships sail?
[SOUTH]

Bonus 1: When Xerxes fled to the Hellespont after the battle of Salamis, in which general direction did he travel?
[NORTH]

Bonus 2: When Julius Caesar brought Vercingetorix to Rome after the battle of Alesia, in which general direction did he carry him?
[SOUTH]

Bonus 3: After Scipio Africanus defeated Hannibal at the battle of Zama, in which general direction would he have to sail to get back to Rome?
[NORTH]

2016 Tossup 9

Where in Greece were the Olympic Games celebrated?
[OLYMPIA/ELIS/PELOPONNESUS]

Bonus 1: Where were the Nemean Games celebrated?
[NEMEA]

Bonus 2: Where were the Pythian Games celebrated?
[DELPHI]

Bonus 3: Where were the Isthmian Games celebrated?
[ISTHMA (NOT CORINTH)]

2016 Tossup 10

Which goddess was responsible for the death of Actaeon?
[ARTEMIS]

Bonus 1: Which god was responsible for the death of Pentheus?
[BACCHUS/DIONYSOS]

Bonus 2: Which two gods were responsible for the death of Niobe's children?
[APOLLO & DIANA /ARTEMIS]

Bonus 3: Which goddess was indirectly responsible for the death of Semele?
[HERA/JUNO]

2016 Tossup 11

When the commanders Metellus and Pompey left Rome to fight Quintus Sertorius in Spain, in which general direction did they travel?
[WEST]

Bonus 1: When M. Licinius Crassus left Rome to fight the Parthians, in which general direction did he travel?
[EAST]

Bonus 2: When the Romulus and his men set off to raid the Sabines, in which direction did they travel?
[NORTHEAST]

Bonus 3: From the Alps, in which general direction did Hannibal travel to attack Rome?

[SOUTH]

2016 Tossup 12

Where did the LUDI ROMANI take place?

[ROME]

Bonus 1: Where did the LUDI MEGALENSES take place?

[ROME]

Bonus 2: Where did the LUDI FLORALES take place?

[ROME]

Bonus 3: Where did the LUDI APOLLINARES take place?

[ROME]

2016 Tossup 13

Where was the Delphic Oracle located?

[DELPHI]

Bonus 1: Where did the Eleusinian Mysteries take place?

[ELEUSIS (OPTIONAL: PARTLY IN ATHENS)]

Bonus 2: Where was the oracle of Zeus Ammon located?

[AMMON, NORTH AFRICA, SIWA, LIBYA]

Bonus 3: Where was the temple of Ephesian Artemis?

[EPHESUS]

2016 Tossup 14

Who was buried in the *Mausoleum Augusti*?

[OCTAVIAN/AUGUSTUS/JULIO-CLAUDIANS]

Bonus 1: Who was buried in the *Mausoleum of Halicarnassus*?

[MAUSOLUS]

Bonus 2: Which legendary king of Athens was buried on the island of Scyros?

[THESEUS]

Bonus 3: Who were buried under the *Soros* at Marathon?

[MARATHONOMACHOI/ATHENIAN DEAD FROM BATTLE OF MARATHON]

[NEITHER TEAM ANSWERED TOSSUP 15]

2016 Tossup 15

Who caused many parts of the earth to burn by losing control of the Sun's chariot?

[PHAETHON]

Bonus 1: Who was burned and underwent apotheosis on Mt. Oeta?

[HERACLES/HERCULES]

Bonus 2: Who was burned at Thebes after Zeus took her fetus to nurture in his thigh?

[DIONYSOS/BACCHOS]

Bonus 3: Who was almost burned in Lydia at the order of Cyrus the Great?

[CROESUS OF LYDIA]

2016 Tossup 16

What genre of literature did Cornelius Tacitus write?

[HISTORY]

Bonus 1: What genre of literature did T. Maccius Plautus write?

[COMEDY]

Bonus 2: What genre of literature did T. Livius write?

[HISTORY]

Bonus 3: What genre of literature did Q. Horatius Flaccus write?

[LYRIC] POETRY]

2016 Tossup 17

What genre of literature did Thucydides write?

[HISTORY]

Bonus 1: What genre of literature did Aeschylus write?

[TRAGEDY AND/OR SATYR PLAY]

Bonus 2: What genre of literature did Euripides write?

[TRAGEDY AND/OR SATYR PLAY]

Bonus 3: What genre of literature did Sophocles write?

[TRAGEDY AND/OR SATYR PLAY]

2016 Tossup 18

Libation Bearers is an example of what genre of literature?

[(ATTIC) TRAGEDY]

Bonus 1: *Mostellaria* is an example of what genre of literature?

[(ROMAN) COMEDY]

Bonus 2: *Bellum Iugurthinum* is an example of what genre of literature?

[(ROMAN) HISTORY]

Bonus 3: *Germania* is an example of what genre of literature?

[(ROMAN) HISTORY/ETHNOGRAPHY]

2016 Tossup 19

What is the subject of *AB URBE CONDITA*?

[ROMAN HISTORY]

Bonus 1

What is the subject of *ΗΡΟΔΟΤΟΥ ΙΣΤΟΡΙΑΙ*?

[HISTORY OF THE GRECO-PERSIAN WARS]

Bonus 2: What is the subject of *ΑΙΣΧΥΛΟΥ ΠΕΡΣΑΙ*?

[AFTERMATH OF PERSIAN WAR, FROM PERSIAN PERSPECTIVE]

Bonus 3: What is the subject of *commentarii de bello gallico*?

[CAESAR'S CAMPAIGNS AGAINST THE GAULS/GALLIC WARS]

2016 Tossup 20

In what ancient literary work will we find the characters, Myrrhine, Lampito, the Proboulos, and Lysistrata?

[(ARISTOPHANES' COMEDY) *LYSISTRATA*]

Bonus 1: In what ancient literary work will we find the characters Strepsiades, Pheidippides, Just Argument, Unjust Argument, and Socrates?

[(ARISTOPHANES' COMEDY) *CLOUDS*]

Bonus 2: In what ancient literary work will we find the characters Daphnis and Chloe?

[(LONGUS' NOVEL) *DAPHNIS AND CHLOE*]

Bonus 3: In what ancient literary work will we find the characters Pyramis and Thisbe?

[(OVID'S) *METAMORPHOSES*]

Certamen Questions, April 1, 2016 (Continued)

2016 Tossup 21

In what ancient city will you find the House of the Mysteries, House of Menander, and House of the Tragic Poet?
[POMPEII]

Bonus 1: In what ancient city will you find the *ἄγορά Ἀθηναίων*?
[ATHENS]

Bonus 2: In what ancient city will you find the *forum boarium*?
[ROME]

Bonus 3: In what ancient city will you find the Obelisk of Theodosius and the Serpent Column?
[CONSTANTINOPLE/BYZANTIUM/ISTANBUL]

2016 Tossup 22

After what metal was Nero's *domus aurea* named?
[GOLD]

Bonus 1: To what metal does Hesiod compare the men of his own age?
[IRON]

Bonus 2: What metal is used to describe the age in which the Trojan War took place?
[BRONZE]

Bonus 3: What metal did the Athenians mine at Laurium, and use in their famous "owl" coins?
[SILVER]

[NEITHER TEAM ANSWERED TOSSUP 23]

2016 Tossup 23

What did Socrates drink to end his life?
[HEMLOCK]

Bonus 1: What did the Greek gods drink at their feasts?
[NECTAR]

Bonus 2: What did elite Greeks drink at a symposium?
[WINE (MIXED WITH WATER)]

Bonus 3: What did Odysseus give the cyclops Polyphemus to drink?
[WINE (UNMIXED)]

2016 Tossup 24

What did Odysseus' men eat that caused them temporarily to forget about their return journey?
[(FRUIT OF THE) LOTUS]

Bonus 1: What did Persephone eat to cause her to remain in Hades for part of every year?
[POMEGRANITE (SEED(S))]

Bonus 2: What did the Olympian gods eat at their banquets?
[AMBROSIA]

Bonus 3: What did the dung beetle in Aristophanes' *Peace* eat to grow so large?
[DUNG]

2016 Tossup 25

What weapon did Kronos use to castrate Uranus?
[HARPE, SCYTHE, (FLINT-BLADED) SICKLE]

Bonus 1: What weapon did Perseus use to kill Medusa?
[ADAMANTINE SWORD, HARPE, KNIFE]

Bonus 2: What weapon did Achilles use to kill Hector?
[SPEAR]

Bonus 3: What weapon did Ajax use to commit suicide?
[(HECTOR'S) SWORD]

2016 Tossup 26

What was Hector wearing when Achilles killed him?
[ACHILLES' ARMOR]

Bonus 1: What was Turnus wearing that caused Aeneas to decide to kill him?
[PALLAS' BELT]

Bonus 2: In addition to his lion skin, what other garment was Heracles wearing when he left his mortal life on Mt. Oeta?
[POISONED ROBE WITH NESSUS' BLOOD / DEIANEIRA'S GIFT / FALSE LOVE PHILTRE]

Bonus 3: What was Hermes wearing in his mother's cave when Apollo accused him of stealing his cattle?
[INFANT CLOTHING/ DIAPER/ SWADDLING CLOTHES]

2016 Tossup 27

Who famously said, "For a human being the unexamined life is not worth living"?
[SOCRATES (IN PLATO'S APOLOGY)]

Bonus 1: Who famously said, "What an artist I am who now dies"?
[NERO]

Bonus 2: Who famously said, "I seek an honest man"?
[DIOGENES (OF SINOPE, THE CYNIC)]

Bonus 3: Who famously said, "I hate like the gates of Hades the man who says one thing but hides another in his heart"?
[ACHILLES (IN ILIAD 9)]

2016 Tossup 28

Who famously said, "Who walks on four legs in the morning, two legs in the afternoon, and three legs in the evening"?
[THEBAN SPHINX]

Bonus 1: Who famously said, "So perish whoever else shall leap over my walls"?
[ROMULUS (OF NASCENT ROME) ON KILLING REMUS]

Bonus 2: Who famously said, "*O tempora, o mores*"?
[CICERO (IN CATILINAM)]

Bonus 3: Who famously said, "*Arma virumque cano*"?
[VERGIL (AENEID 1.1)]

2016 Tossup 29

What sound did Odysseus hear that his men did not?
[THE SIRENS' SONG]

Bonus 1: What sound did Narcissus hear when Echo stalked him?
[HER VOICE/ECHO REPEATING HIS WORDS]

Bonus 2: What sound did the Athenians hear that encouraged them to fight at the beginning of the Battle of Salamis?
[[GHOSTLY] WOMAN'S VOICE ENCOURAGING THEM TO FIGHT]

Bonus 3: What sound came from the 100 mouths of the Cumaean Sibyl's cave?
[[INDIVIDUAL] VOICES (OF THE SIBYL)]

2016 Tossup 30

Who was Augustus's third and last wife?
[LIVIA (LIVIA DRUSILLA)]

Bonus 1: Who was Julius Caesar's third and last wife, to whom he was still married when he died?
[CALPURNIA]

Bonus 2: Who was Aeneas's first wife?
[CREUSA]

Bonus 3: Who was Marcus Antonius's last "Significant Other"?
[CLEOPATRA]

2016 Tossup 31

Who was Agamemnon's wife?
[CLYTEMNESTRA]

Bonus 1: Who was Odysseus' wife?
[PENELOPE]

Bonus 2: Who was Socrates' wife?
[XANTHIPPE]

Bonus 3: Who was Hector's wife?
[ANDROMACHE]

2016 Tossup 32

What piece of furniture was most important for a *συμπόσιον* or a *cena*?
[COUCH, BED, LECTUS, KAINH]

Bonus 1: What furniture is important in the story of Theseus and Procrustes?
[THE BED OF PROCRUSTES, WHICH HE FORCED HIS 'GUESTS' TO FIT]

Bonus 2: What piece of furniture do some suitors use to attack the disguised Odysseus?
[FOOTSTOOL; THREE TIMES THROWN AT HIM]

Bonus 3: What furniture is important in story of Odysseus' acceptance by Penelope?
[THEIR (MARRIAGE) BED]

2016 Tossup 33

What article of clothing characterizes a *civis Romanus*?
[TOGA]

Bonus 1: What article of clothing characterizes the god Hermes?
[TRAVELING HAT; WINGED HAT; PETASUS; TRAVELING CLOTHES; WINGED SHOES]

Bonus 2: What article of clothing characterizes the goddess Athena?
[ARMOR; AEGIS; HELMET]

Bonus 3: What article of clothing characterizes a Greek *ὀπίτης*?
[SHIELD, BREASTPLATE, GREAVES; ARMOR]

2016 Tossup 34

What type of entertainment involved Thracians, *Secutores*, *Retiarii*, and *Mirmillones*?
[GLADIATORIAL COMBAT]

Bonus 1: What type of entertainment involved *adulescens*, *senex*, *leno*, *miles gloriosus*, *parasitus*, *servus*, *ancilla*, *matrona*, *meretrix*, and *virgo*?
[(ROMAN) COMEDY]

Bonus 2: What type of entertainment involved *prologue*, *episode*, *stasimon*, and whose name probably means "goat song"?
[(GREEK) TRAGEDY]

Bonus 3: What type of entertainment involved boxing and wrestling, and whose name literally means "all power"?
[PANKRATION]

2016 Tossup 35

What nationality was Xerxes?
[PERSIAN]

Bonus 1: What nationality was Vercingetorix?
[CELT/GAUL/ARVERNIAN]

Bonus 2: What nationality was Jugurtha?
[NUMIDIAN/NORTH AFRICAN]

Bonus 3: What nationality was Amasis?
[EGYPTIAN]

2016 Tossup 36

What was Pericles' hometown?
[ATHENS]

Bonus 1: What was Herodotus' hometown?
[HALICARNASSUS]

Bonus 2: What was Cicero's hometown?
[ARPINUM]

Bonus 3: What was Demosthenes' hometown?
[ATHENS]

2016 Tossup 37

Who am I? I was born in Mantua, and lived in the Augustan period. I wrote *Georgics*, *Eclogues*, and the *Aeneid*.
[P. VERGIUS MARO, VIRGIL]

Bonus 1: Who am I? I am a *novus homo*, born in Arpinum. I wrote more than 600 letters, and made four speeches against Cataline in 63 BCE.
[M. TULLIUS CICERO]

Bonus 2: Who am I? I lived in the late Roman republic and became a follower of the philosophy of Epicurus. I wrote a long hexameter poem extolling the virtues of Epicureanism, popularly known as *De Rerum Natura*.
[T. LUCRETIUS CARUS]

Bonus 3: Who am I? My father was Hamilcar Barca. I was born in Carthage, and grew up to be a general. I fought in the battles of Lake Trasimene, Cannae, and Zama.
[HANNIBAL (BARCA)]

2016 Tossup 38

What ancient region was known for two wonders of the ancient world, one of which was a lighthouse?
[EGYPT]

Bonus 1: What ancient region was known for satraps, magi, and Zoroastrianism?
[PERSIA]

Bonus 2: What ancient region was known for druids, and for being divided into areas called Belgica, Celtica, and Aquitania?
[GAUL]

Bonus 3: What ancient region in the steppes northeast of the Black Sea was inhabited by nomadic peoples whose rich kurgan burials show that they were warriors (including women) and horse-riders. Herodotus mentions numerous of their tribes, including the Agathyrsi and Androphagi?
[SCYTHIA]

Certamen Questions, April 1, 2016 (Continued)

2016 Tossup 39

What did Orpheus, the Muses, the Sirens and Apollo have in common?

[MUSIC, SINGING]

Bonus 1: What kind of instrument was the *aulos*, which the Romans called *tibia*?

[FLUTE/OBOE/WIND INSTRUMENT]

Bonus 2: What kind of instrument was the *cithara*?

[STRING INSTRUMENT]

Bonus 3: What kind of instrument was the *sistrum*?

[PERCUSSION / RATTLE]

2016 Tossup 40

What is the study of papyri called?

[PAPYROLOGY]

Bonus 1: What is the study of coins called?

[NUMISMATICS]

Bonus 2: What is the study of inscriptions called?

[EPIGRAPHY]

Bonus 3: What is the study of "old writing" in manuscripts called?

[PALAEOGRAPHY]

2016 Tossup 41

The ancient Greek noun ἄνθρωπος means human being, or man. What is a Latin equivalent?

[HOMO / VIR]

Bonus 1: The Latin noun *avis* means bird. What is a Greek equivalent?

[ΟΡΝΙΣ]

Bonus 2: The Greek noun λόγος means word. What is a Latin equivalent?

[VERBUM]

Bonus 3: The Greek verb λέγω means I say. What is a Latin equivalent?

[DICO, LOQUOR]

[NEITHER TEAM ANSWERED TOSSUP 42]

2016 Tossup 42

Julius Caesar famously said, *veni, vidi, vici*.

What part of speech are these words?

[VERBS]

Bonus 1: The Greek expression γνῶθι

σαυτόν means *know thyself*. What parts of speech are these two words?

[VERB / PRONOUN]

Bonus 2: The Latin expression *gaudeamus igitur* means *therefore let us rejoice*. What parts of speech are these two words?

[VERB / CONJUNCTION]

Bonus 3: When John Wilkes Booth shot Abraham Lincoln, he is said to have cried *sic semper tyrannis*. Does this expression contain a verb? If so, what is it? If not, what verb is implied?

[NO VERB; IMPLIED "MAY IT BE"]

2016 Tossup 43

What happens in a *triclinium*?

[DINING]

Bonus 1: What happens in a *balneum*?

[BATHING]

Bonus 2: What happens in a *taberna*?

[BUYING AND SELLING; IT IS A SHOP]

Bonus 3: What happens in a *tabularium*?

[RECORD KEEPING, BUREAUCRATIC BUSINESS: TAXES, CENSUS, BIRTH REGISTRATION LAND RECORDS]

2016 Tossup 44

Which of the Greek architectural orders has column capitals characterized by the use of volutes?

[IONIC]

Bonus 1: Which of the Greek architectural orders is characterized by the use of a triglyph-metope frieze?

[DORIC]

Bonus 2: Which of the Greek architectural orders is characterized by the use of acanthus leaves on its column capitals?

[CORINTHIAN]

Bonus 3: Two of the seven wonders of the ancient world were the cult image in the Temple of Zeus at Olympia, and the temple of Artemis at Ephesus. What were the architectural orders of these two temples?

[ZEUS = DORIC, ARTEMIS = IONIC]

2016 Tossup 45

What is the Latin word for the building in which the Roman *senatus* usually meet during the Republic?

[CURIA]

Bonus 1: What was the *concilium plebis*?

[PLEBEIAN COUNCIL, FORMAL ASSEMBLY OF ALL PLEBEIAN CITIZENS, MADE PLEBESCITES, ELECTED TRIBUNES]

Bonus 2: Which officials convened and presided over the meetings of the *concilium plebis*?

