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The Next Generation:

Daniel Poochigian, Anne Cave, Ashley Gilbert, Kyle Oskvig, David Giovagnoli

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ETA SIGMA PHI: Statement of Purpose and Benefits of Membership

The purposes of Eta Sigma Phi, the national Classics honorary society, are to develop and promote interest in Classical study among students of colleges and universities; to promote closer fraternal relationship among students who are interested in Classical 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 Megas Prytanis

Fellow members of ΗΣΦ,

The work that individual chapters do locally is at the heart of our organization's effectiveness in promoting the Classics. I'll use this space to let you know about a few opportunities to advance and enhance your local activities this year.

Foremost is ΗΣΦ's national convention. I can't say enough about how beneficial the convention experience is for a chapter. Hearing annual *res gestae* from all the other chapters is a fine way to gain new ideas for your own chapter's events, and with a whole weekend to interact with other members, you're bound to form lasting friendships and professional ties. This year, the convention will be April 5–7 at Wake Forest University in Winston-Salem, North Carolina.

You might also consider taking a road trip to an academic conference. The conference experience is a weekend-long, full-blast firehose of Classical learning. The knowledge to be gained, as well as the general experience of the conference environment, makes it especially valuable for those of your members who plan to make careers in Classics. If you're wanting to present your own research, some conferences even have dedicated panels for undergraduate paper presentations—ΗΣΦ sponsors these at CAMWS and the APA. You can browse the websites of the APA, CAMWS, CAAS, and CANE, just to name a few, to

see which association's meetings are most temporally and geographically convenient for you.

Finally, I encourage you to take advantage of ΗΣΦ's new 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.

In the meantime, don't hesitate to contact me or the other national officers if you have questions, comments, or ideas. We love that, and it's what we're here for. Best wishes for the remainder of the year, and I hope to see many of you in North Carolina!

Kyle Oskvig, Epsilon at the
University of Iowa
Megas Prytanis
kyle-oskvig@uiowa.edu

Fasti



2013

January 31: request
College Greek Exam

February 1 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 American Philological Association

February 22 deadlines

- requests for Maureen Dallas Watkins Greek and Latin Translation Contest (If paper copies of testing materials are desired, such a request must be received by February 3.)
- completed ΗΣΦ Bernice L. Fox Teacher Training Scholarship Applications
- completed Summer Travel Scholarship Application

February 13–15: *Lupercalia*

March 1: deadline for completed Maureen Dallas Watkins Greek and Latin Translation Contest tests.

March 4: Exelauno day

March 4–8: National Latin Teacher Recruitment Week (NLTRW)

March 11–15: Administer College Greek Exams

March 20: *Ovid's birthday*

March 26: *Vespasian's birthday*

April 5–7: 85th National Convention at the Invitation of Beta Iota at Wake Forest

April 17–20: Classical Association of the Middle West and South, Iowa City, Iowa

April 21: *Parilia, Happy Birthday, Rome!*

April 26: *Marcus Aurelius' birthday*

May 15 deadlines:

- Chapter *Res Gestae* due (submit online: <http://www.etasigmaphi.org/res-gestae>)
- submissions for the next NUNTIVS (book/movie reviews; creative work; Hobbit expositions, ktl)

May 24: *Germanicus' birthday*

July 12: *Caesar's birthday*

August 1: *Claudius' birthday*

August 24: *Hadrian's birthday*

2013 ΗΣΦ National Convention: Invitation from Beta Iota at Wake Forest

Greetings from the Beta Iota Chapter at Wake Forest University, your host for the 85th Eta Sigma Phi convention. Join us on April 5–7, 2013, in sunny Winston-Salem, North Carolina, for fun and festivities. Events to look forward to include interesting scholarly presentations, a *Certamen*, the traditional banquet (classical dress encouraged!), and, of course, the camaraderie of your fellow classics enthusiasts. Mark your calendars, because you won't want to miss this!

Accommodations will be available at the Clarion Sundance Plaza Hotel and Spa (336-723-2911). Reservations must be made before March 15, 2013 to guarantee the reduced rate. Shuttles will be provided to and from the airport for a minimal fee. Registration forms will be available at www.etasigmaphi.org after January 1, 2013. For more information, feel free to contact us the local committee at wfuetasigmaphi@gmail.com.



Beta Iota Officers

Tributes for Dr. Sienkewicz

Editor's note: These tributes are hardly commensurate with Professor Sienkewicz's contributions to ΗΣΦ. Nonetheless, in conjunction with the panel at CAMWS-SS, Tallahassee, Florida 2012, dedicated to Tom, members, alumni, and faculty offer a humble tribute to a man whose vision has fostered undergraduate research and guided the growth of our fine organization.



Thomas Jerome Sienkewicz
(Comments made before the ΗΣΦ Panel at CAMWS-SS 2012)

Tom Sienkewicz was born in Hoboken, New Jersey, in 1950 just down the street from the Sinatra family. (That's only a small exaggeration.) He earned his B.A. from the College of the Holy Cross in Classics, graduating *summa cum laude* in 1971. He did his graduate work at The Johns Hopkins University from 1971 to 1975 writing his dissertation on Euripides' *Trojan Women*. For those keeping score at home, that's a total of **four years** to complete the Ph.D.

Tom has held two academic positions, at two contrasting institutions. He spent 10 years at Howard University where he earned tenure in 1981. He's been at Monmouth College since 1984, and for much of that time he was the sole full-time member of his department there. At both institutions he took on significant administrative duties. At Monmouth, he served as the Coordinator of Off Campus Studies from 1998–2010, for example.

He's published on a variety of topics on Latin pedagogy, Greek and Latin poetry, the study of myth, and the classical tradition. You may be familiar with the Latin text he co-authored with Kenneth Kittell, *Disce: An Introductory Latin Course*, which came out in 2011.

In addition to his service to Eta Sigma Phi, Prof. Sienkewicz has served other national and regional organizations in the discipline. For CAMWS he held various posts including State Vice President and Regional Vice President. He was also the Vice President of the American Classical League from 2004 to 2007.

Dr. Sienkewicz was inducted into Eta Sigma Phi as an honorary member of the



Gamma Omicron chapter at Monmouth in 1985. The chapter at Monmouth thrived, and he became a member of the Board of Trustees of the national society in 1997 and Executive Secretary of the association in 2003. He served as Executive Secretary for almost ten years. He resigned in the summer of 2012 to take on the position of Secretary-Treasurer for CAMWS.

So to review, from 2003–2012, while Dr. Sienkewicz was the Executive Secretary of Eta Sigma Phi, he also served as the Vice President of the ACL and on various committees of CAMWS; he was the Off Campus Coordinator at Monmouth, the chair of his department, and for much of that time the sole full-time member of that department; he co-authored an introductory Latin text, was the editor of several volumes, not to mention the numerous articles he wrote. *Me hercule...* can there be only one Thomas J. Sienkewicz?