[TRIBUNES]

Bonus 3: The *concilium plebis* could meet in the forum or on the Capitoline Hill for regular business, but where did it meet to elect Tribunes?

[CAMPUS MARTIUS]

2016 Tossup 46

What happened in a Roman *amphitheater*?

[GLADIATOR FIGHTS, PUBLIC MEETINGS, PUBLIC DISPLAYS, BULLFIGHTS]

Bonus 1: What happened in a Roman *basilica*?

[BUSINESS, LEGAL MATTERS]

Bonus 2: What happened in a Roman *circus*?

[CHARIOT RACES, HORSE RACES, PUBLIC EVENTS]

Bonus 3: What happened in a Roman *horreum*?

[PUBLIC STORAGE OF GRAIN, OIL, CLOTH, MARBLE, WINE]

2016 Tossup 47

Ancient Romans practiced viticulture. What product does practice produce?

[GRAPES/WINE]

Bonus 1: By what name did the Romans most commonly call the god of wine?

[BACCHUS]

Bonus 2: Say in Latin: "Now wine must be drunk."

[NUNC VINUM EST BIBENDUM/NUNC NECESSE EST VINUM BIBERE/VEL SIM.]

Bonus 3: Which of the following words does not refer to Roman wines?

Falernian, Opimian, Mausoleum

[MAUSOLEUM]

2016 Tossup 48

What Roman festival celebrated the god Saturn?

[SATURNALIA]

Bonus 1: Whom did the Roman festival Parentalia celebrate?

[ANCESTORS]

Bonus 2: At the February festival Lupercalia, Romans sacrificed goats and a dog, and then young men would race around the city. What did these youths do with the goatskins from the sacrifice?

[WHIPPED ONLOOKERS (FOR PROSPERITY/FERTILITY)]

Bonus 3

Which goddess was honored at the Roman *Ludi Megalenses*?

[GREAT MOTHER/MAGNA MATER/CYBELE/RHEA]

2016 Tossup 49

What are the four principal parts of the Latin verb that means “to carry”?

[FERO/FERRE/TULI/LATUM (LATUS)]

Bonus 1: What are the four principal parts of the Latin verb that means to love?

[AMO/AMARE/AMAVI/AMATUM (AMATUS)]

Bonus 2: What are the six principal parts of the Greek verb φέρω?

[ΦΕΡΩ, ΟΙΣΩ, ΗΝΕΓΚΟΝ (ΗΝΕΓΚΑ), ΕΝΗΝΟΧΑ, ΕΝΗΝΕΓΜΑΙ, ΗΝΕΧΘΗΝ]

Bonus 3: What are the two principal parts of the Greek verb “to be”?

[ΕΙΜΙ, ΕΣΟΜΑΙ]

2016 Tossup 50

In what branch of knowledge did Euclid and Pythagoras excel?

[MATHEMATICS]

Bonus 1: In what branch of Mathematics did Euclid excel?

[GEOMETRY]

Bonus 2: What are the two Greek words in the etymology of “geometry”?

[ΓΗ, ΤΟ ΜΕΤΡΟΝ/ΜΕΤΡΩ]

Bonus 3

From what Greek verb does the English word *Mathematics* derive?

[ΜΑΘΑΝΩ]

2016 Tossup 51

Which of the following is NOT an island? Naxos, Lesbos, Euboea, Boeotia.

[BOEOTIA]

Bonus 1: What is a Latin word for *island*?

[INSULA]

Bonus 2: What is an ancient Greek word for *island*?

[ΝΗΣΟΣ]

Bonus 3: What are the grammatical genders of the words *insula* and νῆσος?

[FEMININE]

2016 Tossup 52

We usually call the bronze age civilization on Crete “Minoan”; what do we call the mainland Greek bronze age civilization?

[MYCENAEAN]

Bonus 1: What is the origin of the name “Mycenaeen”?

[MYCENAE]

Bonus 2: In what region of Greece is Mycenae located?

[ARGOS/(ACCEPT PELOPONNESUS, IF NORTH, EAST, OR NORTHEAST PELOPONNESUS)]

Bonus 3: Is the word *Mycenae* grammatically singular or plural?

[PLURAL]

2016 Tossup 53

Everyone loves third-declension Greek nouns. One such noun word is the word for woman, ἡ γυνή. What is the genitive singular form of this word?

[ΤΗΣ ΓΥΝΑΙΚΟΣ/(ACCEPT WITHOUT ARTICLE)]

Bonus 1: What is the genitive singular form of the Greek noun ὄρνις?

[ΟΡΝΙΘΟΣ (M. OR F.)]

Bonus 2: What is the genitive singular form of the Greek noun κύων?

[ΚΥΝΟΣ (M. OR F.)]

Bonus 3: What is the genitive singular form of the Greek noun ὁ ἀνήρ?

[ΤΟΥ ΑΝΔΡΟΣ (ACCEPT WITHOUT ARTICLE)]

2016 Tossup 54

Prostitution was common in ancient Greece and Rome. What is a Latin word for *prostitute*?

[SCORTUM/MERETRIX]

Bonus 1: What is a Greek word for *prostitute*?

[ΠΟΡΝΗ/ΕΤΑΙΡΑ]

Bonus 2: What is a Latin word for *pimp* or *madam*?

[LENO/LENA]

Bonus 3: To what do the words *lupanar* or *lupanarium* refer?

[BROTHEL]

2016 Tossup 55

What kind of tree did the virgin Daphne become when she ran away from the god Apollo?

[LAUREL/BAY]

Bonus 1: What kind of tree did the nymph Pitys become when she ran away from the god Pan?

[PINE]

Bonus 2: The Latin word for tree is ARBOR. What is the Greek word — with its article — for “tree”?

[ΤΟ ΔΕΝΔΡΟΝ, ΤΟ ΦΥΤΟΝ]

Bonus 3: What kind of tree was sacred to the god Zeus?

[OAK]

Classics, unlike some disciplines, is a thoroughly integrated system.

—Richard Harrod (on his trajectory from History to Classics to Muslim Arabic studies)

“Minutes” (such as they are) of the 88th Convention

Hosted by Gamma Omicron at
Monmouth College

Came we — no joke is it — the first of April
to Monmouth College, two thousand
sixteen,
straight to Dahl auditorium and Chapel
and, weary trav’lers to AmericEEnn.

Local chapter, hosts, Gamma Omicron.
The Chapel with glass stained resplendent
Monmouth’s motto Lux, our lofty beacon.
Welcom’d us there did Wyatt, President.

First, *Certamen*, suspensefully intense.
From Temple, *γλαύκες νάου* took the prize,
conqu’ring all with their wit and eloquence.
Our delegates, contests oft’ galvanize.

Back to the Chapel on Saturday morn,
Trusty owls by our sides, ferried by van,
Pryt. Vanessa Pierre call’d us forewarn(d),
welcome oratic from Dean Timmerman.

Committee reports delivered with flair.
Augury by squirrel, Chapters declaim,
lectures aplenty, *res gest’* of our year,
video contests, with Classical game.

Now to the papers, such gems to be heard!
Anne Begin on Pylos, Thucydides
she investigates. Chris Maze with a word
Mediev’ld on Ovid’s *Metamorphoses*.

More on Ovid, of whom we never tire,
Noah Diekemper’s Argus’n Mercury;
Emma Vanderpool, animal pryer,
reading Martial and the Elder Pliny.

Lunch, togeth’r with poster presentations,
and break-out sessions, so many choices!
Canopus, competing declamations,
Antiquities, Archives, the College’s.

Back to the Chapel, alumni panel:
teacher, grad student, author so clever,
and John Deere archivist, historical.
Ne’er in vain, our noble endeavor.

Mr. Neil Dahlstrom, on tractors Homeric;
Shults, Sylvia, secret decoder ring;
Katsenes, Matt, high school academic;
Richard Harrod, the Classics, a wellspring.

Not done yet our day, meetings, committees;
then togas and pallas, a fashion show
from our seamstress expert, Rose Katsenes,
and brave delegate models, all aglow.

Speaking of courage, we next go to war,
Doctor Simmons has quite an assortment:
shields, javelins enhance *esprit de corps*,
testudine facta, greaves, armament.

And then for a very special affair,
Roman banquet in the Highlander Room.
Cornish hens and tuna, olives and pear,
only foods that in the Old World did bloom.

Next we honor our best, awards many.
declamatio, Jeremiah Weigert
honorable mention for Stack, Katy
Certamen already did we impart.

Best dress’d *vir*, senator Nich’las Winters,
Tres feminae, Catheryn Broady, Hera
Joelle Cicak, Aphrodit’ — all winners —
and Tyler Richey-Yowell, Athena.

Best paper, our own Emma Vanderpool.
Excellent offerings, how could they choose?
Eta Zeta, Truman, no April fool,
merits Service prize, local schools they
infuse.

Lifetime Achievements, pleasures to bestow.
Professor Sick lauds Martha G. Abbot,
Doctor August. honors Linda Montro(ss),
two ladies with much Classical merit.

A surprise guest regales the assemblage,
himself, Marcus Tullius Cicero,
writing from exile, a hoary old sage,
Stephen Perkins, learn’d impresario.

As is our custom, banquet ends in song.
The key is given, “Bearing Beauty’s flame,”
In Greek and Latin, too, voices rise long,
Concert lighter app does Doctor G. ’claim

With friends, both old and new, we spent
ev’nings:
pool parties, aquatic camaraderie,
symposia, election campaignings,
gracious receptions for learn’d faculty.

Another busy morn, our final day.
Resolutions, *gaudeamus*, quite droll,
Delta Theta’s *immortuae linguae*
wins the regalia, so says the poll.

Convention finally nears to its end,
new officers our future must avow.
Speeches, endorsements, we cannot
pretend,
'tis hard to choose from so noble a crew.

Prytanis Megal’, Emma Vanderpool,
Christopher Maze, Chrysophylax Megas
Megale Hyparchos, Alex. Howell,
Spencer Silver, Megal’ Grammateus.

We’ve reach’d the parting glass, sep’rate
ways must go.
Anticipating our next convention
Once again our heartfelt lyric we crow,
Ann Arbor bound, for more Classics action!

*Respectfully submitted by your humble editor
who does **not** promise to refrain from subject-
ing you, gentle readers, to her doggerel*

Addendum to the Minutes of the 2016 Convention

No chapters were prepared to present a proposal to host the 2018 National Convention. The assembly approved a motion from the Alpha Kappa of the University of Illinois and seconded by the Beta Psi chapter to allow the Grand Executive Council to approve a convention site for the 2018 convention, in keeping with Article XIV, Section 1 of the Constitution.

In the spring of 2016, the Executive Secretary contacted chapters who had expressed an interest in hosting the convention but were not prepared to make a proposal. The Grand Executive Council approved the proposal of the Theta Alpha chapter of Dickinson College to host the 2018 Convention. Congratulations to Theta Alpha!



Our hosts from Gamma Omicron: Emma Vanderpool, Mackenzie Davis, Rachel Masch, Dr Simmons, Tiffany Shaw



ΗΣΦ's very own Parliament of Owls



Above, 2015–2016 Officers, from left to right: Emma Vanderpool, Vanessa Pierre, Jeremiah Weigert, Alexandra Howell

Left, 2016–17 Officers, from left to right: Chris Maze, Spencer Silver, Emma Vanderpool, Alexandra Howell

2016 Convention Awards

Best dressed feminae: the *tres deae*, Joelle Cicak as Aphrodite; Tyler Richey-Yowell as Athena (red); Catheryn Broady as Hera (blue) (Delta Theta at Dickinson College)

Best dressed vir: Nicholas Winters (Theta Omicron at Carthage College)

Certamen: γλαύκες νάου: Victoria Szasara, Matthew Taylor, Connor O'Neil, Daniel Hoang (Zeta Beta at Temple) literature, or history

Outreach: Eta Zeta at Truman State for Classically themed High School Video contest to create a video rendition of a classical (Greek/Roman) mythological story, literary scene, or historical event. See <http://bit.ly/2bZSTq5> for the winning videos.

Declamatio: Jeremiah Weigert (Epsilon at University of Iowa)

T-shirt Regalia: Immortuae Linguae (Delta Theta at Dickinson College)



Left, t-shirt regalia from Epsilon and Delta Theta

Below, Declamation winners: Katy Stack, Jeremiah Weigert, and judge Robert Ketterer



Vir vestitus optime Nicholas Winters



Feminae vestitae optimae: left to right: Joelle Cicak as Aphrodite; Tyler Richey-Yowell as Athena; Catheryn Broady as Hera



Mackenzie Davis as Mourning Athena



Writing from Brundisium, Cicero laments impending civil war



Right, Professor Pendergraft in her stunning palla



Far right, Rose and Matthew Katsenes

Below, in our finest finery!





Dr. Timmerman takes out his stress on an unsuspecting HΣΦ owl

Delegates give Chapter Reports



We Love Wisdom and Beauty: Research by Undergraduate Members of HΣΦ

Eta Sigma Phi will again sponsor a panel of scholarly papers by undergraduate members at the biennial meeting of CAMWS-Southern Section. The conference will be held in Atlanta at the invitation of Emory University October 27–29. The Eta Sigma Phi panel is scheduled for Saturday afternoon.

All papers submitted were reviewed by the society's Program Committee, and five were deemed worthy of presentation. The society would like to use this event to promote the excellent work of its members to the larger community of Classicists.

Noah Diekemper, Hillsdale College, "Nec Ullo Modo Barbaros: Cicero's Rivalry with Plato and his Republic"

Charlotte Hunt, University of Illinois at Urbana-Champaign, "Nature Religion in Cicero's De Natura Deorum"

Michael Stierer, Rhodes College, "Social Status of Roman Doctors: An Epigraphical Evidence-based Approach"

Etenia Mullins, Austin Peay State University, "Using Modern Creative Non-Fiction Theory to Understand Livy's Narrative Style"

Anne Begin, Hillsdale College, "Focalization in Tacitus' Histories 1.1–50"

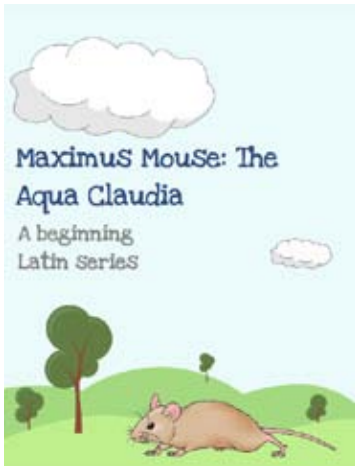
Eta Sigma Phi Convention Hosts 1925–2016

1st	1925	Alpha at the University of Chicago	45th	1973	Alpha Phi at Millsaps College
2nd	1926	Beta at Northwestern University	46th	1974	Gamma Theta at Georgetown College
3rd	1927	Gamma at Ohio University	47th	1975	Eta at Florida State University
4th	1928	Epsilon at State University of Iowa	48th	1976	Psi at Vanderbilt University
5th	1929	Upsilon at Mississippi State College for Women	49th	1977	Delta Zeta at Colgate University
6th	1930	Omicron at the University of Pennsylvania	50th	1978	Gamma Alpha at Indiana State University
7th	1931	Mu at the University of Cincinnati	51st	1979	Beta Zeta at Saint Louis University
8th	1932	Psi at Vanderbilt University	52nd	1980	Eta at Florida State University
9th	1933	Alpha Xi at Washington University	53rd	1981	Beta Kappa at the College of Notre Dame of Maryland
10th	1934	Epsilon at State University of Iowa	54th	1982	Alpha Pi at Gettysburg College
11th	1935	Alpha Epsilon at Lehigh University	55th	1983	Gamma Omicron at Monmouth College
12th	1936	Alpha at the University of Chicago	56th	1984	Gamma Sigma at the University of Texas
13th	1937	Pi at Birmingham-Southern College	57th	1985	Delta Chi at St. Olaf College
14th	1938	Alpha Tau at The Ohio State University	58th	1986	Beta Gamma at the University of Richmond
15th	1939	Alpha Pi at Gettysburg College	59th	1987	Gamma Alpha, at Indiana State University
16th	1940	Alpha Chi at Tulane University	60th	1988	Beta Kappa at the College of Notre Dame of Maryland
17th	1941	Alpha Xi at Washington University	61st	1989	Epsilon Omicron at the University of Massachusetts Amherst
18th	1942	Omega at the College of William and Mary	62nd	1990	Epsilon Rho at the College of Charleston
[no conventions in 1943–1946]			63rd	1991	Eta at Florida State University
19th	1947	Omega at the College of William and Mary	64th	1992	Gamma Omicron at Monmouth College
20th	1948	Alpha Xi at Washington University	65th	1993	Gamma Sigma at the University of Texas-Austin
21st	1949	Gamma at Ohio University	66th	1994	Zeta Lambda at the University of Louisville
22nd	1950	Psi at Vanderbilt University	67th	1995	Beta Pi at the University of Arkansas-Fayetteville
23rd	1951	Tau at the University of Kentucky	68th	1996	Gamma Omega at Baylor University
24th	1952	Theta at Indiana University	69th	1997	Zeta Sigma at the University of Minnesota
25th	1953	Alpha Delta at Agnes Scott College	70th	1998	Beta Gamma at the University of Richmond
26th	1954	Alpha Xi at Washington University	71st	1999	Zeta Iota at the University of Georgia
27th	1955	Beta Nu at Mary Washington College	72nd	2000	Delta Theta at Dickinson College
28th	1956	Pi at Birmingham-Southern College	73rd	2001	Gamma Omicron at Monmouth College
29th	1957	Beta at Northwestern University	74th	2002	Zeta Gamma at the University of San Diego
30th	1958	Alpha Psi at Washington and Jefferson College	75th	2003	Alpha Lambda at the University of Oklahoma
31st	1959	Beta Zeta at Saint Louis University	76th	2004	Eta Gamma at Loyola University (New Orleans)
32nd	1960	Beta Upsilon at Marshall University	77th	2005	Delta Chi at St. Olaf College
33rd	1961	Beta Sigma at Marquette University	78th	2006	Eta Eta at Virginia Tech
34th	1962	Theta at Indiana University	79th	2007	Zeta Beta at Temple University
35th	1963	Beta Kappa at the College of Notre Dame of Maryland	80th	2008	Epsilon Omicron at the University of Massachusetts Amherst
36th	1964	Alpha Mu at the University of Missouri	81st	2009	Beta Psi at Rhodes College
37th	1965	Omega at the College of William and Mary, Beta Theta at Hampden-Sydney College, Beta Nu at Mary Washington College, and Delta Alpha at Randolph-Macon Woman's College in Richmond, Virginia	82nd	2010	Eta Eta at Virginia Tech
38th	1966	Delta Beta at Canisius College	83rd	2011	Gamma Sigma at the University of Texas-Austin
39th	1967	Alpha Chi at Tulane University	84th	2012	Alpha Mu at the University of Missouri, Columbia
40th	1968	Beta Xi at Rosary College	85th	2013	Beta Iota at Wake Forest University
41st	1969	Delta Eta at Seton Hall College	86th	2014	100th Anniversary Meeting Chicago, Illinois (where Eta Sigma Phi was founded)
42nd	1970	Beta Gamma at the University of Richmond	87th	2015	Theta Tau at Stockton University
43rd	1971	Beta Zeta at Saint Louis University	88th	2016	Gamma Omicron at Monmouth College
44th	1972	Gamma Kappa at Heidelberg College			

Maximus Mouse: The Aqua Claudia

by Klaire Gubler (College of William and Mary)

This story was written for my COLL 100, Why Water Matters (a “big ideas” course for first year students at the College of William and Mary), in the style of a beginning Latin book for children. It is meant to provide factual information regarding the Aqua Claudia and the complexity of the ancient Roman aqueduct system in 52 A.D. while telling a compelling story suitable for younger readers.



It was a beautiful, warm day on the kalendae of May in the year LIII A.D. I was going about my day on the Via Sublacensis, living the life of an adventuring mouse. I was jumping from the back of a bandit's wagon full of stolen praesda to the next wagon making my way down the road hearing snippets of conversation from each band of robbers as I went. I often find myself laughing at their humanly greed and odd way of life.



After I had gotten tired of listening to two robbers discuss all of the money they were bound to earn for turning in the servi they had in their cart, I jumped from their wagon to the back of a man's equus who I immediately realized must have been a Romanus officer due to his angusticlavus. He was traveling in the opposite direction towards Roma. The horse let out an audible "huft" as he felt me cling to his tail and climb up onto his back. Once I got situated, I began to listen to a conversation that interested me greatly. This Romanus officer was speaking to another officer riding alongside him, saying that he had just received word from Emperor Claudius that the Aqua Claudia had finally been completed!



The Aqua Claudia's construction began fourteen years ago in XXXVIII A.D. under Caligula's reign," one Roman officer reported. He explained that he had heard the new aqueduct was made of a concrete that was created by mixing pozzolan volcanic ash, hydrated lime, and large gravel together. "It's supposed to last for ages," he said. The other Roman officer responded that he had heard that this aqueduct was almost fifty milia passus longa and started at the thirty-eighth milestone of the Via Sublacensis. He added that he thought the Caeruleus and Curtius springs fed the aqueduct from the Anio Valley. This news piqued my curiosity. We had just passed the fortieth milestone and in less than two milia passus, we were due to pass the new aqueduct!



One mille passus later, I could finally make out the recent excavation where the aqueduct had been constructed underground. As we neared it, I became more and more excited. When the two officers began to pass over the newly dug aqueduct, I scampered down the horse's tail and began to make my way into a parvus opening I had spotted in the upturned terra. I had to catch a glimpse of the clara and nova aqueduct! I sniffed and scurried until I had had made my way down the hole a few pedes where I had found a secure location to perch and watch the flowing water below. Suddenly, I heard a crashing noise flowed by fumbling and a loud squawk.



Before I knew it, a warm, furry body was toppling into me, pushing me straight into the water! Shaking the water off, I tried my best to paddle while searching for the clumsy creature that had assaulted me! We were moving fast though, and it was difficult for me to see above the water, as I was continually being submerged by its magna strength. Finally, the creature that had propelled me into the water came up for air. He was a brown, unassuming, haggard looking mouse. We were both struggling to tread water when we finally saw a floating branch to hold onto.



We grasped the branch until we had safely secured ourselves. When I finally had the chance to look up, I glared at the other mouse angrily spewing water from my nose and mouth. The other mouse began to profusely apologize and offered up his condolences for his clumsiness. He introduced himself as a Romanus rat named Frontinus who was trying to make his way back to Roma. He said, "I've heard that this new aqueduct is the fastest route to Roma, even faster than the via!" I granted in acknowledgment, making sure not to be too friendly as I was still trying to appear aggravated by this stranger, though at this point I was mostly just intrigued by him. Frontinus replied, "I must return to Roma quam celeritate! I hear Emperor Claudius is growing sick again! I must give him auxilium!"

About the Author

Klaire Gubler is a sophomore at The College of William and Mary. She is a Public Policy and Environmental Science and Policy double major, but has been engaged in the Latin language since early high school and continues to enjoy studying the culture and languages of the Classical period.



After hanging on to our shared branch and chatting amicably for hours, we finally saw sunlight! It had been so long though, the sun was already setting. Calculating the hours in my head, if it were already dusk, we had spent about seven hours underground in the aqueduct. Frontinus and I couldn't believe it! But before we could spend any time mulling over this notion, we were slammed against a metal grate. "It's a filtering tank!" Frontinus yelled. "I've heard about this. We must swim beneath the water to the dextrerrimus corner where the grate has rusted open just enough for us to get through. "Come on!" he said. I watched as Frontinus disappeared beneath the rushing current. I took a breath and blindly plunged, hoping I would be able to find the furthest right side of the grate. After what felt like minutes of my plump body attempting to swim against the current, I found the opening and was pushed through rapidly!



I opened my eyes and I was floating along the water at what looked like about 100 pedes above the ground. I looked down to see a familiar via: the Via Latina. I knew we must have been close at this point, because it was only about eight mille passus from Roma. Remembering Frontinus, I shouted to him that we should be in Rome less than two horae! We would see Emperor Claudius soon enough!



About two horae later, we were nearing Roma and I could see the Porta Maggiore in the distance. The giant gate was getting closer and closer. Frontinus exclaimed, "We shall see Claudius soon, Maximus!" As we floated leisurely into the city taking in the magnificent sights, we were suddenly rerouted from the main channel of the aqueduct into a side channel at an angle so steep that we tumbled down the chute without having a chance to gasp for air. We were deposited into a basin of water with a splash. Once we shook off the wet, we looked up and realized they were staring into the angry, conniving eyes of Agrippina, Emperor Claudius' wife.



Agrippina reached for a candle stick to swat at us, but before she could make contact, we were able to scurry out of the basin and run across the room. We escaped through a hole in the wall and scurried through the wall until we heard Claudius' hoarse, stammering voice calling for Agrippina. We peeked out to see his trembling corpus shuddering in rage. His notorious temper had been sparked once more and he was falling into a fit. Frontinus and I hopped out of the hole in the wall and scurried over to trembling Claudius. Frontinus shouted to me, "Maximus, you must take the rhubarb from that glass jar on Agrippina's mensa and feed it to Claudius while I steady his head." I darted to the box and collected the dried rhubarb between my teeth. I carried it back to the emperor and stuffed it into his mouth and washed it down with some aqua.



After a while, Claudius stopped convulsing and when Frontinus and I had grown fidēlis that he would return to health soon, we began to head back to the hole in the wall. Then Claudius jolted upright and locked eyes with me. It was the scariest thing I had ever seen. Emperor Claudius, dressed in the flowing purple toga of a Roman emperor, with an expression of all-encompassing fury on his faciēs. I could do nothing but stare up at him, stunned by his imperium. Soon, his face softened though and he spoke to Frontinus and me. "You have saved my life, young mice, and for that, I am grateful. You may stay or you may leave, but I grant you full access to mea domus whenever you please. I shall let Agrippina know that you must be treated kindly and hospitably at all times. You will be offered the finest cheeses and wines in all of Roma. Thank you my dear mice."



I could not believe my fēlicitās! Just this morning, I had been living my life as an average, adventuring mouse, not thinking of what the future held for me. I had no idea that I would soon travel all the way down the Aqua Claudia and meet the Romanus imperator himself. But beyond any adventure, I realized I was most grātus for the true amicus I had made in Frontinus today.



2017 Vergilian Society Summer Study Tours

Vergilian Society tours are designed to appeal to the needs of a wide range of travelers including high school and college students and instructors; they are particularly suitable for instructors bringing a group of students. We specifically welcome nonprofessionals interested in the ancient Mediterranean.

A Journey through Roman Times: From Mantua, Birthplace of Vergil, to Diocletian's Palace in Croatia

Directed by Beverly Berg, Linfield University July 1–13, 2017
This program begins in Mantua and ends in Split. It includes 4 nights Mantua, 1 night Aquileia, 1 night Trieste, 3 nights Pula, 3 nights Split.

Cisalpine Gaul and Istria were beyond the pale when Vergil was born, but in the Augustan era both were integral parts of Italy, and in later Roman times the area included several of the empire's largest and most thriving cities. We study the process of Romanization from earlier cities such as Verona, Brescia, and Pula to late antique and early Christian sites such as Aquileia, Porec, and Split. Highlights include **Verona**, a lovely city of pink marble with an amphitheater, the arch of the Gavii and theater, and **Split** with Diocletian's magnificent palace and basilica, one of the great architectural complexes of late antiquity, and **Mantua**, the birthplace of Vergil. Our day includes homage to statues of Vergil, Roman-inspired Renaissance churches, the Palazzo Te with its frescoes picturing Ovidian themes, and the museum of San Sebastiano. Inquire from the director about a pre-tour visit to Ravenna. Price: \$2,595; single supplement \$300.

Latin Authors in Italy: A Study Tour for Teachers

Directed by Steven L. Tuck, Miami U.; Amy Leonard, Grady High School July 8–19, 2017

This tour is designed for high school teachers to provide experience reading Latin authors on site and to explore pedagogical techniques while on the sites where Latin authors lived and wrote in Italy. Classroom sessions and thematically relevant site visits will illuminate the lives and works of authors commonly taught in advanced Latin classrooms including but not limited to the AP curriculum: Caesar, Vergil, Martial, Cicero, Pliny the Younger, Ovid, Catullus, Statius, and the *Res Gestae*. Authors will be drawn from the most commonly used Latin texts: *Ecce Romani*, Cambridge Latin course, Latin for the New Millennium, etc. as well as the recommended prose authors on the AP Latin site. We anticipate that this broader design will also broaden appeal beyond just AP teachers.

Teachers will complete the tour with first hand experience on sites and museums with images and experiences to inform and inspire their classes, reading experiences in a range of authors, and valuable classroom pedagogy sessions directed by an experienced high school teacher. Morning study sessions will enrich both beginning and advanced courses with particular attention to the essential abilities in the AP syllabus. Another feature of this program will be evening reading group sessions at the Harry Wilks Study

Center. These after dinner 1.5 hour sessions have been a popular feature of our previous workshops and offer teachers a chance to read more Latin with other teachers and to make the most of the opportunity the study tour presents.

We will spend two nights in Rome and one on Capri. The remainder of the days will utilize the Harry Wilks Study Center as our base for meals and rooms as well as hosting the classroom sessions. Sites include Rome (Campus Martius including the Ara Pacis and Pantheon, Colosseum and Forum/Palatine visit), Lavinium, Sperlonga, Cumae, Capua, Capri, Pompeii, Vesuvius, Stabiae, Puteoli, Solfatara, and Lake Avernus. The tour will begin and end in Rome.

Cost: \$2,795

Roman Villas and Gardens: A Vergilian Society Tour of Roman Britain

Directed by Phil Stanley and George Perko July 17–29, 2017

This two-week tour of Britain traces the culture, art, and history of this Roman province through the extant remains. With Julius Caesar's first expedition to Britain in 55 BC and his second in 54 BC, Britain was brought into Rome's sphere of influence. However, it was not until Claudius' invasion in 43 AD that this island became a Roman province. The first provincial capital was at Colchester. Later the capital was moved to Londinium (London). For the next two centuries Rome's power expanded over the entire island and Roman customs and art were introduced into the Celtic world of Britain. We will visit several Celtic sites, such as Badbury Rings, the Cerne Giant, and Maiden Castle in Dorchester. One of the major accomplishments of Rome in Britain was the urbanization of the island. They set up a hierarchy of habitation centers: the provincial capital, Londinium; four *coloniae* [Colchester, Gloucester (*colonia Nervia Glevensium*), Lincoln (*colonia Lindum*), and York]; and a number of towns throughout the island like Verulamium (St. Albans), Caerwent, and Dover. Wherever the Romans went, they introduced their bath structure. At Bath significant portions of the extensive Roman bathhouse have been found and preserved. They also introduced the villa system which thrived especially in southern Britain during the 3rd and 4th centuries AD. An important element in any villa was its gardens. Pliny the Younger in his letter to Gallus described his seaside villa at Laurentum. His description of the grounds was used by several gardeners in 18th and 19th century England to lay out the estates of the nobility. In these gardens elements of the Roman garden are present. Several gardens especially embody this Roman quality: Port Lympne Garden, Hidcote Manor Garden, and Hever Castle Garden. Stourhead Garden was developed with Vergil's *Aeneid* in mind and is described in a *Vergilius* article ("Henry Hoares' Virgilian Garden," *Vergilius* 42[1996] 3–13). A significant part of Roman life in the provinces was focused on the legions and auxiliaries stationed there. In the north there is Hadrian's wall with its forts and mile stations. Towards the end of Rome's occupation of this island several coastal forts were built, known collectively as the Saxon-shore defenses. Two of these are at Dover and Portchester.

Gladiators and Roman Spectacle: Rome, Pompeii, Cumae and Beyond

Directed by Steven L. Tuck, Miami University July 2 –August 5, 2017

In many ways the Roman world was organized around the concept of the spectacular. Public spectacle and grand spectacle entertainments are critical to understanding ancient Rome. These spectacles include the lavish feasts, funerals of elite Romans, and triumphal processions as well as the spectacle entertainments that occurred in the amphitheaters, circuses, and theaters of the Roman world. These reinforced Roman identity, created a sense of belonging and served as an outlet for imperial generosity. Even Roman houses exploited the desire for spectacle to create stages for Roman elites to perform for audiences. This twelve day study tour explores the fascinating concept of spectacle in the Roman world. It includes the topics of gladiatorial combat, animal hunts, prisoner executions

and other spectacles, the spaces where they occurred, their origins and uses in the Roman world. Days will include lectures, reading of ancient sources on site (and in translation), firsthand investigations of the spaces and objects of spectacle, and some free time to explore on your own. After explorations in Rome we move to our headquarters for this tour at the Villa Vergiliana, the overseas center for the Vergilian Society located in the heart of Campania, where gladiatorial combat and amphitheaters originated. The tour begins and ends in Rome.

Cost: \$2,795

See detailed itineraries, tour descriptions, application, and scholarship information on the Vergilian Society website at <http://www.vergiliansociety.org>.

The Next Generation: ΗΣΦ at the SCS 2017

Papers by Undergraduate Classics Students
Sponsored by Eta Sigma Phi

Annual Meeting of the Society for Classical Studies
January 5–8, 2017, Toronto, Ontario

Eta Sigma Phi is proud to announce the papers that have been selected for presentation at the 148th meeting of the Society for Classical Studies, originally founded as the American Philological Association. This is the ninth panel of undergraduate research sponsored by the society. The papers were chosen by anonymous, qualified reviewers selected from among Eta Sigma Phi's faculty advisers. The reviewers used the double-blind system required by the SCS. The charter of Eta Sigma Phi was recently renewed by the SCS, so that the society will be able to sponsor panels of undergraduate research through 2019. Eta Sigma Phi believes that this panel will serve as a bridge between undergraduate students and the Society for Classical Studies, not just by giving the students an opportunity to experience an SCS 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.

Joshua Blecher-Cohen, Harvard University, "Rehabilitating Legal Rule in Statesman and Laws"

Anne Begin, Hillsdale College, "Thucydides' Use of Counterfactuals in the Pylos Narrative"

Joseph Slama, Truman State University, "Harry Potter and the Descent to the Underworld: Katabasis in the Final Installment of J.K. Rowling's Septology"

Respondent: Antonios Augoustakis, University of Illinois at Urbana-Champaign

Review: *Narratology and Classics*

Irene J.F. de Jong, *Narratology and Classics: A Practical Guide*. Oxford University Press (2014), reviewed by Anne Begin.

In this book de Jong summarizes the most fundamental concepts of narratology, developed over the last few decades. The book is designed as a handbook or “narratological primer” for scholars or students who are interested in applying narratology to their work. She states in the preface that the book is designed for those with a general background in classical texts, though it could also be useful for narratologists in other areas. It is divided into two parts; the first of which is dedicated to individual literary concepts, while the second is dedicated to applying those concepts directly to texts.

The first chapter provides some history of narratology, from the earliest exposition of narrative in the works of Plato and Aristotle, to the modern era. She identifies the 1960s and 1970s as the “heyday” of narratology, when it reached the peak of development by authors such as Mieke Bal and Gerard Genette.

She devotes another section of the first chapter to discussing the introduction of narratology into classical scholarship. Classical scholarship tended to lag behind when “modern philologies” were developed in the 19th and 20th century, largely due to the tradition of close-reading that had developed since antiquity. The development of narratology revived some of the old traditions, such as the “commentary” with a focus on pure narrative art, and “corrected” some of the older errors, particularly the error of reading a work too biographically. Literary history itself has also received a new impetus, as narratology is able to unite the synchronic as well as the diachronic, and can explain how literary genres evolved and changed within history. Narratology provides the tools for such analyses.

The second chapter is dedicated to the most foundational concept: the narrator and the “narratee.” De Jong explores a large number of texts, usually a modern text compared with an ancient text. The juxtaposition is very helpful as a means of showing that these concepts are merely descriptive of something that naturally occurs in any sort of narrative.

The concept of the narrator is the most central in narratology. Narratology creates a distinction between “pure narrative” (genres such as epic, novel, or dithyramb) and “applied narrative” (genres such as historiography and biography). There are many distinctions that can be made between narrator and author, and one should never assume that they are the same. The identity of the narrator plays a very important role in the proper interpretation of a text. There can be an “overt” narrator who is outside of the events in the narrative, but still a vital part of it. There can also be more “covert” or “implicit” narrators, such as Homer who is virtually “invisible” except for an occasional invocation to a Muse.

The other central idea is the “narratee” or the recipient of the narrative. There are multiple distinctions which apply there as well. The internal audience is very different from the external audience (e.g. someone being told a story within the narrative, and the person reading the overall narrative). Internal narratees can be overt or covert as well, in a similar manner as narrators. There can be some exceptions to the general rules, which sometimes involve blending of the different author/narrator distinctions. Embedded

narrative (a tale within a tale) is also considered an exception. These can serve as flashbacks or explanatory, or they can mirror the main narrative. Narratology also distinguishes two layers of narrative — the vertical and the horizontal. The vertical is comprised of the text-story-fabula part of a story. The horizontal layer refers to the dramatic element that occurs in natural story-telling, such as mimesis which Plato identifies in the *Republic*.