One of Tom's goals as Executive Secretary was to encourage student attendance at conventions such as CAMWS-Southern Section. As you may know, Eta Sigma Phi is now represented each year at the American Philological Association both as the sponsor of an undergraduate panel of papers but also as an exhibitor. The national officers now attend these national meetings regularly. Thus today's panel presented in his honor is particularly appropriate. It's a small way for us to us to thank him for his contributions to Eta Sigma Phi and the discipline in general. *Plaudite, omnes.*

—David Sick



When I'm still awake in the wee hours of the morning, writing a paper or studying for an imminent exam, and my email notification dings, it's always automated spam. At least, it always was—until I got nationally involved with Eta Sigma Phi in 2011. Dr. Sienkewicz's tireless promotion of classical education outside Eta Sigma Phi meant that he often burned the midnight oil to do his job as Executive Secretary. His dedication benefited Eta Sigma Phi tremendously, and I'll always be grateful.

—Kyle Oskvig



Through my association with Eta Sigma Phi I have been impressed—nay, overawed—by Tom's capacity for work. When I would write him with questions, their answers would be nearly immediate, even in the many cases that he had to do some research to discover the answer. A good steward of the association's funds, but even more, a good steward of our efforts and our contributions, Tom deserves three cheers all around.

—Mary Pendergraft



How do I love Tom Sienkewicz Sienkewicz, Sienkewicz Sienkewicz?

Let me count the ways.

I love him because he charges ahead with full energy in all that he does.

I love him because he is (perhaps quixotically) always certain of success.

I love him because I cannot learn to spell his last name correctly. Not ever. Not after trying for twenty years.

I love him because he is unfailingly generous, warm, supportive and full of good ideas.

I love him because he cares so much for the Greek and Roman Classics and for the people who work in their cause.

I love him because he once posed in Roman costume (with his glasses) for the "Teach Latin" poster—and then allowed it wide circulation.

I love him because he has an eternally youthful aura. He is the youngest older man I know.

I love Tom S., the ENERGIZER CUNICULUS.

—Daniel Levine

Tributes for Dr. Sienkewicz (Continued)



Dear Tom:

I want to add my thanks and hearty congratulations for your completion of a magnificent term as Executive Secretary of Eta Sigma Phi. My longtime friend, the late Bernice Fox, surely knew what she was doing when she named you as her successor at Monmouth College. Even so, she probably did not imagine that you would become Eta Sigma Phi's Executive Secretary, a position that you have held with distinction for so many years.

You have managed a lively program in Classics at Monmouth College while you directed and oversaw for Eta Sigma Phi an outstanding period of growth in individual membership and new chapters. Eta Sigma Phi's Endowment Fund has grown dramatically, and we offer a range of scholarships unimaginable twenty years ago. Our profession owes you a great debt of gratitude.

With your leadership now as CAMWS' Secretary-Treasurer, I rest assured that you will continue the good work of your predecessors even as you bring to bear new insights and imaginative programs to enhance the future of CAMWS. I have enjoyed knowing you and your wife for many years, and I greatly look forward to continuing our friendship professionally and personally. Best of all good wishes to you.

Yours sincerely,

Brent M. Froberg



Imagine for a moment that you have been elected to a national office in Eta Sigma Phi. Bedazzled by the glare of the headlights that are helping plan the next national convention and representing the society at the APA meeting, you find yourself more a vulnerable deer than someone capable of steering our ship of state on through the academic year. From our first discussions over email, an adventure to the APA meeting in San Antonio, Texas, that included an excursion to the Alamo, and then the terrifying task of presiding over a national convention, Dr. Tom Sienkewicz was there as a force for good, using his many years of experience to ensure that things ran smoothly, and making sure the national officers knew what our jobs were, while asking nothing of us in return,

except that our enthusiasm for this great organization match his own.

—David Giovagnoli



Decades ago when I was looking for speakers for an intensive program Tom Sienkewicz was recommended, and, sight unseen, I recruited him. His response was characteristically generous and enthusiastic. Little did I imagine then how fortunate I would be to experience that enthusiasm and generous spirit again and again. Later he would agree to be a speaker for a summer institute for teachers while he was literally on his way to Florence, arriving in Baltimore with bag and baggage and his entire family.

I remember speaking to Tom's wife when I phoned to invite him to serve on the Eta Sigma Phi Board of Trustees. When I told her that this would require no additional time on his part, since he always came with his students to the convention and that was when the trustees met, her response let me know that that would no longer be the case. And right she was. As Executive Secretary, Tom's infinite energy and leadership has enabled our undergraduate members to experience at first hand so many opportunities to grow as classicists and has raised Eta Sigma Phi to new heights in the classical world. *Plurimas gratias*, Tom!

—Sister Thérèse Marie Dougherty



My first meeting with Tom Sienkewicz was through his research. Significantly for me, it was through an article he wrote showing similarities in Greek and African epic, an article I was able to take right into the classroom each time I taught general education courses or comparative mythology. He seemed student friendly, and considerate of colleagues.

My first meeting with Tom Sienkewicz in person confirmed that impression. As a lone Temple student and I wandered toward dinner on our own at an Eta Sigma Phi convention in Lexington, Kentucky, the Monmouth van pulled up and the driver and his more numerous delegates absorbed us into their group: friendship, consideration and kindness.

Because my own interest in the profession has always been centered on students, I have noticed that wherever Tom is serving, be it APA, CAMWS, a local

Illinois group or the National Latin Exam and American Classical League, there are usually students benefitting directly from his efforts. In Eta Sigma Phi there is no question but that students benefit first, and Eta Sigma Phi has been fortunate to have his services for many years, as an advisor, as a Trustee, as Executive Secretary.

Tom juggled many duties as Executive Secretary, but while fulfilling those duties he allowed his vision to create more opportunities for students than just the chance to socialize with others taking Classics courses. The student paper session at national conventions slowly grew as a select panel of gifted presenters with memorable ideas. The next thing we knew he was fostering the student panel at CAMWS-SS, so appropriately dedicated to him this fall. Then Eta Sigma Phi became the sponsor of the first ever panel of undergraduate papers to be allowed at the American Philological Association's annual meeting. These panels continue strong, and have inspired others to create more venues for undergraduates to begin learning what it is like to speak to professionals professionally about topics in Classics.

—Martha Davis



Tom is a tireless advocate for Classics and the undergraduate level, and he has done much to foster young scholars to become the teachers and professors of the next generation. Through his work in Eta Sigma Phi, he is constantly encourage student involvement, be it in applying for summer travel scholarships, the Fox scholarship, running for national office, or being the best-dressed vir or femina at the convention. His efforts in promoting student scholarship have resulted in an undergraduate panel at the annual APA/AIA convention and a raised awareness of Eta Sigma Phi. He has increased the size and scope of the Nuntius and put the honorary as a whole on a firmer financial foundation, all while increasing the number and amounts of scholarships for students. While we are all sad to see Tom go and will wish him well at CAMWS, he has left behind a legacy at Eta Sigma Phi that we will all strive to meet in the years to come. We owe him a tremendous debt of gratitude for all his efforts. *Maximas gratias tibi agimus*.