The third chapter is dedicated to “focalization” another coinage of narratologists. Focalization refers to the point of view being explored within a narrative text. Events are mediated through someone’s point of view, even if it is as impersonal as “filming.” There are further distinctions between primary-secondary focalizers. There can also be embedded focalization.

The fourth chapter is about narrative time. The order of events is crucially important, as is the time of the events. De Jong explores the fabula-story-text distinction, along with concepts such as “prolepses and analepses,” multiple storylines, rhythm, and frequency.

The fifth chapter deals with narrative space and its role as an authenticating, ornamental, and descriptive force. The “ekphrasis” receives its own section, as it is a common means of expressing space, and are a means of anticipating the plot. Descriptions of space or places within nature can also be used to characterize people within the narrative, or to describe a particular mood. This chapter was somewhat confusing, partly owing to the fact that it contains a lot of examples and not quite enough explanation.

Part two of the book, and the final three chapters apply the previous distinctions to portions of classical texts. De Jong walks the reader through close-readings of various texts, namely the *Homeric Hymn to Aphrodite*, Herodotus’ *Histories*, and Euripides’ *Bacchae*. She explores in turn narratology and its relationship with epic, historiography, and tragedy. Her close readings are in-depth and interesting, while also very faithful to the actual texts.

Although all the Latin and Greek passages are translated, the book is clearly intended for a more scholarly audience. De Jong includes some short, untranslated German phrases or the occasional title throughout (e.g. p. 65 or p. 106), assuming general knowledge of German among her readers. Despite the scholarly nature of the book, it is very clear and easy to understand. De Jong explains each concept without the overuse of jargon or complicated terminology, while offering plenty of examples from a wide variety of sources. The translations from Greek and Latin are literal without being overly awkward or clumsy. Overall, the book is easy to read and very useful for anyone wishing to understand narratology or apply it to their research.

About the Author

Anne Begin is a senior at Hillsdale College, studying Latin and Greek. She is the current president of Eta Delta Chapter of Eta Sigma Phi. In addition to her interest in classics, she enjoys playing the violin, and performs both solo and in ensembles. She also enjoys teaching private music lessons. She plans to attend graduate school in classics and eventually earn a Ph.D.



Alumni Panel: left to right: Sylvia Shults, Neil Dahlstrom, Emma Vanderpool, Matthew Katsenes, Richard Herrod, Dr. Sienkewicz

Classics in the “Real World”: How Four Monmouth Alumni continue to use their Classics degrees every day

Latin is all around Us, by Sylvia Shults ('90), Librarian & Author

Salvete omnes, et gratias!

How has the study of Classics impacted my life after college?

Well, I'm a writer. I really wish I could tell you that I publish YA (Young Adult) books, under the pen name Rick Riordan! Alas, I cannot. It looks like my life doesn't involve the Classics much. I'm a librarian — at a public library, not an academic library — and I write true ghost stories. Not much room for sweaty gladiatorial contests and Greek maidens flitting through fields wearing gauzy dresses there.

But I do use Latin on a regular basis, just by virtue of being a human, and a writer who happens to work in the English language. Latin is all around us. Every time you leave a building and glance up at the EXIT sign, you're using Latin. I realized years ago that by learning Latin in college, I was given one of the world's coolest and most useful secret decoder rings.

My husband and I were watching the Netflix comedy *The Unbreakable Kimmy Schmidt*. In the episode “Kimmy Goes to School,” the heroine goes in search of a school, to make up for the education she missed in her earlier years. She traipses along the streets of New York until she finds — a school! With a motto over the door and everything! And the motto is in Latin! And it says “Our school doesn't have a motto!”

I busted up laughing, and my husband (who loves Roman culture just as much as I do, but who never took Latin) begged me to translate. I let him in on the joke.

It was my husband, who spotted the Latin in the trailer for *Suicide Squad*, the new DC Comics movie. When Harley Quinn smashes a storefront window to steal a diamond necklace, the

camera picks up a bit of Latin graffiti on the adjoining window — *Si vis pacem, para bellum* (“If you wish for peace, prepare for war”). Appropriate for a movie that uses a bunch of criminals to fight crime and keep the city safe from threat.

Latin is all around us, from *Star Trek's* Locutus, chosen to speak for the Borg, to the spells used by Harry Potter in the wizarding world. But again, how did the study of Classics affect me personally, career-wise?

I knew ever since grade school that I wanted to tell stories, and in high school I started to think of myself as a writer. But it was in talking with Dr. Sienkewicz that the idea of writing for publication was planted. I will be forever grateful to Dr. Sienkewicz for pointing out, in his matter-of-fact, “of course you can do this if you want to” way, that yeah, people write for publication *all the time*. No reason I couldn't join them — no reason at all.

But how? I wanted so badly to write fiction, to incorporate all I'd learned over a lifetime of loving the Classics, and four years of studying Latin and my beloved Rome. So I started right in, plugging away at fiction. I focused on horror and romance — I know, *fine* line between the two. I wrote short stories, and poured my soul into novels, most of them having something to do with the ancient world. My first novel was a time-travel romance involving Tutankhamen. My second was a straight historical romance set in Pompeii and Roman Britain. (Don't even bother looking for these two books. They are long out of print, and deservedly so.)

As I (thank the gods) got better at writing fiction, my techniques got more refined. One of my later pieces was a collection of four romance novellas, titled *Timeless Embrace*. The four stories involve three ancient cultures — Egypt, Greece, and Rome — with a mythology story thrown in there too. If you like light, frothy, humorous romance, do check it out — *Timeless Embrace* is honestly a bunch of fun. (Find it on Amazon, or at Crossroad Press.)

Classics in the “Real World” (Continued)

But despite my best efforts, my fiction wasn't selling as well as I'd wanted it to. I muddled along in fiction for a good many years, hoping my big break would come.

And it *did* come — once I did a one-eighty and started writing nonfiction. A publisher contacted me and asked me to write something for his series of true ghost story books. Being a rabid fan of the supernatural from earliest childhood, I jumped at the chance. That was my first nonfiction book, *Ghosts of the Illinois River*. Writing that not only got me into paranormal investigation, it also led to my infatuation with the Peoria State Hospital in Bartonville, Illinois. With my second nonfiction book, *Fractured Spirits*, this whole “nonfiction” thing really started to take off. I've been privileged to be a guest on over sixty radio shows, as well as appearing on Syfy's *Ghost Hunters* and acting as a consultant for Destination America's *Ghost Asylum*.

It was with my third book of nonfiction that my Classics education came full circle. *Hunting Demons* tells the story of a paranormal investigator, Linda K., who found herself under attack by three demonic entities. She suffered serious torment for a couple of years, even undergoing two exorcisms. (The exorcisms had absolutely no effect, as she wasn't possessed — she just had a serious case of demonic attachment.)

Linda finally found deliverance when she met the monks of the Abbey of St. Benedict, outside Peoria, Illinois. Her story was terrifying and inspiring, and I'm honored she chose me to share her experiences with my readers.

In doing the research for *Hunting Demons*, I realized almost immediately why the monks of St. Benedict were the instruments of Linda's relief. The medal of Saint Benedict has a special meaning for those intrigued by exorcism. The back of the medal is what caught my interest. A cross dominates the scene. In it are the initial letters of a Latin prayer that fairly dances with rhythm: *Crux sacra sit mihi lux! Numquam draco sit mihi dux!* (“May the holy cross be my light — may the dragon never be my guide.”) The angels formed by the cross hold the letters CSPB, for *Crux sancti patris Benedicti* (the Cross of our holy father Benedict). Above the cross is the word *pax* (peace), a Benedictine motto.

Around the edge of the medal's reverse are the initial letters of this ancient prayer: VRSNSMV — SMQLIVB. *Vade retro Satana! Numquam suade mihi vana! Sunt mala quae libas. Ipse venena bibas!* The translation of this lilting Latin is equally powerful: “Begone Satan! Never tempt me with your vanities! What you offer me is evil. Drink the poison yourself!” The medal of St. Benedict is the only saint's medal with an exorcism prayer right on it.

So here's where my classical training really kicks in. When I'm doing a radio interview, or giving a talk at a library, and I mention the St. Benedict medal, I don't even have to *think* about what those letters stand for. It's right there, right at the tip of my tongue. And the translation is right behind it, waiting patiently in line in my thoughts. Both Latin and English pour from my brain without hesitation, thanks to the four years I spent marinating it in college. I'm telling ya — secret decoder ring, y'all.

And getting back to pop culture for just a moment — I'm a big fan of *Supernatural*. There was a climactic fight scene a couple seasons back, where Sam Winchester went up against a powerful

demon. The demon attacked — Sam found himself weaponless — but not powerless! He started hurling Latin at the demon, and I recognized the familiar words immediately — “*Vade retro Satana! Numquam suade mihi vana!*” I grinned from my seat on the couch — “Attaboy, Sammy! You know your Latin too!”

So whether I'm geeking out to *Supernatural*, or being interviewed by Dave Schrader on Darkness Radio, I am confident — and grateful — that my Latin will always be there for me.

Even though I'm not Rick Riordan.

John Deere and the Homeric Tradition, by Neil Dahlstrom ('98), Manager, Corporate History and Archives, John Deere

It's great to be here. My name is Neil Dahlstrom. I'm the Manager of Corporate Archives and History at John Deere. I'm here as someone that did not make a career out of Classics. I don't teach Latin or Greek. And I'll admit, when I was asked to be here today and talk about the influence that Classics has had on my career, I had to think long and hard—nothing jumped out at me. I do still read the *Odyssey* nearly every year. But that's quite a stretch for making the case that Classics has had a profound influence on my career. I also wanted to get beyond the notion that a Classics education is valuable because it's helpful in trivia contests with my friends.

As I thought more and more, though, it became clear that Classics *has* had a major influence on my career. First, let me talk a bit about my career journey. My first job out of graduate school was working in a start-up archive that was documenting the history of the commercial space industry. Of course, much of my research and many of our collections required knowledge of the American space program. It was not long before I was not only well versed in NASA's Gemini, Mercury, and Apollo programs, but I knew the symbolism of those names. I can't say that this is a compelling reason to study Classics, but it was the beginning of a journey in which common names and references began to hold a deeper meaning for me—just as they did for those naming the projects.

Several years later, I found myself working at John Deere in the corporate archives. Today, I am responsible for Deere & Company's archives. This includes manuscripts, photographs, artifacts, as well as an extensive art collection and a collection of historical equipment dating back to 1853. It's here that I've really looked at my education in Classics in a different perspective. It's here that the Classics have been put to work.

First, the Classics do help me in a very tactical way. For example, the origins of the Deere & Company art collection dates to pieces purchased by our second CEO, Charles Deere, at the World's Columbian Exposition in Chicago in 1893. Not only the site of an amazing assemblage of classically-inspired buildings, but a nice start to our collection. Here Deere purchased large copper deer statues by an artist named Henry Mullins to adorn the company's buildings. We still have a small fleet of these welcoming visitors to buildings around the world. By the way, Mullins' most

famous work was an eighteen-foot weathervane of Diana, goddess of the hunt, atop the original Madison Square Garden.

But on an everyday basis, my art minor, and especially my Classics background, go a long way towards recognizing themes, motifs, and stories. It helps me understand metaphor and allegory. And, even more importantly to my personal quality of life, helps me appreciate it. This helps both me and my team better translate our collection into compelling cases to acquire, display and loan art. It's also great fun to look at very American art and recognize timeless, ancient themes.

The second way that I not only see, but leverage the Classics, is in a very strategic way. At the end of the day, my job is to take all of those assets—records, photographs, film, art, equipment—and interpret them and use them to tell compelling stories that reinforce the John Deere brand. Most recently, I've been reading Joseph Campbell quite a bit, thinking about the journey of the hero and how that might explain why John Deere has gained legendary status and become a folk hero in his own right.

Of course, Joseph Campbell's life's work was on the power of myth, more specifically, how the journey of the hero moves us and inspires us. His hero journey has 17 steps, but we will use the short version.

Campbell pointed out that myths are not merely about the past—they are meant to invite us into our own adventures. Translated, that means that each of us is the hero of our own story, and we are each called out of our isolation to serve the greater good. Campbell wrote, "When we quit thinking primarily about ourselves and our own self-preservation, we undergo a truly heroic transformation of consciousness."

So how does this translate into real life and John Deere? I've thought about it a lot because of great imagery that was commissioned by Deere & Company in recognition of the company's centennial year in 1937. The art by Walter Haskell Hinton depicts scenes from the life of John Deere and the settlement of the American West. It's littered with idyllic, stereotypical versions of agriculture, about the railroad, about water transportation, and John Deere is inserted into all of it. The images were printed in newspapers, calendars, and continue to be used today to tell the John Deere story. If you look around our Archive, you will see bronze busts of John Deere, wrapped in a toga. If you look at company advertising in the late 19th and early 20th century, you see silhouettes of John Deere, also wrapped in a toga. This was not unique to John Deere at this time, but certainly builds deep associations between John Deere and classical traditions.

If you think about the quest, it's easier to see why a company like John Deere is nearly 180 years old. The quest isn't about one person. It's about thousands of employees, dealers and customers working together over generations. It's about passionate groups who voluntarily collect, organize, gather, and share what they know so that they become collectively more knowledgeable.

The journey of John Deere the man is something that John Deere the company continues today.

Campbell outlined five primary parts of the hero's journey. They are:

A call to adventure

A series of trials at which the hero succeeds or fails

Achieving the goal, resulting in self-knowledge
A return to the world from which the hero came
Applying newly-found self-knowledge

Step 1 is the Call to Adventure

In John Deere's case, it's taking on the frontier in the winter of 1836, leaving behind a pregnant wife and four children in Vermont in search of a better life on the wild, untamed American frontier. He was not moving to a new, lonely place to build plows, but simply to build something better for his family and their future. The plow, almost heroically as farmers began to return east, came after.

Step 2 is a series of trials at which the hero succeeds or fails

At Deere, we celebrate the successes. In 2012, we celebrated 175 years. In 2018, we will celebrate 100 years of the John Deere tractor.

We also remember what it must have been like when Deere built that first plow, and the decision he made to make a second, a third, and more and more. He was not an overnight success. It took decades for John Deere to become the John Deere everyone knows today. He went bankrupt regularly. He failed regularly.

Through this, and just as important as that first plow, we recognize the hard work and commitment it takes to experience success, and then move on from it. This is innovation, and this is courageous.

Step 3 is acquiring self-knowledge through achievement of the goal

This is John Deere building a plow business, not just a single plow. It's Deere believing in its importance. It's why when he got into an argument with partner Robert Tate who saw no need to improve their product, Deere said that customers "haven't got to take what we make, or somebody else will beat us, and we will lose our trade."

Deere stood up for improvement, and lost both partners as a result. He was now in business by himself for the first time in a decade. One can imagine that this must have been a lonely time for him.

Step 4 is a return to the world from which the hero came.

When John Deere moved to Moline in 1848, his job was to generate sales while Robert Tate ran the shop. When his partnership dissolved in 1852, he returned to the shop. He again became the John Deere that neighbors in Grand Detour remembered, "hammerin' until 4 o'clock in the morning..."

John Deere was a family man. He and wife Demarius had ten children. He often visited his sister, Betsy, who lived in a Shaker colony in Ohio. He visited his nephew in California, and spent a great deal of time in his native Vermont. When his wife died in 1865, he returned to Vermont and married her older sister, an old maid. John Deere handled his family responsibilities and never forgot his roots.

And finally, Step 5 is applying newly-found self-knowledge

Deere learned a thing or two over the years, and his time in the field with customers was transformative. He had insights others did not. Now, he combined what he knew with what he learned,

Classics in the “Real World” (Continued)

and further improved his products based on the suggestions of his customers.

Clearly, I think a lot about John Deere. But it turns out that I also think a lot about the Classics. Trivia is fun, but an ability to think critically, to understand different cultures and different perspectives has fueled my career. I continue to go back to my favorite stories and use them to tell new stories. Classics, I think, gave me the ability to see the world and all that it has to offer. It's also motivated me to continue to expand my universe. I think a lot about Socrates, and how he must have been wiser than other men because he knew he knew nothing. I read this translating Plato—a very painful translation from my perspective because it was not necessarily a strength of mine. But those words still ring true to me today. A little confidence, modesty, and an always open mind go a long way. This I will always carry with me.

Journey To Teaching, by Matthew Katsenes ('04), High School Latin Teacher, Moultonborough Academy, Moultonborough, New Hampshire

Hello everyone. I'm Matthew Katsenes, Monmouth College Classics Department class of 2004. I'd like to thank everyone here for bringing me back to campus. It's great to be back. I've been teaching Latin for the last 8 years, in Massachusetts, Illinois, and for the last 4 years at a small school in rural New Hampshire.

You've all seen the poster with Dr. Sienkewicz pointing that accusatory finger and saying, “I want you to be a Latin teacher.” Check out the gigantic version outside his office in Wallace Hall next door. It's terrifying. I'm going to let you all in on a secret: he made that in 2003 while I was here. I'm fairly certain he's pointing at me. I'm not here to point my finger at you. Well, maybe a little.

I'm here to tell you about my life in the Classics after college, but to get there, we need to go back to my life before the Classics appeared on my radar. We have to go all the way back to 1995. I'm a 12 year old nerd with 1 friend, and I've got a vision for my future. Both my parents are teachers, which is just about the most boring thing I can imagine. I go to school every day. I sit in class. I watched the filmstrips. That was what they did before teachers could show movies in class. They had film strips. It was basically a PowerPoint with audiocassettes. It suffices to say that I wanted out of this world.

The path to my future lay at home. We had just gotten our second computer, and, boy, was it a big step up from the first one. It had a mouse. And speakers. And color. It also had a modem. It was a connection to the World Wide Web, and to other nerds like me.

This was the future. This was my future. It took me a few years to fully formulate that thought, but, hey, I was 12. By 15, I understood my competitive advantage: I'd spent the last 3 years tearing apart and rebuilding every inch of that computer. My buddy and I had taught ourselves to program in C++ and to write HTML. I'd made a few websites — thank God those are lost to the sands

of internet time. One of our acquaintances was actually making good grown-up-style money designing web pages for strangers on the internet in the late 90's. I even got a summer job doing tech support for the middle school I'd just graduated from.

Things were rolling along. So... Latin. Yeah. Where did that come in? My high school didn't have any second language requirement for graduation. They did, however, have 4,000 students, so I, being a relatively low maintenance student, met my guidance counselor for about 5 minutes each year to turn in my course selection form. I didn't get any guidance. Nobody ever told me to take a language, so I had no intention of doing so. I didn't need to know Spanish to work in Silicon Valley. The Internet spoke English, and the Internet spoke code. Those were my languages. But the same buddy who dragged me down the computer rabbit hole, he had started taking Latin, and he started bringing me to JCL meetings and teaching me Latin after school. So, in my Junior year, I signed up for Latin.