—Joe Garnjobst

ΗΣΦ at CAMWS-SS

Judgmental Wrath or Unreflecting Passion? The ὄργη of the Athenians in Thucydides, Book II—Kristen Block (HΔ at Hillsdale College)

Book II Abstract: In Thucydides' *History of the Peloponnesian War*, he employs two senses of ὄργη. Sometimes he employs the original meaning of "impulse" or "passion," as when the Lakedaimonian king Archidamos speaks of the course of war coming about through ὄργη. Other times, he uses the sense that it has in the fifth and fourth century authors like Aristotle and the Attic Orators—as an angry feeling connected with a sense of judgment, directed toward a particular person for a specific offense deemed worthy of punishment. In Book II, in the context of the ὄργη felt by the Athenians toward their leader Pericles, both senses are apparent, revealing a difference between the way Pericles speaks to the Athenians about their ὄργη and the way the narration describes it. When speaking to the Athenians about their ὄργη, Pericles consistently employs the later sense of the word, seeming to ascribe to the Athenians the capability of rendering judgment upon others. The narration surrounding his speeches also employs this later sense of the term, yet it mixes in some indications of the earlier sense as well. The double sense of the term in the narration reveals that the angry judgment of the Athenians against Pericles, regardless of how Pericles speaks about it to the Athenians themselves, actually is a kind of unreflecting, impulsive passion.

The (Roman) Triumph of Seneca's Medea—Michelle Currie (BΨ at Rhodes College)

The Corinthian segment of Medea's tale certainly ends quite triumphantly. Though troubled by estrangement from her family and homeland, betrayal by her husband, and separation from her children, Medea's victorious departure reveals how she has reclaimed ties to her home and family, punished her husband, and dealt with the loss of her sons. However, in his tragic version of Medea's story, Seneca further emphasizes Medea's display of

success by relating it to another expression of overwhelming victory familiar to his audience—the Roman triumph. Seneca portrays Medea as a successful general, depicting her as a violent figure capable of conducting martial tasks and leading others; the Golden Fleece becomes *spolia* that Medea reclaims from Jason for use in her procession. Seneca illustrates Medea's departure scene using the symbology and conventions of an actual triumph: Medea relates herself to the gods, conducts sacrifices, executes the sons of enemy leaders, and flaunts a sensational chariot. Meanwhile, Jason's abilities as a military leader and success capturing spoils are lacking, and his only public spectacle during the tragedy—his wedding procession with Creusa—leaves him laughable. On the contrary, Seneca grants Medea the opportunity to magnify her success and regain her honor through connections with this most grandiose of Roman spectacles. Like any triumphing general, Medea endeavors to treat her audience to a performance whose fame will ensure that she is never forgotten, even long after those who witness the spectacle are gone.

Inform and Delight: Ekphrasis in Cupid and Psyche—Emily S. Goodling (HΔ at Hillsdale College)

In *Cupid and Psyche*, Apuleius displays a virtuosic command of literary technique, revealed most fully in his use of ekphrasis, a pause in narrative for the purpose of detailed description. Apuleius' ekphrases, however, offer more than a display of stylistic virtuosity: they provide important insights into character development. An analysis of two ekphrases (IV.31.4–7 and VI.6.1–4) reveals this ability to work meaningful information into even the most delightful description. Through the use of word choice, word order, and literary figure, these passages establish Venus' divine authority as well as her status as the goddess of love—both important themes in the story. In the first ekphrasis, Apuleius highlights Venus' authority by using literary technique to invoke an epic or military environment. However, he also includes references that reflect her divine identity.

With an ear for the entertainment value of his ekphrases, Apuleius also imbues this description with sensual appeal. The second selection forms a structural antithesis to the first, but serves the same purpose. Apuleius exploits the scene's potential for delight with colorful word-play, while working in necessary information about Venus' power and identity. In conjunction, the two ekphrases of Venus provide readers with a full portrait of the goddess' character. Apuleius thus uses ekphrasis as a key technique in the development of his figures. Even his emphasis on stylistic interest supports this goal of characterization, serving to draw the eye to essential details.

The Sons of Heroes in Greek Epic—Sean Minion (ZX at Xavier University)

The Epic Cycle is full of stories in which the children of great warriors, such as Orestes, Electra, Neoptolemus, and Telemachus, feel the repercussions of Trojan War because of the extended absence of their fathers. Amidst the chaos caused by the Trojan War, the sons of heroes rise to the level of their fathers by proving themselves worthy of their lineage both in word and deeds, maturing in a disorderly household, and eventually by seeking revenge on behalf of their father. In particular, Telemachus in the *Odyssey* and Neoptolemus in the *Posthomerica* stand out as examples of such children. By comparing the experiences of these two characters in the beginning of their journeys, in their growth into adults, and finally their attempts to avenge their fathers, similarities can be seen in how they cope with the absence of their fathers and their maturation into aristoi.

After both sons have attained the status deserving of their bloodline, they experience a catharsis of the ceaseless sorrow over the loss of their fathers through an encounter with them. These similarities do not only act as evidence of the *Odyssey*'s influence on the *Posthomerica*, but it also reveals what the relationship between father and son at this time was. The challenges that Neoptolemus and Telemachus faced were societal expectations that aristocratic son needed to fulfil in order to be recognized as men.

ΗΣΦ at CAMWS-SS (Continued)

The Provenance of Mithras —

Andrew Zigler (ΓΣ at University of Texas at Austin)

Since the discovery of the first *mithraeum*, many have been captivated by the mystery-religion of Mithraism and its origins. Franz Cumont originally posited that the religion was a Zoroastrian transplant from Iran into Rome through the migration of soldiers (Cumont, 1903). Roger Beck later argued that the religion was created within Rome by someone knowledgeable of Oriental culture (Beck, 2004). In my inquiry, I have combined elements of these

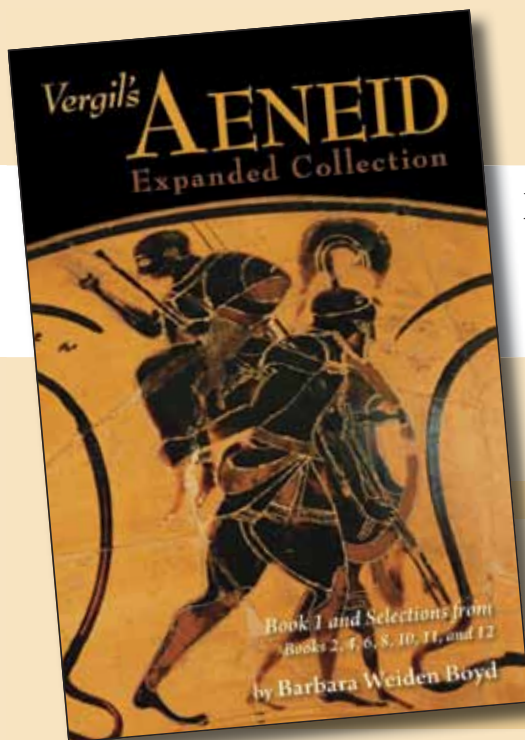
theories to create what I think is a more likely scenario: the religion was created in Rome by Nero circa 66 CE after contact with Armenian vassal king Tiridates I, who journeyed to Rome to be crowned by the Emperor. This point of contact and the events that unfolded during this event were recorded by Cassius Dio, Pliny, and Tacitus and include Magian feasts, *magicis cenis* (Plin. Nat. 30.6.17), which seem to indicate an act of initiation that mirrored later practices by Mithraic worshippers in their subterranean temples. As a result, I propose that Mithraism could have started due to contact between these two rulers

and later spread to the legions, which Nero commanded as Emperor. This hypothesis explains both the clustering of *mithraea* in the city of Rome and the religion's popularity in the military. This religion served the emperor's needs by providing solidarity for the far-flung legions of the Roman Empire.