That is where my journey really started, though I didn't know it at the time. This teacher wasn't like all the others I'd ignored. Liz Skoryi, to whom I owe a great debt, recognized my enthusiasm. She allowed me to skip lunch and study hall every day to come to a second Latin class. She encouraged me to help other students learn, without doing all their work for them. She was the one adult in that enormous anonymous place who reached out to me and made a personal connection.

I still didn't have any plans to continue Latin after high school. This was something I did for fun. I also sang in the choir for fun, and that was clearly not going to pave my way to a musical future. Latin fit into that kind of category. I loved JCL convention. I loved dressing up in togas, and I couldn't get enough of *certamen*. It was a hobby.

So I applied to college, and I went on to major in Mathematics. That was my strong suit. By that point, the years I'd spent working on computers and writing code had given me a head start. I ended up admitted to Augustana College, just up the road in Rock Island. I went for a day visit in the summer before enrolling to choose classes, see the dorms, that kind of thing. Between scheduled activities, I was taking a stroll across the quad, imagining myself as a freshman reading a book under that tree, just like all the brochures. All of a sudden, I was pounced upon by an older bearded gentleman who seemed to know who I was. It was very startling.

Professor Tom Banks had apparently gotten a heads up. I still don't know how. Giving me no chance to refuse, he just marched me straight to a classroom and put a placement test in front of me. Apparently, he misread the results, because he signed me straight up for a semester of Vergil. I think he just needed a warm body. There were only 2 other students in the class. He also signed me up for Greek. It was startling.

Before I knew it, I was registered for classes, without a single math class or computer class. There was my future, just took a left turn. I'm still not sure how this happened. But again, the people of the Classics world reached out and grabbed me.

After a year at Augustana, I transferred here to Monmouth, and I met Tom Sienkewicz. Here was another teacher who showed tremendous interest in me. He got me engaged in the liberal arts

in a way I had never been before. He gets all of his students to work harder and start to become scholars. It's what teachers are supposed to do for their students, and all through my education, it's what classicists did for me.

Despite Tom's best efforts, and his finger pointing at me, I did end up with that Math degree, and even went to graduate school for Math. It's what I discovered there that finally brought me home to the Classics for good. In my grad program, my peers were wonderful, supportive people, but the professors simply did not engage with us. Their priority was clearly their own academic research, and we mattered only inasmuch as we could help them. So, basically, until you passed your exams two years in, you were useless... or at least uninteresting.

In those 2 years, I found myself struggling to stay afloat in the math classes, but absolutely loving my other responsibility: teaching. I taught undergrad math courses a few days a week, and was having more fun there than in the classes I took. I also found myself missing Classics, so after 1 semester of nothing but math, I wandered over to the Classics Department and started sitting in on classes there. In my second year of grad school — and, please don't tell the University of Iowa this — I was taking more Classics courses than Math. It seemed that nobody was really paying attention.

I moved out to UMass Amherst for my MAT — a program I cannot recommend highly enough — and I ended up teaching high school Latin.

So this is my life in the Classics now: it's teaching. It's a path many of you may be considering, so I want to take this opportunity to let you know what's in store. This point, let me state for the record that I *love* my job, and I couldn't imagine myself doing anything else. I need to say this because for the next little while it might not sound like it.

So, if you're thinking about teaching, don't let this part put you off. There are plenty of issues facing teachers, especially when they first start out. Recruiting students into the program, dealing with bizarre and illogical demands from administration, and just working with kids every day can be exhausting. All the stressors add up, and that's why nearly half of us leave the profession within 5 years.

Let's set those things aside, though, because they're really not what teaching is about. Teaching is bringing kids into contact with new ideas, and it's being a part of their process of growing up. A teacher of Classics has so many different ways to engage kids with diverse backgrounds and interests. Unlike teaching... say, Math (which I've also done from time to time), Latin is *new* to students, so none of them come to my classroom believing they can't do it. It's my job to convince them that they *can* do it and that it can be fun.

With the younger students — I teach 7th — 12th grade —, the biggest challenge is often a developmental one. They need to learn how to be students, and how to be ... people. The best tool we can use is their own enthusiasm. And, 7th graders are *full* of enthusiasm. Last week, one of my 7th graders had a rare moment to shine academically when she made a bio-pic of a *bestiarius*, starring a doll and her cat. She managed to share her knowledge and engage in a conversation about sports and violence in a way she shies away from in class. She earned the respect of her peers in a new way that day.

With older students, teachers participate more in their academic development. This is something I really enjoy, and it's what keeps me learning more about the Classics every year. In fact, last year, I went to ACL, stole/borrowed a project idea, and now my students are writing a collection Roman short stories. All year, my students have been doing small research projects on every detail they want to include in their stories. They've looked into all sorts of things: the construction of Nero's Domus Aurea, Sullan proscriptions, mob violence in the late Republic, even riots in 6th century Constantinople. I've learned more from this project than I anticipated.

Remember all those teachers that reached out and touched my life? Through high school and college, they took an interest in me, and they pushed me to become a better student, scholar, teacher, and person. That's what I must try to do for my own students now.

Those teachers are still part of my life as well. That's another thing about Classics: it's a small, closely knit community. I see those teachers again at conferences like this one and ACL. They are helpful and supportive to this day. The community of Classics offers further opportunities to learn beyond college. Other than the traditional grad school route, there are many summer programs, workshops, and *conventicula* to attend. In fact, Sister Therese Marie Dougherty brought me to Italy for the first time on one of those summer programs.

My life in Classics now is as vibrant as ever. I have the responsibility of bringing the Classics to new students of a new generation. In doing so, I continue learning more about the ancient world every day. I participate in the classical community, often at the prompting of members like Professor Sienkewicz and, recently, at the prompting of my former student, Emma Vanderpool. I never thought I'd find myself here, having turned a hobby into a passion into a career. Many people in the classical world have pushed me here, and now I find myself one of those people pushing you to stay engaged in Classics after college, whether it be through teaching, or in another way. There's a lot more to learn, and believe it or not, *you* have a great deal to contribute to the classical community. So, I'll point my finger at you with these words: "I want you to stay a part of the Classical community."

All Roads lead through the Classics, by Richard Harrod ('07), graduate student in Islamic Studies at the University of Chicago

Good Afternoon.

It is an honor, a privilege and a pleasure to be back here at Monmouth College, a place very dear to my heart. I'd like to thank Professor Sienkewicz, Emma Vanderpool, Eta Sigma Phi in general and the Gamma Omicron Chapter in particular for the invitation to speak with you today.

Last year I completed a Master's Degree in Middle Eastern Studies at the University of Chicago. As my experience has been relatively recent, I was asked to speak with you on the topic

Classics in the “Real World” (Continued)

graduate school. What I hope I can share is how Classics prepared me for an advanced degree as well as offer my perspective on school selection; the application process and what you can expect while you are working on your MA or PhD.

However, let's start with the most important question up front: “should I go to graduate school?” Now I must admit that I am biased in my answer. I feel that more education is never a bad idea. Knowledge, after all, is to some extent its own reward. Aside from that, there is ample evidence to suggest that education and lifetime income are closely linked. Add to this the unfortunate fact that the Master's Degree is becoming the “new Bachelor's Degree” and I think the case for doing a little more schooling is pretty sound.

Next, I think we should examine the fact that although many of you may be thinking of soldiering on in Latin, Greek and the study of their respective ancient communities, some of you may be eyeing other disciplines altogether. A background in Classics will likely help you regardless which path you choose. Classics, unlike some other fields, is a thoroughly integrated discipline. As Classicists we learn critical thinking from Plato and Aristotle, pathos and drama from Aeschylus and Sophocles, science from Lucretius and Ptolemy, satire and comedy from Aristophanes and Plautus, international relations from Thucydides and the art of historical narrative from Tacitus. This solid knowledge base, coupled with our systematic approach towards mastering language, make Classicists thoroughly prepared to succeed in a variety of academic fields and disciplines.

Speaking from experience I can tell you that, having studied Latin and Greek in college, I was much better prepared to tackle Arabic in grad school. Furthermore, the holistic approach I had become accustomed to in Classics made studying a totally new civilization far less intimidating than one might expect.

So, assuming you've decided to try graduate school, let's turn to some practical concerns, starting with the question: when should you apply? Is it okay to take a year off or maybe even multiple years off? The short answer is “yes,” but I personally recommend applying sooner, rather than later. That being said, I stand before you as living proof that someone can return to academia even at the advanced age of 29.

Next don't be too intimidated by the Graduate Record Exam or “GRE.” Yes, it's an awful test and an annoying obstacle to graduate studies, but like all tests, if you study you have the chance of doing better. Obviously you cannot know what is on the actual test itself, but there are ample test prep materials and, in some cases, courses available for you to study the “form” of the test. Also, while you should never take this as a given, many graduate programs place greater emphasis on the quality of your personal statement, your letters of recommendation and your college coursework than they do on the GRE. So, at the end of the day, do your best, but know that a mediocre GRE score won't necessarily prohibit you from going to grad school.

Now, let's consider how sure you are about your chosen field of study. Applying for a PhD may not always be the best choice for you. For instance, if you feel like you're pretty sure you want to study Poly-Sci, but are not sure you want to commit half a decade or more to the endeavor, look for schools that offer a free-standing

MA or MS program in the field. This will give you a chance to get your feet wet in your discipline and decide if more advanced study is right for you.

When it comes to applications, do not be afraid to aim high and wide. Obviously some schools are very competitive, but this should not dissuade you from applying to your dream university. While Harvard or Princeton or Stanford may like to tout their tiny acceptance rates for college, many graduate programs within such universities are more interested in individuals and what they can bring to the department or division. Aside from an application fee, you lose nothing by applying to an elite institution and may have a lot to gain.

On the flip side, do not be discouraged from applying to public institutions or ones that are less well known. Do the research and determine what school fits you best and seek out universities that have a strong program in your field, even if they don't have the instant name recognition of a Harvard or Yale.

So what can you expect in a graduate education? Well, obviously every program is different, but there are a few commonalities. Here are some. In undergrad we took a lot of lecture courses and a handful of seminars. In graduate school, you can expect the opposite to be true. You will have a few lecture courses, probably for your core requirements, but many of your classes will be reading and discussion based. Speaking of reading, you can expect to read A LOT. Frequently your seminar courses will require each student to take turns making presentations on the readings or leading the discussion. You can also expect to write A LOT. Typically the majority of your grade in these seminar classes will be based on a final paper, usually 25 to 50 pages in length. There will also be the specter of your Master's Thesis and/or PhD Dissertation hanging over your head, although this pressure is usually bearable so long as you manage your time well.

While we are on the topic, let's briefly talk about these requirements. The thesis is your opportunity to take some aspect of your discipline and make it your own. The direction of your research and overall goal of your project will be discussed and decided upon by you and your advisor. Every institution does things differently, but some may require you to defend your thesis before a committee. When it comes to the PhD dissertation, it will definitely be defended before a committee. The topic is also usually far more specific and in depth and typically includes some original research on your part. This can take the form of translating and exploring some previously un-translated manuscript or utilizing some heretofore unexplored archival material. The finished product attempts to make a new and meaningful contribution to your discipline.

Finally, keep this in mind: graduate school is generally a narrowing of focus. There are many programs that are fairly interdisciplinary and you will have some electives. However, the point is ultimately to develop a specialization in your chosen field.

So let me return to our fundamental question. Should you go to graduate school? Well, to paraphrase Aristotle, “the mark of an educated mind is to entertain a thought, even without necessarily accepting it.” Thus, in that spirit, I encourage you to give graduate studies a fair consideration.

Chapter Reports

Epsilon at the University of Iowa

Epsilon's activities started before classes were in session. In the Fall, we joined the Classics department at the College of Liberal Arts and Sciences majors fair and then set up our own table for Eta Sigma Phi at the student org fair. Additionally, our grammateus spearheaded a campaign to recruit new members from several courses and lecture classes. Other activities in the Fall semester included a reprisal of our Squirrel Augury and participating in the Classics department's Coffee Hour and Poetry reading, which they hold every semester. After the excitement of Convention at Monmouth, we ended the year with a bang reading Ovid's *Metamorphoses* at our Ovid Overload.

Eta at Florida State University

Lectures from professors on their research interests.

Field trip to local archaeological site.

End-of-year party.

Alpha Theta at Hunter College

The Alpha Theta chapter of Hunter College has continued its growth as a student organization since the start of the 2015–2016 academic year. In our fall 2015 initiation, we welcomed our newly elected officers Albert Han (Prytanis, former Chrysophylax), Guadalupe Terrones (Hyparchos, former Grammateus), Meral Kerim (Chrysophylax), and Joshua Sosa (Grammateus). In our fall and spring initiations, we were also proud to introduce Irvan Indrawan, Melissa Kitson, Lina Nania, Miriam Peters, Christina Rodriguez, Dominick Vandenberg, Aiden Walsh, John Wetmore, and Kyrá Wooden as our newest members. Both initiation events, attended by students and alumni, faculty and classics students from other CUNY campuses, were great successes that allowed us all to get together and share our love and knowledge of classical studies!

In November, Alpha Theta hosted its second annual "Life After a Classics B.A." panel; this year's talk focused on the

opportunities available to classics students in non-classics fields. Our speakers were three former classics graduates who went on to achieve great success in various fields: Elizabeth Butterworth, Director of Development at the Paideia Institute; Clay Williams, Acting Deputy Chief Librarian of the Hunter College Libraries; Laetitia Raiciulescu, Associate Collections Information Specialist at the Metropolitan Museum of Art in New York. Our panelists gave us great insight on the various careers available to classics students; many of our members attended this fun yet informative



Epsilon



Alpha Theta

event, and learned of all the possibilities that classics students can encounter.

In the spring semester, several members of our chapter presented a photo slideshow and spoke about their trip to Greece during winter break. It was a great opportunity for all of us to hear about their first-hand experiences in visiting the sites and monuments of Greece. Several students also participated in the

Latin/Greek sight translation exams that were hosted through Eta Sigma Phi. Additionally, one of our members, Lina Nania, will be performing in the Barnard College & Columbia University production of Sophocles' *Trachiniae*, produced in the original ancient Greek, which many of us will attend in support. The production will take place between March 31st and April 2nd, with many of the members attending

Chapter Reports (Continued)

the show on April 2nd. Our Grammateus Joshua Sosa will also take his first step into a larger world this July, traveling for the first time to Greece with the Greek Studies on Site Program, participating in its Theater in Classical Athens two-week course. As the semester is drawing to an end, we are planning our end of the year spring symposium! We are delighted that former Alpha Theta chapter Prytanis, Jennifer Ranck, is returning yet again to the Eta Sigma Phi National Convention so that Hunter can be represented there.

Alpha Kappa at the University of Illinois

Χαίρετε! This last year the Alpha Kappa chapter of Eta Sigma Phi has, in unison with the University of Illinois' Classics Club, sponsored a variety of wildly exciting events. Under the combined leadership of Charlotte Hunt, Imperator, and Kirk Halverson, Arbiter of Funding—aka, President and Treasurer respectively—and with the supervision of our beloved patron Apollo, we have reached out to other members of our Classics Department as well as U of I's wider student body. We finished off our last academic year watching HBO's *Rome* and kicked off the new year with Monty Python's *Life of Brian*. And there was much rejoicing. This year we have also watched the 70s production of *The Trojan Women* and *Hercules with the Rock*, both of which—and one rather surprisingly—were excellent. Game Nights have also been enjoyed, as have Charlotte's Foul Fridays—when we translate such beautiful poetry as Martial, Catullus, and the *Priapeia*, usually not even on Fridays. This year we have initiated two new members. Our goals for next year include expanding events, expanding participation, and possibly expanding our empire by conquering all other Registered Student Organizations on campus. *Valete!*

Beta Kappa at Notre Dame of Maryland University

This spring, Alex Mezza, our hyparchos, has been studying abroad in Rome at the American University of Rome. She has visited Venice and Florence, as well as



visiting important sites and monuments like the Pantheon, Colosseum, Forum, Piazza Navona, Ara Pacis, Vatican, Hadrian's mausoleum, and the Capitoline Museum. The Sister Gratia Scholarship and the McHugh Award were a huge part of the funding for her study abroad experience, and these and the individual gifts of our generous Eta Sigma Phi alums and friends help with the costs of travel to the annual convention and our study abroad experiences.

Back in Baltimore, in the fall we celebrated the *Ludi Plebei* with the performance of a scene from Plautus' *Mostellaria*. Eta Sigma Phi members Alex Mezza and Allison Klein gave a presentation on their experiences at an archaeological dig at Vindolanda the previous summer. Our advisor, Sister Therese Dougherty, gave a presentation on the importance of Vindolanda and introduced the audience to translations of a selection of interesting Vindolanda tablets. This event was

attended by members and several Eta Sigma Phi alums.

In February our prytanis, Becca Corun, attended Paideia Institute's Living Latin in New York City program at Fordham University, where she learned about spoken Latin and Greek in the modern day and met classicists from around the country.

On March 4th, we attended an AIA lecture at Johns Hopkins University. The presentation by Anne C. Hrychuk of New York University was titled "The Politics of Bathing in Early Imperial Rome," and included interesting research on the architecture and gardens of Roman baths.

Esther Bondzie and Becca Corun were delegates at the Eta Sigma Phi Convention hosted by Monmouth College April 1–3. Our adviser, Sister Therese Dougherty, also attended.

Our annual Sister Gratia Lecture was held on April 24th. Martin Winkler, Professor of Classics at George Mason University, gave an engaging illustrated

lecture entitled “The Arrow and the Axes: How to Solve a Textual Difficulty in the *Odyssey*” on reconciling different cinematic interpretations of a famous moment in the *Odyssey*. His lecture was attended by our student chapter members and a number of alums and friends, and was followed by a dinner where we could share the Living Latin in New York and the Convention experiences with Dr. and Mrs. McHugh, whose generosity to our chapter made it possible to participate in both these events.

We will be proudly sending off two of our Eta Sigma Phi members, Allison Klein and Esther Bondzie, as they both graduate this year with minors in Classical Studies.

Beta Pi at the University of Arkansas

The Eta Sigma Phi, Beta Pi chapter at the University of Arkansas has been busy these last two semesters with both academic lectures and fun group events!

To kick-off the fall semester we gathered together for the ancient Roman pastime of bowling, and caught up on what everyone had done the past summer. (We have members who went on study abroad trips to Italy and England and some who went on excavations around the Mediterranean.) The event was such a hit that we rolled into our spring semester with another night of gutters, spares, and even a few strikes. We also held a movie night at the house of our former Prytanis! Prayers for amazing weather to Notos and his southern winds were answered and we had a great time watching the new Hercules with the Rock, (one of this chapter’s favorite pastimes is to watch these ridiculous movies and see how they compare to the original literature). Our fall semester-annual campout at Northwest Arkansas’ Devil’s Den state park went off without a hitch or mosquitos and we are pouring libations, to Bacchus of course, for next week when we will have our spring campout.