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*Ne mox aut Laurentes, nate, superbos
aut acrem dubites in proelia poscere Turnum.*
Aeneid, 8.613–614

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Passages include 1.1–756 • 2.1–56; 199–297; 469–620; 735–805 • 4.1–449; 642–705 • 6.1–211; 295–332; 384–425; 450–476; 847–901 • 8.608–731 • 10.420–509 • 11.498–596; 664–835 • 12.791–842; 887–952.

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The Tomb of Kleopatra VII

by Duane W. Roller

Finding royal tombs has been an obsession of archaeologists ever since the days of Howard Carter and Tutankhamen. In the last half century we have seen the discovery of the spectacular so-called Midas Mound at Gordion, and the long and fruitless excavation of the Gyges Mound at Sardeis. Such tombs may yield spectacular results, or nothing, but often are not what they seemed to be. In recent years there has been the so-called tomb of Herod the Great at Herodeion, a spectacular discovery which, as I believe, is actually the burial spot of a member of Herod's family or court rather than of the king himself, but nevertheless is a significant discovery. Somewhat more bizarrely, we have the tomb of John the Baptist in Bulgaria, and the alleged discovery of the tomb of Kleopatra VII, hidden away at Taposiris Megale 50 km. west of Alexandria. As is so often the case, the so-called Tomb of Kleopatra has received most of its attention in the media rather than in the scholarly record, most notably in a *National Geographic* article of July 2011. In the interests of full disclosure, I should say that I was a consultant on that article, but do not agree totally with its findings.

What do we know about the tomb of Kleopatra VII? According to Plutarch, it was separate from the tombs of her Ptolemaic ancestors, although all of these were in the palace precinct, near the tomb of Alexander the Great. Kleopatra's tomb is not mentioned until the context of the summer of 30 BC, the last weeks of her life, and it seems that it was hastily conceived when she realized that her death was imminent. Yet she never finished it, and it was completed by Octavian. Little is known about its details except that it had a device that made it impossible to open the doors once they had been sealed, reminiscent of traditional Egyptian tombs, and for this reason the dying Antony had to be hoisted to a window or the roof (see photo). There also seem to have been living quarters. Whether by accident or design, it was also the original tomb of Antony, but this plays no factor in its long-term role as the tomb of the queen. In fact, Antony's body did not stay there, since,



Bust of Kleopatra in the Altes Museum in Berlin, Germany



Ernest Hillemacher, "Antoine rapporté mourant à Cléopâtre", Grenoble

when his grandson Germanicus made his notorious illegal visit to Egypt in AD 19, there is no evidence that he saw his grandfather's tomb, despite a remarkably detailed account of his trip and his particular interest in his grandfather's memorabilia.

The obvious explanation is that, in the tradition of Roman commanders who died in the field, Antony's body was soon sent back to Rome, as happened with Pompey the Great, Germanicus himself, and his father Drusus. Antony remained a person of stature in Rome—he was the ancestor of three of the first five Roman emperors—and his family would have assured proper disposition of his remains.

Although nothing survives today of the tomb of Kleopatra, it came to have important symbolic significance. Upon returning to Rome, Octavian almost immediately began his own dynastic tomb, at the northern edge of the Campus Martius. Within a few years Herod the Great would begin his tomb at Herodeion and Juba II his at Tipasa east of Mauretanian Caesarea. All three of these are conspicuous today, and thus the tomb of Kleopatra became the prototype for the dynastic tombs of both the Roman imperial family and the allied kings.

At the beginning of August of 30 BC, the queen hid herself in her tomb with her loyal maids Eiras and Charmion, and sent a message to Antony that she was dead. Kleopatra was beginning to find him a hindrance to her future, and she knew that he had threatened suicide twice previously. Thus her note was probably to plant the idea again in his mind. He dutifully responded as expected, although ineptly. The report of his attempted suicide soon reached Kleopatra, who gave orders that he be brought to her. She was at a window in the upper story of the tomb, and in a touching scene, described in an eye-witness account preserved by Plutarch, the three women took construction cables and struggled to raise the bleeding Antony into the tomb while a crowd watched.

About the Author

Duane W. Roller is Professor Emeritus of Classics at the Ohio State University. An archaeologist and historian, he is a three-time Fulbright Scholar and the author of numerous scholarly works, including editions of Eratosthenes and Strabo, and a biography of Cleopatra VII. His translation of Strabo's *Geography* is being published by Cambridge University Press. He lives in Santa Fe, New Mexico.

The Tomb of Kleopatra VII (Continued)

Antony soon died, and Kleopatra entered upon the last days of her life. Her physician, Olympos, wrote a report of her end, which is probably more honest and believable than the familiar romantic versions that developed later. She requested an interview with Octavian, and received him poorly dressed and showing the strains of the last few days, but still demonstrated the charm and poise for which she was famous. They debated about her culpability, and she blamed Antony for everything. She provided an accounting of her wealth, and offered gifts to Octavia and Livia in the hope that they might intercede on her behalf. She showed Octavian some of her letters and memorabilia from Julius Caesar, perhaps an attempt to enhance her status by stressing her relationship with him, as Octavian himself had done. And she explicitly told Octavian “I will not be led in a triumph,” a rare case where her actual spoken words survive (οὐ θριαμβεύσομαι).

Octavian returned to his headquarters, and Kleopatra prepared for her death. She bathed and had an elaborate meal, and then, after sending a message to Octavian, locked herself away with Eiras and Charmion. When Octavian received the message—effectively her suicide note—he realized what was happening and quickly sent messengers to the queen. They broke open the door and found her dead, her body carefully laid out with full royal regalia, and Eiras and Charmion near death (see photo). As Horace wrote (*Od.* 1.37.30–32), she would not allow herself to be humiliated. Shortly thereafter Octavian himself arrived, and although he was exceedingly angry at the turn of events, he nevertheless ordered that she be buried in royal fashion next to Antony.

What is not mentioned in Olympos’ account is anything about an asp, but that is another story, and most probably a construct by the queen herself (in her suicide note to Octavian) and Octavian’s propaganda machine. The fact remains that the death and burial of Kleopatra VII is well documented, and even though her tomb may not have been found, there is no question that it was in the palace precinct at Alexandria, not, as the Taposiris Megale



“Sophonisba” painting, Casa di Giuseppe II, Pompeii

excavators suggest, in some obscure town 50 km. away. One can ask why would anyone believe that it needed to be hidden away, unless one is misled by the Roman propaganda machine into believing that Kleopatra was a person generally disliked. In fact, she was the most respected person in Egypt at the time of her death: Octavian knew this well, which is why negotiations between them took months over the summer of 30 BC, and why he assured her proper burial and completed her tomb. He dared not do otherwise. Moreover, she remained a figure of great respect for centuries: as late as AD 373, when Christianity was already common in Egypt, the cult of Kleopatra VII was still active. Such a person did not need to have her tomb hidden in an obscure town away from Alexandria.

The final question is whether there is any visual evidence for her tomb. At Pompeii, a painting in the Casa di Giuseppe II [“Sophonisba” painting], dated to the first quarter of the first century AD, shows a woman wearing a diadem in the act of committing suicide by poison. Five people surround her, two female and three male. One of the males is wearing a diadem and another appears to be in Roman dress. At the left, an attendant holds the mouth of a crocodile, probably not the animal itself but the elaborate handle of a tray, the rest of which is not visible. High up on the rear wall, in an unusual position, is a window or a set of double doors.

This painting is usually suggested to represent the death of Sophonisba, the aristocratic Carthaginian who was the paramour of the famous Numidian king Massinissa. Late in the Second Punic War he sent her poison so that she would not be captured by the Romans. The parallels to the death of Kleopatra VII are numerous. There is the general tone and situation, in which a famous opponent of Rome chose suicide over capture. Moreover, the Numidian royalty and the Ptolemies had long been connected: Massinissa was a close associate of Ptolemy VIII,

and his descendant Juba II would marry Kleopatra’s daughter. Yet most significant are the details of the painting, such as the two female attendants, the Roman bystander, the crocodile motif, and even the opening enigmatically high up on the wall, which suggests the peculiar architecture of Kleopatra’s tomb. The crocodile motif is especially important, as this would prompt anyone looking at the painting to think of the locale that was defined by the crocodile, Egypt. No asp is shown, but many believed that Kleopatra had actually taken poison. The painting may well depict Sophonisba, as there was no royal person attending Kleopatra’s death—although the artist may have suggested the presence of her son and successor Kaisarion—but the painting was created when there were people still alive who remembered the death of Kleopatra, and the famous more recent suicide would come immediately to mind when viewing the painting, rather than an obscure incident of over 200 years previously. However romanticized, ambiguous, and inaccurate in detail, the painting in the Casa di Giuseppe II may be the closest available to a contemporary rendition of the suicide of Kleopatra VII.

[This has been adapted from the author’s *Cleopatra: A Biography* (Oxford, 2010), which provides a more detailed account of Kleopatra’s death and burial, with full references.]

The University of South Florida loses beloved Professor Chitwood

by Stephan “Van” Hoda

I got the news at ten o'clock in the morning; Dr. Chitwood had passed away. Suddenly, I felt a chapter of my life come slamming closed. One of the last few threads of childhood broke and I realized that, even though I had one semester left, my college days had come to an end. In more ways than one, she defined this era of my life.

It's difficult to describe the special relationship shared between advisor and student. We connect on the deepest of levels. We share a passion that brings both joy and meaning to our lives. There are times we are able to catch a physical glimpse of the people we hope to be, in the accomplishments of our instructors.

Athena often speaks to us through the words and wisdom of our Mentors. Dr. Chitwood was more than our guide and instructor. She was the very vision of hope that we needed to propel us through studies that our parents often remind us have little monetary value. “What are you going to do with your life,” they ask. “I’m going to be Dr. Chitwood,” we reply, not fully knowing what that means.

Dr. Chitwood's class was to become the source and summit of all that gives vibrancy to my life. No matter what uncertainty the world may hold, my time with her has assured me that I am where I'm supposed to be. I'll forever be grateful for what she's given me and I can only hope that I'll be able to share that very passion with someone else someday. She will be dearly missed and never forgotten. *Requiescat in Pace.*

See also “Professor leaves ‘classic’ legacy,” the memorial published online in The Oracle: University of South Florida: Thursday, November 8, 2012; **Updated:** Thursday, November 8, 2012 07:11: <http://www.usforacle.com/professor-leaves-classic-legacy-1.2791307#.UM-EYOQ82wg>.



Editor's note: Professor Chitwood was honored with two memorial services on campus, one of which was organized by her student Stephan “Van” Hoda and sponsored by the Classical Society. Students came together at the solarium behind Cooper Hall to pour libations of grape juice at the statue of Chitwood's favorite Greek goddess, Athena, a fitting tribute to a beloved Professor of the Classics. Casper Yen's stunning photos are of that candlelit memorial. From the online article, Stephan is quoted as saying: “She dedicated her life

to the study of classics. I thought it was something that was important to her, and it's a common language for us who knew her, and it's what we all have studied and loved. It was the most appropriate way to honor her memory.” Stephan also writes, “Our dear Dr. Chitwood was the fire behind our passion. She inspired us, nurtured us, and made us proud to be students at USF.” Of Dr. Chitwood's dedication to $\text{H}\Sigma\Phi$, Stephan asserts “ $\text{H}\Sigma\Phi$ is her legacy and we are committed to keeping it strong at the University of South Florida.”

Vergilian Society Study Tours, 2013

Vergilian Turkey Trip

June 28–July 13, 2013

Directors: Andrew L. Goldman and Amy E. Goldman

We will visit sites linked to major and minor gods and mythological characters, discussing both the physical remains at the sites and the literary texts that inform our understanding of their associated myths and rituals. Participants will begin the journey in the city of Antalya on the southern Turkish coast, with visits to nearby Perge and the Antalya Museum. After excursions to Olympos, the mysterious flames of the Chimera and the sanctuary of Leto near Xanthos, the group will then continue on to Fethiye to enjoy a day touring the Lycian coast by boat. Turning inland, we will then visit Hierapolis, Aphrodisias, and Nysa. The tour will then head southwards to ancient Halicarnassus and embark on a ferry trip to Knidos. We will then spend several days visiting major sites along the western coast of Turkey, including Didyma, Priene, Ephesus, Claros, Pergamum, Assos, Tenedos, and Alexander Troas. After a day exploring ancient Troy and discussing the events of the Homeric conflict, the group will cross the Hellespont via ferry and proceed to Istanbul. The trip will end with a day in modern Istanbul, where we will tour the major ancient monuments, visit the famous Archaeology Museum, and get a taste of modern Turkish life.

Price: \$2,575; **Single supplement:** \$425

The Italy of Caesar and Vergil: A Workshop for Teachers

July 2–13, 2013

Directors: Christopher Gregg and Keely Lake

This workshop for high school Latin teachers will combine classroom sessions in successful pedagogical practices with thematically relevant site visits that illuminate the lives and works of Caesar and Vergil. Morning study sessions will provide ideas and skills to enrich both beginning and advanced courses, with a focus on the readings and abilities required by the revised Advanced Placement syllabus. Afternoon site and museum visits will contextualize the writings of these authors elucidating the common themes of Caesar's *commentarii* and Vergil's *Aeneid*. Through thoughtfully constructed lectures and on-site readings from ancient writers, teachers will acquire interpretive insights and instructional strategies for teaching these essential authors. Sites include: Rome (Forum, Palatine, Campus Martius), Temple of Apollo and Atrium of the Sibyl at Cumae, Lake Avernus, Tomb of Vergil, Sperlonga, Pompeii, Lavinium, Herculaneum and Vesuvius.