At the beginning of the year we had our very own distinguished Dr. Daniel Levine give a lecture about his research on Greek vase paintings that coincided with plays titled, “When Did Ancient Greek Dancers Wear Shoes?” We filled the auditorium with around a hundred and twenty people

who all wanted to come support our club and the professors, and all left with a knowledge of those dancing Greeks and their shoes! Our lecturer in February actually contacted our Prytanis and asked if he, Dr. Emanuele Casagrande Cicci, could give a lecture over his excavations in Turkey on Roman Baths and his digital reconstruction project. The turnout was just as great and we were able to reach all kinds of interested students on campus from computer science to architecture!

The Fayetteville Public Library contacted us this past semester and asked us to hold a workshop for elementary-age students to learn about the gods and myths. We put together a fun program where Dr. Levine was able to captivate them with the story of Bellerophone and Pegasus. After, the children received their own stencil of an amphora and were able to draw their own myths! (Some of our favorite drawings were the Hydra, Trojan Horse, and Birth of Athena—these kids had talent!). We hope to continue a partnership with the Public Library to share our love of the classics to the younger generations for years to come! As you can see we have been quite involved this year in group activities as well as engaging the campus community. Thank you for your time, and may Fortuna bless you all in your endeavours!

Beta Psi at Rhodes College

Beta Psi had an excellent year of growth and outreach in the 2015–2016 academic year. We initiated a total of 14 new

members between our Fall and Spring initiations. Our members also engaged with the community in a variety of ways. At the end of the fall semester, we celebrated the Jewish connection to the ancient world with a Hanukkah celebration (with latkes). In the spring, we engaged with both our immediate community at Rhodes and beyond via a celebration of Lupercalia to raise awareness of the Roman holiday as well as volunteer work with the TJCL at their State Forum held in Memphis this year.

Gamma Omicron at Monmouth College

The Gamma Omicron chapter was absolutely overjoyed to host the National Convention in Monmouth this past April. During the school year, we also held monthly “Cider with the Classics” where faculty and students gathered together to hang out. We also helped to host the joint annual meeting of the Illinois Classical Conference and the Classical Association of Iowa in October. We were excited to initiate seven new members in the fall! In the spring, members also traveled to the Illinois Junior Classical League Convention to help volunteer and to host a colloquium on Olympic Games. Dr. Simmons also hosted his annual Classics Day. We are looking forward to another exciting year!

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.

Chapter Reports (Continued)

Delta Theta at Dickinson

This year, the Delta Theta chapter has continued to be active within both the Dickinson College and Carlisle community. We have hosted several cultural movie nights, some of which were followed by discussion led by one of our Classics professors and other HSF students. One of these events was a play, rather than a movie, based on “The Suppliants” by Aeschylus, where our Chapter funded tickets for several students.

Around Halloween, we celebrated by having a Classically-themed pumpkin carving activity, which ended up including Cerberus, Argus, and many other mythical creatures. In the spirit of the holidays, we also hosted a game night in honor of Saturnalia. In the Fall, we introduced a loom into our Classics House, built from scratch by HSF member Joelle Cicak '16. It was built from representations from red and black-figure vases showing looms as well as reconstructions from archaeologists. The weights were hand-crafted and fired in clay (however, we are sad to report it is not as accurate because it is not Grecian clay). In the Winter we held our annual HSF dinner where we celebrate Plato's birthday by reciting poetry, excerpts from plays, and we eat a variety of Old World food, many of the recipes based on actual Greek and Roman food. A favorite of our recipes includes Cato's bay leaf cookies.

In the Spring we inducted eight new undergraduates into our Chapter. We went on a field trip to the National Gallery in Washington D.C. to see the Hellenistic Bronze Sculpture exhibit that featured many of the most well-kept bronze sculptures still in existence. We are planning on going to a horse farm for Parilia to muck stalls and leap fires, as well as sacrificing a piñata and reading its candy entrails. For Floralia, we are going to be planting flowers, making flower wreaths, and overall enjoying the spring weather.

We are excited to announce that our Latin Club on campus has increased its population to 80 students from the previous year's 50. This is a way to involve the community in Classics, as students from Dickinson teach children from around the area in K-8th grade vocabulary, grammar,

translation, mythology, history, and everything in between! In addition, we host a Classics Festival every year for 7–9 local high-schools who bring about 20 students each. Students participate in a quiz bowl, art competition, translation contests, and more, and are judged by current HSF students. We are looking forward to holding this event on May 3rd.

Delta Tau at the University of Delaware

The Delta Tau Chapter of Eta Sigma Phi was officially reactivated on March 3rd 2016. This was celebrated with an initiation ceremony inducting six new members, and formally acknowledging two continuing members; all of the faculty members of the Ancient Greek and Roman Studies Program participated in the induction ceremony. Two other initiation ceremonies were held during the spring semester, on March 22nd 2016 and May 3rd 2016, at each of which two additional members who could not attend the prior initiations were inducted. Chapter membership certificates and golden-colored laurel crowns were among the honors bestowed on the members at all initiation events. In total there were ten new members inducted into Eta Sigma Phi Delta Tau in 2016, bringing the total membership to twelve.

The grand initiation ceremony, on March 3rd 2016, was accompanied by a celebratory guest lecture by long-time Eta Sigma Phi member, Professor Thomas Morton (Bryn Mawr College), speaking on “Digital Rome: Visualizing Urbanism in Roman North Africa.” This lively and stimulating talk was robustly attended by the greater UD community. The talk was followed by dinner at an Italian restaurant to celebrate the reactivation of the chapter, and to honor the new member and the guest speaker.

For the reactivation and associated events, as well as having an operating budget, many thanks is owed to the anonymous donation of \$2000 to the Chapter, care of the Department.

The second initiation ceremony, on March 22nd 2016, was accompanied by the election and installation of officers, serving for the remainder of the 2015–16 academic

year. The officers have been holding regular meetings, conducted the third initiation ceremony, and have taken on a significant role in the organization of activities for this academic year and the coming one, for which they have an abundance of great ideas.

Regular events have included fortnightly “Bagels and Books” morning meet-ups, sometimes with a particular Classics theme set in advance to discuss, such as: favorite movies and novels dealing with the ancient world, and favorite mythological characters. On Thursday May 12th, the Delta Tau chapter held an outreach “Movie Night,” bringing friends to watch favorite movies about antiquity on a big screen. The evening's feature was the 1981 *Clash of the Titans*.

On Wednesday May 18th we will be having our end of year event, namely a pot-luck picnic convivium. At this event we shall be honoring our graduating seniors, with senior send-off speeches and honor cords for their graduation. We also look forward to honoring all members with their eagerly awaited membership pins and cards.

Many thanks to the executive committee of Eta Sigma Phi, particularly to Professor David Sick, for their support and encouragement, as well as for assistance with bureaucratic matters. It made a huge difference to getting Delta Tau up and running again! We look forward to keeping the proverbial ball rolling next year and to hopefully sending representatives to next year's National Convention!

Eta Delta at Hillsdale College

This year, the Eta Delta Chapter welcomed a total of twenty-four new members: 13 in the fall and 11 in the Spring. The new initiates were divided into the five legions established last year, which are as follows: the Roman Republican Legion, Roman Imperial Legion, Legion of Hellenists, Legion of Monsters and Heroes, and the Legion of Amazons.

We continued our Latin teaching program at Hillsdale Preparatory School. This year was particularly exciting because we purchased textbooks for the first time. We now use *Minimus Mouse*, *Memorial*

Press First Forum Latin, and Lingua Latin Per Se Illustrata.

We hosted our bi-annual truffle sale at Fall Parent's Weekend and we also held our first Latin Christmas Card Sale in addition to our annual Latin Valentines Card Sale.

In October, we celebrated Ovid with our Metamorphothon, in which we held a reading of the majority of the Metamorphoses. Hot chocolate was present.

We were honored to host three Classics professors this past semester. In February, Dr. Barry Strauss of Cornell University discussed the historical sources of the death of Julius Caesar, and in March, Michael Poliakoff of the American Council of Trustees and Alumni discussed the ancient Greek conception of sports. Both professors met with students of the honorary for a luncheon. Dr. Nicola Terrenato of the University of Michigan visited to deliver a talk on archaeology at Gabii. Our chapter also joined with the politics honorary, Pi Sigma Alpha, to host Dr. Susan Collins, who recently published a translation of Aristotle's *Nicomachean Ethics*.

Eta Zeta at Truman State University

In the fall of 2015, we had our annual Greek dinner for members of the Eta Zeta chapter of Eta Sigma Phi and our Classics faculty. We held this at Thousand Hills State Park about two miles from campus. We grilled chicken and veggie kabobs and our members and faculty brought Greek salads and other Greek-type dishes. After our dinner, we put up a sheet and projected the classically classic Disney movie "Hercules." This was the first time we held our Greek dinner there and it was a massive success.

We conducted our Homerathon on the quad. Students walking by could read a passage from the *Odyssey* aloud and get a baked good in return. This was to spread awareness for the Classics major/minor on campus as well as bring the amazing works of Homer to students who may not be required to read it. Over the course of the semester, we held several discussions of classically related topics from mythology to classical themes in Star Trek. We contacted some Classics alumnae from Truman to

see what they're up to now and how they're using their degrees.

We also made wax writing tablets modelled on ancient Greek and Roman versions. We assembled the tablets from wood planks and pieces found in any hardware/crafts shop with some wood glue and sanded down a piece of dowel rod for the stylus. A leather strap was glued to one side to serve as a holder for the stylus. The wax was a bit more interesting. A two-pound block of paraffin wax was more than plenty to do the six tablets we made. Red and white dye squares were needed to dye the wax pink. We then poured the liquid wax into our tablets and let it sit for about thirty minutes. And that was it! Beautiful wax tablets ready to amaze your friends!

This spring, we held a video making contest for high schools. The winner of the contest won \$200. The videos had to be classically themed and most of the entries were focused around mythology. The use of Latin was encouraged and the students did a very good job at coming up with creative and funny ways to incorporate it into their videos. We have in the works a program to teach basic Latin and Greek as well as mythology to local middle school students, to help get them interested in Classics. Those of our members who participate in this program earn credit. A Classics student from Truman also came in to talk to us about her recent study abroad experience in Greece. Several of our members are now looking in to studying abroad as a result of this talk. The rest of the semester we will be focusing on the future with our initiation of several new members to the chapter in April. We'll finish off the year with an Italian dinner back at the state park for our new initiates and members and faculty.

Eta Omicron at Assumption College

Our chapter had a good year with a number of new activities. After an organizational meeting on Sept 24 members attended an AIA lecture on Sept. 28 by Dr. Susan Kane on Libya's threatened cultural heritage. On Oct. 15 we visited the fine classical collection and classically themed paintings at the Worcester Art Museum. On Oct. 29 we held our annual Paint your

own Pot or Pumpkin event, which is open to the campus and is quite popular. Some students traveled to view the collections at The Harvard Art Museums on Nov. 8. December 3 saw our annual get-together for food and carols in Latin and French with the French Club. On December 9 a number of our members participated by singing, playing instruments or doing readings at the College's annual Festival of Lessons and Carols. The second semester began with a meeting on Jan. 25 with a scavenger hunt to identify classically-themed objects on campus. On February 18 we initiated 9 new students into our Eta Omicron chapter. On March 17 there was a showing of the classic film *A Funny Thing Happened on the Way to the Forum* with non-classical refreshments. On March 30 we held our annual authentic Roman dinner cooked by Prof. Catto with recipes from Apicius. On April 15 a Latin Mass was held in our Chapel officiated by Father Donat Lamothe and assisted by a number of our students as readers and singers. On April 21 to celebrate the Parilia students visited a scale model of Rome from the 4th century A.D. housed in the basement of Founders Hall. We honored Rome with Roman-style cheesecake. Finally, on April 25 at our annual Majors and Minors Dinner in languages we celebrated three graduating senior Classics majors and even more minors! During the semester there were also a number of classically themed lectures, too numerous to list here.

Eta Tau at UNC Asheville

After a quiet fall semester, this spring Eta Tau initiated five new members: Katrina Griffin, Elizabeth Hunt, Oliver Richards, Giacomo Riva, and Alden Roberts, and at our final meeting of the year we will elect new officers. Our new initiates will be recognized at the UNC Asheville Academic Awards reception in April along with other honor society inductees on campus. Other activities this year included a road trip by current officers Patrick Lebo (Hyparchos) and Mieka Van Scoyoc (Prytanis), who traveled to UNC Chapel Hill to join Eta Alpha chapter for their Undergraduate Classics Conference. It was a great opportunity to meet fellow Classicists

Chapter Reports (Continued)

and Eta Sigma Phi members and hear some excellent undergraduate research presentations. Our own adviser, Dr. Lora Holland, presented the keynote address, “Sacred Deer and Divination in Etruscan Religion.” We hope to plan a co-event with Eta Alpha next year. This year will wrap up with our annual Classics Week, during which we will hold our traditional Hellenists vs. Latinists bake sale to raise money, and promote the study of Classics within our campus community. Patrick is our Eta Tau graduating senior, and we will present him with his Eta Sigma Phi Hood at the end of the year party hosted by the Classics department.

Theta Zeta at Case Western Reserve University

This past semester has been an exciting one for the Theta Zeta chapter, as we revived our chapter with the largest class of initiates since 2011! On May 1st, we celebrated our chapter’s 10th birthday. In addition to running the chapter, Francesca and Angel (the women pictured) have also been helping promote CRWU’s Classics department and post-bac program through Twitter. Since our chapter was revived late in the school year, we have not had many activities, but we look forward to more exciting events in the years to come!

Theta Lambda Chapter at Hamilton College

The Theta Lambda chapter of Eta Sigma Phi inducted eight new members in 2015–16, and we installed a set of new officers. Since all of our senior majors wanted to be an officer, we had double officers for many of the offices. Together with Hamilton’s Classics Club we planned an array of activities for classics lovers in our community. Our main fall gathering was a Greek and Lebanese dinner at Professor Jesse Weiner’s house and our Spring gathering was a dinner at Professor Anne Feltovich’s house. The students all love the food from our local Mediterranean restaurants, especially the baklava!

Many of our members and majors attended the annual Parilia conference (an



undergraduate research conference for students at Union, Skidmore and Hamilton, held near Rome’s birthday in late April); this year the conference was hosted by Hamilton College. Many of our students either gave papers or did posters. We had very good papers, lively discussions, an excellent lunch and a nice reception at the end before people headed home. Two of our Eta Sigma Phi officers gave well-researched and thought-provoking papers: Kimberly Olsen, “Andromache’s Lament: Her Side of the Story” and Hannah Withiam, “A Humanist Take on Homer’s *Iliad*: Comparing Nature Similes in the *Iliad* and Alice Oswald’s Memorial.” We also had four students presenting posters, on “Reflections of the *Odyssey* in Modern Gaming” (Alex Black); “Scholarly Interpretations in Mapping the Journey of the *Odyssey*” (Jack Confrey); “Red Shirts: An Examination of the Importance of Heroes and the Expendability of Their Non-Famous Enemies and Allies” (Thomas Duda); and “Cleopatra in Horace, Lucan, Shakespeare, and George Bernard Shaw” (Samantha Srinivasan). In addition, our seniors presented their senior seminar work at a gathering to which the whole campus was invited. The discussions after these papers were lively, and the students did a fine job of presenting the material.

We also had several visitors to campus, including two who visited our senior seminar: Prof. Sheila Murnaghan (UPenn), who spoke on “The Stuff of Children’s Playthings: Nathaniel Hawthorne’s Greek Mythology,” and Toph Marshall (U of British Columbia), who spoke on “The Golden Ages of Logan’s Run.” In addition we had Prof. Benjamin Haller (Virginia Wesleyan), who spoke on *The Labyrinth of Memory: Classical Themes in Christopher Nolan’s Film Inception*; and Professor Jesse Weiner of Hamilton College ran an exciting 2 day conference at Hamilton College on “The Modern Prometheus; or, Frankenstein,” at which scholars from the US and abroad (including Hamilton’s own Jesse Weiner and Carl Rubino and one of our students, Shea Nagle) gave papers and lightning talks on a wide range of subjects relating to Frankenstein. Our students attended a lot of the conference and were thrilled to meet so many interesting scholars.

Theta Psi at Washington and Lee

The Theta Psi chapter of Eta Sigma Phi inducted six new members this year, with sacrificial cakes offered to begin the official meeting, and libations to conclude the celebration. Solemnity and merriment was enjoyed by all.

Theta Lambda



Eta Sigma Phi Now on Facebook

Eta Sigma Phi now hosts a Fan Page on Facebook. To “Like” the Fan Page, simply head to www.facebook.com/EtaSigmaPhi. This page helps everyone know where members are active, makes it easy to find friends (especially after conventions), and provides a quick way to disseminate information.



We would also love it if people would put up pictures from their chapters and from conventions, along with posting news about their chapters and providing ideas for activities. Be sure to friend national officers; you can even friend Athena Glaukops (your editor’s FB avatar)!

Membership Report for 2015–16

1013 new members were initiated into Eta Sigma Phi during academic year 2015–16. That total is 49 higher than the total from the previous year, 964. The society saw the re-activation of four chapters during the year, contributing to the increase.

1136 members were inducted during the 2013–14 academic year, and we were thus significantly below that total. The highest membership total comes from the 1967–1968. 1588 new members were received into the society during that time.

New and Reactivated Chapters

Eta Sigma Phi welcomed two new chapters during the 2015–16 academic year: Iota Upsilon at the University of Oregon and Iota Phi at San Francisco State University. The society also approved petitions for new chapters at Brandeis University and the University of California, Los Angeles at the 2016 annual convention. According to the by-laws, an initiation must be held by the next convention (2017), or the qualifying school must resubmit its petition for a new chapter. We are also glad to report the re-activation of four dormant chapters during the year: Delta Tau at the University of Delaware, Zeta Mu at Troy University, Theta Eta at Transylvania University, and Theta Rho at the University of Miami!



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Initiates Reported June 1, 2015 through February 29, 2016

Gamma (Ohio University)

Haley N. Shaw, Matthew McDonald, Kelly Bilz, Brandon Stout, Shannon McLaughlin, Cari Hollenbeck (April 30, 2015); Wil Crow, Brittany J. McAlpine, Thomas Lynn Fankhauser II, Miyo Peck-Suzuki (October 27, 2015)

Epsilon (University of Iowa)

Michael John Bagatti, Jr., Hannah Elizabeth Leonard, Spencer Synclair Silver (January 27, 2016)

Theta (Indiana University)

Courtney DelaCuesta, Eleni Georgiadis, Courtney Haverbusch, Randy Fortkamp, Susan Reed, Mary Anne Smart, Malory Smithson, Kyra Triebold (April 19, 2015)

Mu (University of Cincinnati)

Sydney Cox, Justin R. Dale, Kelly J. Grogan, Ian C. Morgan (April 8, 2015)

Alpha Theta (Hunter College)

Christina Rodriguez, Irvan Indrawan, Melissa Kitson, Lina Nania, Aidan Walsh, John Wetmore, Kyra Wooden (September 30, 2015)

Alpha Sigma (Emory University)

Allison Aghjayan, Alexander G. B. Clay, Jamie Autumn Dawes, Michayla Kelley, Leah Neiman, Zhentian A. Shen, Ellen Amelia Sims, Alisha Uppal, Jonathan Warkentine, Nathyia Watson (October 21, 2015)

Beta Epsilon (Brooklyn College)

Bella Gelman, Matthew Barclay, Djesika Watson (May 7, 2015)

Beta Eta (Westminster College)

Maulik David (April 24, 2015)

Beta Iota (Wake Forest)

Chris Hackett, Sarah Mulloy, Brock Rogers, Melen Skurka, Charlotte Sullivan, Samiddhi Weerasiri; HONORARY: Julia Scarborough

Dr. Scarborough is a teacher-scholar in a post-doctoral fellowship who received her Masters from Oxford and her Ph.D. from Harvard. She has shown herself to be an excellent teacher of classics. She also participated in Wake Forest University's

Magnolias Curriculum Project. (April 9, 2015)

Beta Nu (University of Mary Washington)

Stephanie K. Buckler, Margaret C. Chenault, Amanda S. Clark, Paul Lyne Delaney IV, Ellen M. Field, Cecily Elspeth Hein, Katherine Ingebretsen, Megan L. Kelly, Emma Oestreicher, Daniel R. Persigehl, Sarah Speacht, James T. Stewart, Grant T. Swenson, Carolyn P. Tarne; ASSOCIATE: Rachel Caudill (March 20, 2015); Elysa Lynne Baker, Elizabeth Kump, Miranda L. Lovett (April 16, 2015)

Beta Pi (University of Arkansas)

Ariana Rowles, Olivia Jamieson, Grace Thompson (May 3, 2015); Nicole Brooks, Kathryn Bryles, Susan Cole, Alexandria Edwards, Nickolas Finch, Andrew Hall, Olivia Isenhower, Taylor Maloncon, Megan Parette, Reid Parsons, Dan Roberts, Kayleigh Sagar, Matt Sagar, Jessica Springer, Jordan Whitley (December 12, 2015)

Beta Upsilon (Marshall University)

Aimee Gallo, Keri Collins, Andrew Swing, Katherine Endicott, William Tanner Smoot, Hannah Bradford, Kristel Thomas, Bobby Simmons, Alexis Kastigar, Don Whitt (April 17, 2015)

Beta Psi (Rhodes College)

Darren J. Barrow, Reeta Bandyopadhyay, Tasnim M. Chowdhury, Emily Rose Mitchell (November 2, 2015)

Gamma Iota (Wabash College)

Cameron Brown, Brandon Johnson, Mac Hurt, Luke Doughty, Darren Derome, William Maloney, Logan Taylor (December 3, 2015)

Gamma Nu (Montclair State University)

Edlyne M. Darius (November 16, 2015)

Gamma Omicron (Monmouth College)

Kayla Beadles, Tori Behm, Matthew Bersell, Simone Johnson, Daniel T. Jones, Heather Nagle, Cassidy Neely (November 20, 2015)

Gamma Sigma (The University of Texas at Austin)

Duncan Hurt, Regan Talley, William Strong, Emily Collins, Emily van Zanten, Brian Brannon, Brenna Wheeler, Johnpaul Aguilar (March 4, 2016)

Delta Zeta (Colgate University)

Zachary Abt, Emily Haines, Erica Hiddink, Casidhe Holland, Hillary Huggins, Elizabeth Johnson, Daniel Mahoney, Leigha Milks, Kathryn Mears, Laurie Sandretto, Alec Schwab, Terence Sino, Aliya Williams, Nicholas Bessey (October 28, 2015)

Delta Sigma (University of California, Irvine)

Karen Siu, Tina Shakilyan, Dimitri Kaviani, Randi Johnson, Rebecca Knudson, Luke Loper, Aziz Husain, Brenda Franco (May 15, 2015)

Delta Upsilon (Valparaiso University)

Julius R. Garcia, John R. Verhayden, Abigail M. Hansen, Sarah Margaret Benedix, Lynsie A. Reygaert; HONORARY: Jordan Koranda, Abigail Gordon (December 13, 2015) HONORARY: Jordan Koranda and Abigail Gordon are Classical Civilization majors who have contributed greatly to our chapter.

Epsilon Xi (Gustavus Adolphus College)

Devon Bealke, Jennifer Facendola, Kylie Hexum, Sean Kehren, Rebecca Marz, Andrew Smith (April 17, 2015)

Epsilon Rho (College of Charleston)

Hannah Catherine Edwards, Sophie Kimball Naughton, Carleigh Mary-Louise Hoy, Shannon Evelyn Morrison, Sarah Ann Legendre, Jessica Nicole Stolebarger (November 12, 2015); Robert Jacob Bassett, Jami Reid Baxley, Kodi Nicole Cartner, Carlo Civita, Lia Marie Ferrante, Ashley Nicole Gartner, Sean Allan Moorman, William Logan Scott, Kelly Kaitlin Smith, Alexandra Ann Stephens (April 16, 2015)

Epsilon Psi (Santa Clara University)

Ryan Barry, Francesco Merola, Erika Lee, Keegan Pincombe, Yi Kyung Kang (May 21, 2015)

Initiates Reported (Continued)

Zeta Beta (Temple University)

Kyra Hierl, Ryan Innes, Lee Puppo, Devon McElroy, Katlyn Yost, Thomas Wilson, CJ Bowden, Matthew Taylor, Britt Duer (December 7, 2015)

Zeta Epsilon (Rutgers—The State University of New Jersey)

Michael Antosiewicz, Akari Armatas, Rebecca Makulowich, Aurora Morton, Princess Yewande Olowu, Thi Trinh (May 6, 2015)

Zeta Lambda (University of Louisville)

Chad White, Chelsea Reidinger, Lilly Trunell, Colton Murray, Clinton Coulter (November 20, 2015)

Zeta Xi (Iowa State University)

Michael Bell, Justin Eason, Taylor Fernholz, Hannah Overton, Spencer Roudabush, Benjamin Spick, Chas Emmerson, Natalie Hassebrock, Liz Kaloupek, Chelsea Nicoletto, Jennifer Sanders (April 14, 2015)

Eta Eta (Virginia Tech)

Vishishya Bhatnagar, Earl Cherry, Peter Guevara, Hunter Jacobs, Elizabeth Juengling, Alexander Morze, Emma Ramsey, Ian Sandum, Kendall Seeley, Christian Taliaferro, Katelyn Toms, Julia Tung (April 15, 2015)

Eta Iota (University of Arizona)

Christine Ellis, Grace Welch-Zaricor, Casey Scoular (May 8, 2015)

Eta Mu (University of California, Davis)

Diana Beltran, Taliah A. Byas, Athena Creer, Elizabeth Doolan, Morgan Edgar, Roxanne Faure, Nicolas Fung, Spencer Griffin, Ahryun Han, Sheryl Henn, Diana Le, Christina Lim, Vanessa Manzo, Jonathan Muten, Kevin Roney, Kyumin Shim, Cynthia Shyvers, Kalina Swanson, Michael Woo, Eileen Yohannes, Rebekah Zachariou (May 31, 2014)

Eta Xi (California State University, Long Beach)

Jeremy Richmond; ASSOCIATE Chelsea Cummings (May 15, 2015); Erin Craddock Atwater, Sarahi Carrillo; ASSOCIATE: Cesar A Castañeda, Shahrouz Khalifian (September 25, 2015)

Theta Omicron (Carthage College) 376–393

Amanda Armitage, Makenzie Cool, James Field, Larry Gill, Amanda Graham, Lawrence Gums, Wesley Groot, Emily Jolie, Julianna Krueger, Bailey Nielsen, Lea Perrino, Abigail Schemenauer, Katelyn Stack, Herbert Triplett, Katherine Van Dame, Samantha Waring, Nicholas Winthers (February 29, 2016)

Theta Pi (Kenyon College)

Haley Gabrielle, Anna Coppelman, Nicholas Martin (October 29, 2015)

Theta Sigma (Wright State University) 358–375

Abigail Stavola, Michael Shouse, Joseph B. Panfile, Miriam A. Wilkins, Joseph H. Weldinger, Lauren Reder, Auzten Watters, Camilla Herring, Kyle Mathis, Mary Fitch, Sean Keister, Cameron Moon, Hannah Imes, Haley Cochran, Dana Moorman, Abigail Hough, Noelle Downey, Michael Kessler; ASSOCIATE: Mark L. Howard (February 5, 2016)

Theta Tau (Stockton University)

David Bicknell, Kristen Valenti (February 19, 2016)

Iota Beta (Northwestern State University)

Gwendolyn Alexandra Thibodeaux, Staci Maddox, Devon Marie Landry, Meg Denny, Margaret Lee Hochstedler, Sarah Marie Thompson, John P. Legendre, Christa Ann Steib; HONORARY Dr. James B. Henderson (November 3, 2015) Dr. James B. Henderson was appointed as the President of Northwestern State University in 2015. He has been very supportive of classics and the study of antiquity.

Iota Delta (Arizona State University) 350–354

Emma Fleming, Colton Loving, Anders Lundin, Rodmanned Nikpour, Payal Shah (April 14, 2015); Zach Angulo, Glenn Maur, Tristan Rebe, Jessica Swarner, John Banks, Sarah Heinike, Ian Plamondon (April 23, 2014)

Iota Epsilon (Villanova University)

Brynn Bannister, Andrew G. Buchan, Reid Gordon, Jeffrey L. Hupf, Aleah Marie McLendon, Julia O'Connor, Rachel Pollard, Jane Richter, Marquis Smith (April 24, 2015)

Iota Mu (Virginia Wesleyan College)

Joseph Braun, Kayla Brown, Stephanie Deach, Divine Dey, Alicia George, Alexis Green, Ethan Mading, Riley Pitchford (April 13, 2015)

Iota Nu (Skidmore College)

Effrosyni Chantzi, Sarah Donovan, Mary Farrington, Anna Hocker, Khang Le (December 2, 2015)

Iota Pi (Tufts University)

Ray Paul Biron, Xizhao Chen, Joseph Higgins, Meg Kenneally, Sarah Larson, Lushna Mehra, Scott Mongold, Alexander Trubowitz (April 30, 2015)

Iota Rho (Christendom College)

Rebecca Derks, Cecilia Gallagher, Sarah Goodman, Amy Marter, John Paul Martz, Madeleine Post, Mary Schneider, Emma Wynne (September 30, 2015)

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Iota Sigma (Grand Valley State University)

Julie Marie Cole, Justine Alexandra Cucchi, Kristen Pamela Hollingsworth, Deborah Louise Krupiczewicz, Allie Meelyn Pohler, Chehallis Kathleen Robinson, Hannah Grace Van Rees (September 26, 2015)

Iota Upsilon (University of Oregon)

Erin Casini, Claire Jensen, Marilyn Drennan, Ian Kitts, Savannah Schultz, Emily Erickson, Jasmine Akiyama-Kim, Sonya Sobel, Hannah Dilday, Cody Warnes, Kailee Recor, Alyssa Westfield, Rachel Brock; ASSOCIATE: Jeffery Whitaker (May 26, 2015)

Iota Phi (San Francisco State University)

Sarah Mabie, Kevin Hunter, Stephanie Polos, Nereyda Montecino, Emily Hollocks, Madelyn Brown, Carolyn Arches, Alexandra Conrad, Hatibe Karacuban; ASSOCIATE: Kerry Gray, Kimberly Paton, Seth Chabay, Adriana Javier, Tom O'Callaghan, Michael Pablo Stevens, Kitty Shockey, Leah Schocket, Sam Alfonso, Nick Pukstas, Serena Crosson. (December 11, 2015)

Eta Sigma Phi Medals

Eta Sigma Phi medals awarded to honor students in secondary school Latin classes help 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) and the small (¾ inch). A bronze medal (¾ inch) is available. The various medals can be awarded to students at various levels of their study.



Obverse and reverse of the large silver medal

Medals may be ordered through the Eta Sigma Phi website. See www.etasigma-phi.org for order forms and prices.

I never thought I'd find myself here, turning a hobby into a passion into a career. . . I want you to stay a part of the Classical community.

—Matthew Katsenes (on his journey from mathematics and computer science into the High School Latin classroom)

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Student Recognitions on the 2016 National Latin Exam

Here is the list of Colleges and Universities who administered the 2016 National Latin Exam. Those marked in bold have active chapters of Eta Sigma Phi.

Baylor University (TX)
Catholic University of America (DC)
Colgate University (NY)
Hong Kong University of Science and Technology (CHINA)
Hunter College (NY)
Kalamazoo College (MI)
Monmouth College (IL)
Notre Dame of Maryland University (MD)
OLLI at Furman University (SC)
Purdue University (IN)
Seton Hall University (NJ)
St. Norbert College (WI)
Stanford University (CA)
Thomas More College of Liberal Arts (NH)
University of Mary Washington (VA)
University of Oklahoma (OK)
University of South Florida (FL)
Wake Forest University (NC)
Washington State University (WA)
West Virginia University Honors College (WV)
Xavier University (OH)

COLLEGE/UNIVERSITY AWARD WINNERS

Baylor University

Instructor: Julia Hejduk

Poetry IV

Rachel Boyle, Silver Maxima Cum Laude
Palmer Brigham, Cum Laude
Evan Cross, Magna Cum Laude
Andrew Eberlein, Cum Laude
Austin Hubbert, Gold Summa Cum Laude
Andrew Lee, Silver Maxima Cum Laude
Victoria Palermo, Gold Summa Cum Laude
Luke Pederson, Gold Summa Cum Laude
Emily Pendleton, Cum Laude
Lane Quick, Silver Maxima Cum Laude
Kelsi Ray, Gold Summa Cum Laude
Elizabeth Sherman, Gold Summa Cum Laude

Latin VI

Rachel Arnall, Cum Laude
Walker Bailey, Gold Summa Cum Laude
Wesley Beck, Silver Maxima Cum Laude
Mallory Cormack, Magna Cum Laude
Randolph Davidson, Silver Maxima Cum Laude
Samantha Elmendorf, Magna Cum Laude
Kara Kopchinski, Magna Cum Laude
Cynthia Liu, Magna Cum Laude
Joseph Lloyd, Cum Laude
Gabriel Pederson, Gold Summa Cum Laude

Jackson Perry, Gold Summa Cum Laude
Jamie Wheeler, Gold Summa Cum Laude
Sarah Yuen, Silver Maxima Cum Laude

Catholic University of America

Instructor: Keturah Kiehl

Latin II

Israel Arauz-Rosiles, Silver Maxima Cum Laude
David Arellano, Silver Maxima Cum Laude
Joseph Basalla, Magna Cum Laude
Ryan Braam, Gold Summa Cum Laude
Nikolas Calias, Silver Maxima Cum Laude
Lance Casimir, Cum Laude
Thomas Deutsch, Silver Maxima Cum Laude
Xavier Michael Keagan Eckard, Cum Laude
Ian L. Flanders, Silver Maxima Cum Laude
Cyril Kennedy, Silver Maxima Cum Laude
John Lado, Silver Maxima Cum Laude
John Lampton, Silver Maxima Cum Laude
Braden Lynch, Silver Maxima Cum Laude
Jerry Santiago-Laureano, Magna Cum Laude
Angelina Vigliotti, Silver Maxima Cum Laude
Oscar Zelaya, Cum Laude
Christopher Zinzarella, Magna Cum Laude

Prose IV

Fredy Calderon, Silver Maxima Cum Laude
John Paul Heisler, Magna Cum Laude
Claire Panak, Magna Cum Laude
Catherine Smith, Cum Laude

Poetry IV

Hannah O'Connell, Silver Maxima Cum Laude
Thomas Page, Silver Maxima Cum Laude

Colgate University

Instructor: Geoffrey Benson

Poetry IV

Marie Benton, Magna Cum Laude
Gabriella Bianchi, Gold Summa Cum Laude
Zixing Chen, Gold Summa Cum Laude
Gordon Denis, Gold Summa Cum Laude
Allana Edwards, Cum Laude
Tanner Gill, Silver Maxima Cum Laude
Olivia Haller, Silver Maxima Cum Laude
Erin Lai, Magna Cum Laude
Francis Migliore, Magna Cum Laude
Shambhavi Sawhney, Cum Laude
Kunfeng Zheng, Cum Laude

Latin VI

Megan Delaney, Gold Summa Cum Laude
Jiarong He, Gold Summa Cum Laude
Hillary Huggins, Gold Summa Cum Laude

Elizabeth Johnson, Gold Summa Cum Laude
Daniel Mahoney, Gold Summa Cum Laude
Maggie Meixell, Silver Maxima Cum Laude
Rebecca Siladi, Cum Laude
Terence Sino, Magna Cum Laude
Sarah Stuccio, Gold Summa Cum Laude

Hong Kong University of Science and Technology

Instructor: Miguel Ladao

Latin III

Wing Yip Ho, Gold Summa Cum Laude
Haze Ng Ka Lai, Gold Summa Cum Laude
Pui Hei Marcus Man, Gold Summa Cum Laude
Bobo Wong, Silver Maxima Cum Laude

Hunter College

Instructors: Aramis Lopez, Jared Simard, Michael Goyette,
John Young

Latin II

Alaina Gemeniano, Magna Cum Laude
Dahsea Lashley, Cum Laude
Claudia Mallea, Silver Maxima Cum Laude
Walter Polkornik, Magna Cum Laude
Katherine Ren, Silver Maxima Cum Laude
Rachel Elizabeth Zirkle, Cum Laude

Prose IV

Michelle Adler, Silver Maxima Cum Laude
Kyra Benjamin, Silver Maxima Cum Laude
Angela Mae Garrovillas, Magna Cum Laude
Roger Hofmann, Magna Cum Laude
Frank McDermott, Cum Laude
Cindy Ortiz, Magna Cum Laude
Caroline Ozdemir, Magna Cum Laude
Puja Persaud, Cum Laude
Susan Roberti, Magna Cum Laude
Anita Sicignano, Cum Laude
Christian Strub, Silver Maxima Cum Laude
Allison Thorsen, Magna Cum Laude