Price: \$2,595

From Neapolis to Apragopolis: The Greco-Roman Bay of Naples

July 15–27, 2013

Directors: James Andrews and Randall Colaizzi

The Bay of Naples was always one of the most important centers of Classical culture, and the culminating destination of the European Grand Tour. It was the foothold of the Greeks in their colonization of Magna Graecia; the scene of decisive moments in the Punic, Social, and Slave Wars of the Roman Republic; and the graveyard of Pompeii, Herculaneum, and the hundreds of villas buried by the eruption of Vesuvius in 79 AD. Celebrated here were the fishponds of Lucullus, the aqueduct of Augustus, the real extravagances of Nero, and the fictional eccentricities of Petronius. Greeks, Etruscans, Samnites, Lucanians, and Romans lived here; Augustus, Tiberius, and Pliny the Elder died here. We will visit the archaeological sites and the several museums which preserve the artifacts from two millennia of Greco-Roman culture. Sites include Sperlonga, Terracina, Cumae, Lake Avernus, Solfatara, Pompeii, Naples, Paestum, Pozzuoli, Beneventum, Saepinum, Herculaneum, Oplontis (Torre Annunziata), Capri, Baiae, Bacoli, Misenum.

Price: \$2,595

Vergil the Poet and Medieval Wizard: Literary Magic

July 29–August 10, 2013

Directors: Chris Ann Matteo and Ray Clark

We shall walk in the footsteps of Trojan Aeneas upon the acropolis of Cumae, in the Sibyl's cave, and at Lake Avernus, where he descended alive into the Land of the Dead. Vergil's immortalization of this landscape in the *Aeneid* resulted in many medieval legends attributing to him the magical power of transforming the landscape. Thus all the hot springs in the area were thought by medievalists to have been of his creation. With this and the *Aeneid* in mind we shall explore with on-site lectures the marvels of Cumae and other early Greek settlements set within the Flaming (Phlegraean) Fields and its environs, and explore places familiar to Vergil.

Price: \$2,595

In the Tracks of Giants: Touring Italy with Vergil and Caesar

by Philip Cortese

"Multae praeustae sudes, magnus muralium pilorum numerus instituitur; turres contabulantur, pinnae loricaeque ex cratibus attexuntur. Ipse Cicero, cum tenuissima valetudine esset, ne nocturnum quidem sibi tempus ad quietem relinquebat, ut ultro militum concursu ac vocibus sibi parcere cogeretur."

Reading Caesar's description of the tight spot in which Quintus Cicero found himself in 54 B.C. as native tribes attack his winter quarters in Gaul, a teacher easily identifies many valuable issues with which to engage a class: comparison of the leadership qualities of Quintus and Caesar; exploration of Roman military engineering; reinforcement of Latin grammar and syntax; realization that feathers, in fact, are not a part of the Romans' defenses, contrary to students' previous experience with Ovid. And yet, as I prepare the passage for the students in the Advanced Placement Latin class that I team-teach with a colleague, all I think of is the first time I read it, and the only clear thought I had at that time was "I wonder what's for lunch?" Such was the cooking of the Sgariglia family at the Villa Vergiliana in Cumae, Italy that for over a week this summer, I fought a similar internal battle each day mid-morning—would my interest in reading the text in a small group or the rumblings of my stomach capture the greater part of my attention before lunch? Add to these sparring attention-seekers the view from the villa's balcony over the partially excavated amphitheatre next door, and I had a new appreciation for my students' tendency for distraction in the period just before lunch.

I found myself faced with such a dilemma only because of the generosity of Eta Sigma Phi's Theodore Bedrick Scholarship, which allowed me to explore Rome and Campania with twenty-four other teachers on the Vergilian Society's "Italy of Caesar and Vergil" tour directed



Top: The view from the balcony of the Villa Vergiliana over the neighboring amphitheatre of Cumae

Above: Seeking out the entrance to the underworld near Lake Avernus

by Steve Tuck and Amy Leonard. Their collaboration illustrated what would become a theme of the entire tour for me—balance. Just as teachers of the new Advanced Placement Latin syllabus will be balancing two seemingly disparate authors and genres in a single course, our days on the tour were spent balancing classroom sessions with Amy and site visits with Steve. For both veteran and rookie teachers of the new AP syllabus, learning strategies for achieving this balance within the course was a main goal of the tour. As we assembled on our first day in Rome, we were presented with an example of an

About the Author

Philip Cortese was inducted into Eta Sigma Phi at Millsaps College (Alpha Phi), where he received a BA in Classical Studies and Political Science. He currently teaches middle and upper school Latin at St. Andrew's Episcopal School in Jackson, Mississippi. Additionally, he has developed and team-teaches with three other classically minded colleagues a Roman history through film class for seniors.

In the Tracks of Giants (Continued)

integrated syllabus for the course, uniting sections of Caesar's *Commentarii de Bello Gallico* and Vergil's *Aeneid* around the seven essential themes in the AP syllabus. With the possibilities of such a course organization reeling in our minds, we enjoyed a typically Roman lunch and set out on our first group walk around the city. This walk proved to be as revelatory and topical as the earlier classroom session. We began on the Pons Fabricius, the oldest bridge over the Tiber River in Rome. We continued to the Forum Boarium, and, pausing to read selections from book VIII of the *Aeneid* along the way, it became clear that we were taking the same route as Aeneas and Evander. Reading the text and tracing their path, I felt the years fall away. Gazing up at the Capitoline hill, we listened to Evander's stories of his home along with Aeneas.

As we made our way up to the Piazza del Campidoglio and entered the Capitoline Museums, our readings shifted to Caesar. In the courtyard of the museum, we marveled at the well-known fragments of the Colossus of Constantine, but we also compared Caesar's descriptions of the Gallic tribes to the female personifications of the provinces from the temple of the deified Hadrian. Most other visitors neglected these reliefs, but they enriched our experience because of their thematic link to the

text. Another thematic highlight in the museum was our final stop that day—the Capitoline Gaul. While the heat of the Palazzo Nuovo had us thinking more of the *Aeneid's* underworld—whose potential entrance we would visit more than once later on the tour—the ambiguous message of the sculpture (as viewers, do we rejoice in his defeat or empathize with his dignity?) added another layer to our understanding of Caesar's campaign in Gaul.