Kalamazoo College

Instructor: Elizabeth Manwell

Latin II

Katherine Bennett, Cum Laude
Cody Colvin, Cum Laude
Ty Owens, Magna Cum Laude
Yuanyang Qu, Silver Maxima Cum Laude
Elisia Venegas, Gold Summa Cum Laude

Latin VI

Caitlyn Cook, Cum Laude
Robyn Lane, Magna Cum Laude
Kayla Park, Cum Laude

Monmouth College

Instructor: Robert Simmons, Kristian Lorenzo

Latin VI

Emma Vanderpool, Gold Summa Cum Laude

Notre Dame of Maryland University

Instructor: Sr. Thérèse Dougherty

Prose III

Kelsey Hundt, Cum Laude

Latin V

Rebecca Corun, Magna Cum Laude

OLLI at Furman University

Instructor: Ginny Anderson

Latin II

Judith Root, Gold Summa Cum Laude

Latin III

Michael Kilgore, Gold Summa Cum Laude
Linda Stone, Gold Summa Cum Laude

Purdue University

Instructor: Elizabeth Mercier

Latin II

Jacob Dorsey, Gold Summa Cum Laude
Caitlin Hurst, Gold Summa Cum Laude
Steven Lancette, Silver Maxima Cum Laude
Laura Levander, Silver Maxima Cum Laude
Nathan McBurnett, Silver Maxima Cum Laude
James Marshall Reber, Magna Cum Laude
Rodrigo Rodriguez-Fuentes, Magna Cum Laude
Ethan Truax, Silver Maxima Cum Laude
Ian Tullar, Silver Maxima Cum Laude
Molly Weber, Silver Maxima Cum Laude
Catherine Wilsbacher, Gold Summa Cum Laude

Poetry IV

Meaghan Murphy, Magna Cum Laude
David Schena II, Silver Maxima Cum Laude
Carolyn Zhou, Cum Laude

Seton Hall University

Instructors: Lyndy Danvers, Nicolas Stufano

Latin III

Paul Abbruscato, Magna Cum Laude
Brianna Bell, Magna Cum Laude
Cierille Boco, Gold Summa Cum Laude
Stephen Couch, Cum Laude
Gabriella D'Amodio, Silver Maxima Cum Laude
Eric Davidson, Silver Maxima Cum Laude
Stacie Elfo, Silver Maxima Cum Laude

Student Recognitions (Continued)

Tyler Fishbein, Magna Cum Laude
Kiersten Fowler, Cum Laude
Michaela Gillmore, Silver Maxima Cum Laude
Alfonse Gomez, Magna Cum Laude
Bethany Mar, Silver Maxima Cum Laude
Molly Martinez, Magna Cum Laude
Jacob Simon, Magna Cum Laude
Moses Tumuna, Gold Summa Cum Laude
Enan Zelinski, Gold Summa Cum Laude

St. Norbert College

Instructor: Michael Holstead

Latin II

Tommy Crevier, Silver Maxima Cum Laude
Ben Gjerde, Magna Cum Laude
Greg Grohman, Magna Cum Laude
Hannah Quast, Silver Maxima Cum Laude

Stanford University

Instructors: John Klopacz, Scott Weiss

Latin II

Toni Adeyemito, Gold Summa Cum Laude
Kathryn Blankenberg, Magna Cum Laude
Kristen Blomstrom, Silver Maxima Cum Laude
Olivia Gugliemini, Silver Maxima Cum Laude
Emma Heath, Silver Maxima Cum Laude
Hayley Hodson, Gold Summa Cum Laude
Karen Lee, Silver Maxima Cum Laude
(Stanford University, Latin II, continued)
Blake Parrish, Silver Maxima Cum Laude
Daniel Ruprecht, Silver Maxima Cum Laude
Daniel Smith, Gold Summa Cum Laude

Latin VI

Sophie Fisher, Gold Summa Cum Laude
Kevin Garcia, Silver Maxima Cum Laude
Alexandra Myers, Magna Cum Laude
Bobby Pragada, Silver Maxima Cum Laude

Thomas More College of Liberal Arts

Instructors: Fred Fraser, Giancarlo Ciccia

Latin II

Abigail Anderson, Magna Cum Laude
Emma Black, Cum Laude
Ella Fordyce, Silver Maxima Cum Laude
Matthias Kroger, Magna Cum Laude
Daniel Leahy, Silver Maxima Cum Laude
David Milliken, Magna Cum Laude
John Thompson, Cum Laude
Maire Wood, Magna Cum Laude

Prose IV

Meghan Colbert, Silver Maxima Cum Laude
Joshua Dionne, Silver Maxima Cum Laude
Helena Fahey, Silver Maxima Cum Laude
Sandra Kirby, Silver Maxima Cum Laude
Bridget Lawler, Gold Summa Cum Laude
Christian Martinez, Silver Maxima Cum Laude
Sophia Mioni, Gold Summa Cum Laude
Dominic Six, Silver Maxima Cum Laude
Cecilia Yellico, Cum Laude

University of Mary Washington

Instructors: Liane Houghtalin, Olga Arans

Poetry IV

Madeline Coughlin, Magna Cum Laude
Alexander Ramoa, Cum Laude
David Slupek, Silver Maxima Cum Laude
Katherine Wolfe, Silver Maxima Cum Laude

"Style is eternal" (Yves Saint Laurent)



University of Oklahoma

Instructor: Dr. Samuel J. Huskey

Latin III

Jasmin Aprile, Cum Laude
Lanie Brooner, Cum Laude
Anthony Bullock, Silver Maxima Cum Laude
Kimberly Carris, Cum Laude
Jacob Cullum, Magna Cum Laude
Maegan Dilks, Gold Summa Cum Laude
Andrew Dunn, Silver Maxima Cum Laude
James Grimes, Cum Laude
Marye Jones, Magna Cum Laude
Trysta Kershner, Silver Maxima Cum Laude
Alexander Shaffer, Cum Laude
Sarah Sims, Gold Summa Cum Laude
Justin Tisdale, Cum Laude
Alexander Tu, Silver Maxima Cum Laude
Matthew Wennemann, Gold Summa Cum Laude
Maggie White, Magna Cum Laude

Prose IV

Hayden Bartlett, Gold Summa Cum Laude
Jake Bryan, Gold Summa Cum Laude
Ankitha Gangarapu, Gold Summa Cum Laude
Hannah Grip, Cum Laude
Jessica Hastings, Gold Summa Cum Laude
Elizabeth Low, Gold Summa Cum Laude
Matthew Mitchell, Gold Summa Cum Laude
Jennifer Nguyen, Gold Summa Cum Laude

Poetry IV

Elizabeth Braden, Gold Summa Cum Laude
Michael Brown, Silver Maxima Cum Laude
Matthew Haight, Silver Maxima Cum Laude

University of South Florida

Instructor: Amy Oh

Poetry IV

Kyle Gaylor, Cum Laude
Michael Hall, Gold Summa Cum Laude
Matthew Hopps, Gold Summa Cum Laude
Amanda McDuffie, Magna Cum Laude
Takara Sharpe, Magna Cum Laude

Wake Forest University

Instructors: Mary Pendergraft, Julia Scarborough, Serena Witzke

Latin III

Aidan Krim, Silver Maxima Cum Laude
William Leftwich, Silver Maxima Cum Laude
Kira Sims, Magna Cum Laude
Cole Teander, Magna Cum Laude

Xavier University

Instructor: Thomas Strunk

Prose IV

Courtney Garside, Magna Cum Laude
Ryan Yeazell, Gold Summa Cum Laude

Poetry IV

Caroline Blandford, Gold Summa Cum Laude
Stephen Bothwell, Gold Summa Cum Laude

Latin VI

Kerry Campbell, Silver Maxima Cum Laude
Robert Crawford, Silver Maxima Cum Laude
Nick Jannazo, Magna Cum Laude
Eric Minion, Silver Maxima Cum Laude



Winners of the 2016 Eta Sigma Phi Maurine Dallas Watkins Sight Translation Contests

67th Annual Greek Translation Contest

Advanced Greek (25 entries)

- 1st Noah Diekemper, Eta Delta, Hillsdale College
(The Lawrence Crowson Prize)
- 2nd Samuel Brakebill, Beta Delta, University of Tennessee
- 2nd Sophia Decker, Tau, University of Kentucky
- 3rd Guadalupe Terrones, Alpha Theta, Hunter College

Intermediate Greek (22 entries)

- 1st Joe Slama, Eta Zeta, Truman State University
- 2nd Hannah Rogers, Gamma Omega, Baylor University
- 3rd Marleigh Anderson, Alpha Mu, University of Missouri
- Honorable Mention: Edgardo Mendoza, Jr., Eta Mu,
University of California, Davis

Koine Greek (18 entries)

- 1st Noah Diekemper, Eta Delta, Hillsdale College
- 2nd Anne Begin, Eta Delta, Hillsdale College
- 3rd Rachelle Ferguson, Eta Delta, Hillsdale College

66th Annual Latin Translation Contest

Advanced Latin (45 entries)

- 1st Sophia Decker, Tau, University of Kentucky
- 2nd Noah Diekemper, Eta Delta, Hillsdale College
- 3rd Cynthia Liu, Gamma Omega, Baylor University
- Honorable Mention: Drury Bell, Tau, University of Kentucky

Intermediate Latin (16 entries)

- 1st Elizabeth Hamm, Gamma Sigma, University of Texas, Austin
- 2nd Edwin Robert, Gamma Sigma, University of Texas, Austin
- 3rd Charles Hamilton, Eta Mu, University of California, Davis

50th Annual Latin Prose Composition Contest

Advanced Prose Composition (28 entries)

- 1st Sophia Decker, Tau, University of Kentucky
- 2nd Peter Bayer, Eta Kappa, Catholic University of America
- 3rd Daniel Washelesky, Alpha Xi, Washington University
in St. Louis



Translation contest winners. left to right: Noah Diekemperer, Anne Begin, Dr. Garnjobst

A

Learn about the

NINTH ANNUAL COLLEGE GREEK EXAM

Ω

ἡ δοκιμασία τοῦ λόγου τε καὶ τοῦ νοῦ.

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 are based on frequency and thus not tied to any particular textbook or approach. CGE follows a format similar to that of the NLE and NGE: forty multiple-choice questions, twenty-five on the language in general and fifteen on a brief reading passage. If you have questions, just ask!

Visit www.dramata.com to download the syllabus, more information and previous exams.

WHY:

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. Prizes include certificates, ribbons and medals. It is perfect for external assessment, too!

WHEN:

We ask that you administer the exam during the week of March 6–10, 2017. If this is not possible, please contact us about alternative possibilities. We are now offering the exam again during the Fall (by the end of October). Email us for more information if your beginning sequence ends in the Fall.

HOW:

E-mail any of the committee members below by January 31, 2017 and provide (1) an address to ship the exams and (2) how many exams you will require.

The College Greek Exam Committee:

Wilfred E. Major, Chair (wmajor@lsu.edu)

Antonios Augoustakis (aaugoust@illinois.edu), Carolin Hahnemann (hahnemannc@kenyon.edu),

Mary Pendergraft (pender@wfu.edu), Tom Sienkewicz (stcamws@gmail.com), Albert Watanabe (awatan@lsu.edu).

IT'S FREE!

Because of support from Eta Sigma Phi, the Committee for the Promotion of Greek (part of the National Committee for the Promotion of Latin and Greek), University of Georgia, Monmouth College, the Classical Association of the Middle West and South's Ed Phinney Award, and Louisiana State University, there will be NO CHARGE for exams this year!

2016 Summer Scholarship Winners

Brent Malcom Froberg Scholarship to the American School of Classical Studies in Athens

Luke Madson (Epsilon Phi at Knox College) is currently a graduate student in Villanova's Classics M.A. program and is particularly interested in Homeric epic, hero cult, and the city-state. In his free time he rides his bike around Philadelphia and ponders how he will return to Greece for further study.

American Academy in Rome Scholarship

Michael Russo (Delta Lambda at the College of the Holy Cross) graduated from the College of the Holy Cross in May 2015 with a Bachelor's of Arts in Classics. He currently is a 6th grade middle school Latin teacher at Casper Classical Academy in Casper, Wyoming and is pursuing a Master's degree in Secondary Education and a Wyoming teacher's license.

Theodore Bedrick Scholarship to the Vergilian Society at Cumae

Anne Begin (Eta Delta at Hillsdale College) is a senior at Hillsdale College, studying Latin and Greek. She is the current president of Eta Delta Chapter of Eta Sigma Phi. She has presented her research at the 2016 Eta Sigma Phi conference, and plans to present her research at the CAMWS and SCS conventions during the coming school year. In addition to her studies, she also enjoys playing violin, guitar, and piano. She performs with the Hillsdale College Symphony Orchestra and in many other small ensembles from time to time. After graduating in May 2017, she plans to attend graduate school to earn a Ph.D. in classical studies.

H.R. Butts Summer Scholarship for Fieldwork in Classical Archaeology

Kendall Farkas (Iota Sigma at Grand Valley State University) is an undergraduate Classics student with a concentration in Classical Languages and minors in Archaeology and Anthropology. She is the president of the Iota Sigma chapter and will be participating in a new archaeological excavation in Greece. She is eager to integrate her love of teaching with her love of classical archaeology. After completing the fieldwork in July, Ms. Farkas will begin her graduate studies at the University of Massachusetts Amherst. There she will work towards receiving an MAT in Latin and Classical Humanities. Ms. Farkas plans to continue in the field of teaching and is excited to use the knowledge she gains this summer to benefit her future students.

Eta Sigma Phi Bernice L. Fox Latin Teacher Training Scholarship

Elizabeth Andrews (Iota at the University of Vermont) recently completed her Masters in Classics with Teaching Licensure at Tufts University, and she has just begun her teaching career at Old Rochester Regional High School in Mattapoisett, MA. With the assistance of the Bernice L. Fox scholarship, Elizabeth attended the Paideia Institute's "Caesar in Gaul" program this summer. She traveled to Paris, Aix-en-Provence, Nimes, Vienne, Lyon, and Autun, visiting Roman remains, such as the fascinating site of Bibracte, and reading Latin excerpts *in situ*. This program helped Elizabeth gain a deeper understanding of and appreciation for Caesar as a man of both politics and literature.



The deadline for this year's scholarships is February 15. For more information about these scholarships or Eta Sigma Phi in general, see www.etasigmaphi.org or contact:

Dr. David H. Sick
Executive Secretary of Eta Sigma Phi
Rhodes College
2000 N. Parkway
Memphis, TN 38112
Office: (901) 843-3907
etasigmaphinational@gmail.com



Eta Sigma Phi

H. R. Butts Summer Scholarship for Fieldwork in Classical Archaeology

Eligibility

- Active membership in Eta Sigma Phi
- Preference will be given to undergraduates who have not yet had experience in archaeological fieldwork, but experienced fieldworkers and graduate students are also welcome to apply.

Award

\$2000.00 to support fieldwork experience at an archaeological site in the Greco-Roman world.

Application

<http://www.etasigmaphi.org/scholarships/archaeological-fieldwork>. In addition to the application, Applicants will submit a transcript of all undergraduate work, two (2) letters of recommendation, and a statement not to exceed 500 words, stating briefly their background and preparation for the program to which they are applying, and how participation in this program fits their future plans. The Committee expects applicants to have contacted the director of their preferred field school(s).

Deadline (receipt) February 15th

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, Professor Ruth Palmer, Ohio University: palmerr@ohiou.edu.

Eta Sigma Phi, the National Classics Honorary Society



The Eta Sigma Phi Bernice L. Fox Teacher Training Scholarship

Eligibility: Eta Sigma Phi members

- who are now teaching, or preparing to teach, at the pre-collegiate level,
- who have received a Bachelor's degree in the last ten years;
or who expect to receive it before the summer of current academic year;
- and who have not received a doctoral degree.

The Award of \$750

will support a summer activity contributing to the recipient's preparation for teaching (e.g., American Classical League Institute, the Kentucky Language Institute, or the *Rusticationes* of SALVI) or university courses leading to certification.

Nota bene: The Paideia Institute has agreed to match the Fox Scholarship for those using the funds to attend one of the Institute's seminars. Thus a recipient would receive \$1500 to be used toward tuition and fees.

To apply go to <http://www.etasigmaphi.org/scholarships/teacher-training>

Annual Application Deadline: February 15th

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.

For further information and questions about this scholarship, contact Dr. Bridget Thomas, Truman State University Chair of the Fox Scholarship Committee: bridgett@truman.edu.

Eta Sigma Phi, the National Classics Honorary Society

Eta Sigma Phi Honor Cords and Hoods



Members of the 2007 class of Gamma Omicron Chapter at Monmouth College wearing their Eta Sigma Phi cords and hoods.

Cords are \$16 each by mail and \$12 each if purchased at the national convention. Hoods are \$21 each by mail and \$17 each if purchased at the national convention.

_____ Number of Cords at \$16 each = _____

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Send this form with payment (by personal check or money order made out to Eta Sigma Phi, no cash or credit card, sorry) at least three weeks before the commencement ceremony. Add an optional \$25 per order for express delivery.

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 Greek and Roman Studies, Rhodes College
 2000 N. Parkway, Memphis, TN 38112
 e-mail: sick@rhodes.edu

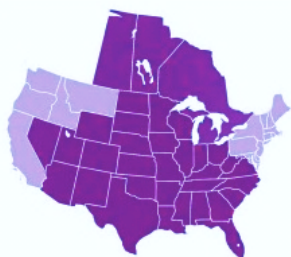
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3	Pledge Pin, Goldgloss*	#7001	\$15.00 ea.
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not shown	Owl Keypin with Pearl Eyes, Goldgloss*	#5001	\$42.00
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6	Owl Key with Pearl, Goldgloss*	#4002	\$38.00

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Founded 1905

*promoting the study of Greek and Latin
and the ancient Greco-Roman world*



PUBLICATIONS

The Classical Journal ♦ *Teaching Classical Languages*

CAMWS Newsletter ♦ *CJ-OnLine*

scholarship, reviews, pedagogy, and Classical news

CONFERENCES

Annual Meeting (Spring) ♦ Biennial Southern Section Meeting (Fall)

scholarly papers, pedagogical workshops, and special events in a friendly setting

SUMMER STUDY ABROAD

Summer Excavation/Field School Scholarship

OTHER SCHOLARSHIPS AND PRIZES

Manson A. Stewart Undergraduate Award

(juniors or seniors majoring in Classics at colleges and universities in CAMWS territory)

Outstanding Accomplishment in Classical Studies

(students at CAMWS Institutional Member schools)

Latin Translation Exam cash and book prizes

(all high school and college/university students)

Faculty-Undergraduate Collaborate Research Project Grants

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Put the entire Loeb Classical Library at your fingertips!