After two days of touring the Campus Martius, the Palatine Hill, and the Forum and later Imperial Fora, we said goodbye to Rome and headed down south to the land of the (umbrella) pines. On our way to the Bay of Naples, we stopped at Aeneas' tomb at Lavinium and the Grotto of Tiberius at Sperlonga. After wrestling with the older Aeneas tradition presented at Lavinium—wait, Aeneas was a *real* man with a burial site?—and interpreting the sculptural fragments at Sperlonga through passages from the *Aeneid* instead of those of Homer's *Odyssey* posted on the walls of the museum, we arrived at Villa Vergiliana near Cumae, which served as our base for the rest of the tour.

Our introduction to the region was a tour of the entrance to the underworld near Lake Avernus. Equipped with wax candles the size of Olympic torches, and accompanied by the rhythmic beating of

our Italian guide Mr. Santillo's walking cane hitting the earth, we inched down a dark tunnel to discover an underground river and other chambers said to be the bathing rooms of the Cumaean Sybil. More likely a passageway for moving Roman legions during the military installations in the region under Agrippa around 37 B.C., the site came alive as Mr. Santillo's voice slowly echoed in the dark: "*spelunca alta fuit uastoque immanis hiatus / scrupula, tuta lacu nigro nemorumque tenebris...*" Unlike the rest of Mr. Santillo's descriptions, this recitation from memory of book VI of the *Aeneid* needed no translation.

The memory of our remaining days in Campania already combines into a seamless whole the sessions of reading Caesar and Vergil, the delicious meals shared at the single long table of the villa's dining room, and the impromptu sharing of gimmicky grammar songs (how do your students remember the fifth declension?) with the popular site visits of the region. Of course, we visited Pompeii and the frescoes and treasures removed to the Archaeological Museum at Naples. We entered the tunnel more traditionally identified as the grotto of the Sybil at Cumae, with its distinct trapezoidal keyhole design. We marveled at the Greek temple remains at Paestum and wondered how they were still standing and what they were doing in Italy. And we read Tennyson and honored Vergil at his tomb in Naples.

After a memorable final evening on the recently renovated rooftop terrace of the Villa, we returned to Rome on the last day of the tour, and several of us found ourselves dutifully seeking out the Trevi fountain to throw in our coin, in the hopes that somehow this action would mean a quick return to the Eternal City. And as we boarded planes the next day to return to different parts of the country, and after a few more weeks of summer, to classrooms and waiting students, we had not only the shared memories of Italy to sustain us, but also the ongoing collaboration as fellow teachers and friends.

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Compensatory Vowel Lengthening in Ancient Greek: A Linguistic Game of Musical Chairs

by Christina Skelton

If you've read a variety of Greek literature, you've probably noticed that Greek authors did not all speak the same dialect. Where Sappho says ἔμμι 'I am,' Anacreon has εἰμί. Where Alcman says ἀμέρα 'day,' Archilochus has ἡμέρα. Where Herodotus says κούρος 'boy,' Thucydides says κόρος. These differences might seem isolated or insignificant, but they actually reflect a crazy game of musical chairs in the Greek vowel system.

When ancient Greek first diverged from its ancestor, Proto-Indo-European, its vowel system consisted of a set of short vowels, written in the Greek alphabet as α, ε, ι, ο, υ, and a corresponding set of long vowels, written ᾱ, η, ῑ, ω, ῡ. It also contained a set of short and long diphthongs, written ει, αι, οι, υι, ευ, αυ, ου, and ηυ, ηι, ωι, and ᾶυ.

Greek then underwent a series of three sound changes, called the First, Second, and Third Compensatory Lengthenings, which produced an entirely new set of long vowels. These changes involved the loss of one consonant in a consonant cluster, which typically caused the preceding vowel to become longer in duration. This type of change is called a "compensatory lengthening" because the preceding vowel becomes longer to compensate for the time which was originally spent pronouncing the lost consonant. The new set of long vowels produced by the three Compensatory Lengthenings was written with η and ω, at least in the few early inscriptions where these vowels survive as distinct entities.

The First Compensatory Lengthening was the most complex of the three compensatory lengthenings. It affected consonant clusters which consisted of a nasal (*m*, *n*), liquid (*l*, *r*) or glide (*w*, also known as digamma) plus *y* or *s*, though the actual conditions are far more complicated. The phoneme /y/ no longer existed for the most part in Greek at the time of our literary texts, though it had been inherited from Proto-Indo-European. The First

Compensatory Lengthening was one of the sound changes which led to its near-total elimination. The most common outcome of the First Compensatory Lengthening was lengthening of the preceding vowel, but Lesbian and Thessalian doubled the remaining consonant. Thus, the First Compensatory Lengthening explains a number of forms that differ between Lesbian, the dialect of Sappho and Alcaeus, and Attic or Ionic. For example, Proto-Indo-European **awsos* 'dawn' became Lesbian αὔως but Ionic ἥως, Attic ἔως. Proto-Indo-European **esmi* 'I am' became Lesbian ἔμμι, but Attic and Ionic εἰμί. The First Compensatory Lengthening also explains some of the Aeolic forms found in Homer, such as Proto-Indo-European **h₂sm₂e* 'we,' which became Attic-Ionic ἡμεῖς, Homeric, Lesbian ἄμμε.

The Second Compensatory Lengthening affected sequences of a vowel followed by the cluster *ns*. In Attic, Ionic, and most Doric, the *n* was lost with lengthening of the preceding vowel. In Lesbian, on the other hand, the *n* was lost with the preceding vowel becoming a diphthong in *i*. Thus, the Second Compensatory Lengthening explains why the accusative plural ending is -ους in Attic and Ionic and -οις in Lesbian, and why the primary third plural active verbal ending is -ουσι in Attic and Ionic, but -οισι in Lesbian.

The Third Compensatory Lengthening affected sequences of a vowel followed by *n*, *r*, *l*, *s*, or *d* followed by *w*. In Ionic and certain Doric dialects, the *w* was lost with lengthening of the preceding vowel. This explains certain differences between Attic and Ionic, such as Attic κόρος 'boy' but Ionic κούρος, and Attic ξένος 'guest-friend,' but Ionic ξείνος.

Between the First and Second Compensatory Lengthenings, a separate change affected Attic and Ionic. This change affected the phoneme /ā/, and produced a sound whose quality was somewhere between original ā and the vowel written η. In Attic, this vowel later became ᾱ after *i*, *e*, or *r*. This explains the difference

between, for instance, Attic ἀναΐδεια 'shamelessness' and Homeric ἀναιδεΐη.

Finally, in the 5th century BCE, the original short diphthongs ει and ου ceased to be pronounced as diphthongs, and came to be pronounced as long vowels.

Had all of these long vowels remained distinct, Attic and Ionic would have had four different versions of ē: original ē, the ē which had arisen as a result of the three compensatory lengthenings, the ē which had arisen from original ā, and the ē which had arisen from original *ei*. The other dialects would have been similar, but retained original ā.

At that point, the long vowel system must have become too much to handle. The dialects began merging long vowels, but did so in different ways. Attic and Ionic merged original ē with the new vowel that had arisen from original ā. This came to be written η. The dialects then merged the new long vowels either with either the old long vowels or with the new vowels which had arisen from the diphthongs *ei* and *ou*.

These mergers left the situation you see in Greek literary texts: two sets of long vowels, one written with ει and ου, the so-called "spurious diphthongs," and the other written with η and ω. But, in early Ionic inscriptions, such as the Nikandre inscription, the old vowel system can still be seen. How many different long vowels and diphthongs can you identify?

Νικάνδρῃ μ' ἀνέθεκ' ἐν ἡ(ε)κηβόλῳ
ἰοχεαίρῃ
κῶρῃ Δεινοδίκῃ τῷ Ναξίῳ,
ἔξσοχος ἀλήθῳ,
Δεινομένεος δὲ κασιγνέτῃ,
Φηράεσσ' ὄλοχος μ[

Nikandre dedicated me to the far-shooting
arrow-shooter,
The daughter of Deinodikes the Naxian,
exalted above other women,
The sister of Deinomenes, wife of
Phraxsos.

Believe **crede quia incredibile**

Much has been said about the shortage of primary and secondary school teachers. The National Committee for Latin and Greek, the American Classical League, the American Philological Association, and various regional and state classical organizations are promoting a cooperative venture, National Latin Teacher Recruitment Week, to engage all Classicists at all levels of instruction in the business of insuring that our Latin, Greek, and Classics pre-college classrooms have the teachers they need. Join us by taking one day to talk to your students about becoming a primary or secondary school teacher. For materials, information, and funding opportunities, please visit the NLTRW link at promotelatin.org. The teacher shortage is a serious problem. Be part of the solution. Believe that you can make a difference.

National Latin Teacher Recruitment Week

March 4-8, 2013

www.promotelatin.org

My Gabii Experience

by Clara S. Reini

As I sat reading my emails this past spring, I almost jumped for joy as I read that I had been accepted to work on the Gabii Project 2012 through the University of Michigan. For years I had dreamed of going abroad to participate on an archaeological excavation and finally my dream had come true. However, it was not easy to finalize my decision until I was fortunate enough to receive the Eta Sigma Phi H.R. Butts Scholarship to help me. I was thrilled to be able to finally apply all that I had learned in my classical archaeology classes to my fieldwork. Even more so, I was excited to learn about the culture of Rome first hand, both past and present.

Upon arriving in the city of Rome, I was immediately captivated by the city's vibrancy. Even when I thought I had seen everything, I was proven wrong at every corner and would once again be held in awe at the amazing sites around me. Never have I been in a more inspiring place with its cobbled streets, ancient monuments and statues, modern street lights, and cars. I felt elated at finally being in Rome, a city mixed between past and present. It is a city I had built up in my mind since I was a child and the actual thing was grander than I could have ever dreamed. At some points it felt like my experience was a mix between reality and fiction; I still have trouble believing that I was actually there.

The first week on site was an intense experience. The Italian summer heat and the constant sun were not easy to get accustomed to. There were moments that first week where all I could think of was how lovely sitting in the shade of a tree would feel (there were none on site). As hot as it was, it felt glorious to be working all day in the dirt while simultaneously learning about archaeological field methods and the history of Gabii.

I remember clearly one of my last days on site when I was filling out the paperwork to one of the stratigraphic units I had been working on. I realized how easy it was for me to fill out the whole thing without having to ask either Troy or Marilyn, our area supervisors, if I had done everything correctly. I remember thinking to myself how confident I had grown as an archaeol-

Clara digging on site with Troy on left and Marilyn on right.



Clara at the Colosseum.

ogist over those short five weeks. I learned so much about proper excavation techniques, interpretations of the soil, structures, artifacts, ecofacts, and about Gabii, and Latium, in general. I realized then that my time at the Gabii project was almost up and everything I was learning would come to an end all too soon.

It was not just at Gabii that I was a student, but of all Italy. I spent a hefty portion of my free time touring around the country. Most of my time, however, was spent touring Rome, which in itself is not a small feat. I learned so much about the

culture and people of Italy, both modern and ancient. There are still so many things I have yet to see and I look forward to the next time I will be so fortunate to have an experience such as this. One of the most rewarding aspects of my trip was forming new friendships, and I look forward to doing so again. I have never been more tired, and I have never had so much fun. I feel that my entire trip to Italy has forever changed me; I now feel more confident in my chosen career path of becoming an archaeologist. Not only that, but I feel certain I want to focus my studies on the food production and consumption of the ancient world.

I journeyed to Italy to learn about archaeology and the long lifespan of the site

About the Author

Clara S. Reini is currently a junior at the University of Michigan working on a double major of Anthropology and Classical Archaeology. She decided to study the classical world because its culture and people have interested her since she was a child. It is especially interesting to see just how much of our own culture comprises of similar qualities from those of the classical world. Once she has graduated for the University of Michigan she plan to go onto graduate school to continue her study in archaeology.

My Gabii Experience (Continued)

of Gabii, and I came back realizing that I had learned more about all of Italy than I ever thought possible. Every moment that I was there, immersing myself in either the excavation or the culture, I realized that I could learn even the smallest detail about my surrounding that could help me understand Italy as a whole. I realize now that there is still so much more for me to study and learn. I do not know what my future summers have in store for me, but I hope that they are filled with excavations and cultural experiences that will leave me

with wonderful memories and a fantastic group of friends, which this summer has done. I will always remember the last day of my 2012 field season as I stood looking out over the archaeological site of Gabii and the beautiful rolling volcanic hills of Latium, a site my eyes will never forget. Thank you to Eta Sigma Phi and the University of Michigan for funding my trip to Italy; without it this journey of a lifetime would never have been possible.

Right, Clara at the Capitoline Museum. At far right she stands with Constantine.

Below she stands with Palatine and Circus Maximus in the background. Below right she stands in front of Colosseum and Arch of Constantine.



When You Catch an Adjective, Kill It: The Parts of Speech, for Better and/or Worse

Book by Ben Yagoda. Broadway, 2007

Review by Russell Walker (alumnus, Omega at the College of William and Mary)

While it is easy to make the statement that the study of Latin and Greek can drastically improve a person's skill with the English language, it can equally be argued that the study of English can aid in the study of these ancient tongues. Those who can talk more fully about the uses of a noun or an adjective or an adverb in English, can more easily relate their reading of other languages to one over which they have greater mastery. It can assist in not only the learning of a foreign language, but also in the teaching of it, since the instructor would have a greater range of examples from which to draw during lessons. With all that in mind, if a book could be found that offers in depth analysis of language with a humorous twist, that book would become a treasure of the philological community. Well, fret not. This book exists, cleverly taking its primary title from a statement once made by Mark Twain: *When You Catch an Adjective, Kill It: The Parts of Speech, for Better and/or Worse* written by the author Ben Yagoda.



As the subtitle indicates, this book on English takes on the individual parts of speech as they are used, have been used, and could be used. Mr. Yagoda presents the information in a manner that is both easy and fun to read, while still being poignant and important. One of the best examples that I can give of this comes from his chapter on Adverbs. He at first discusses adverbs in the traditional sense, as modifiers of adjectives, verbs, and other adverbs; he then dedicates a number of pages to puns that he has enjoyed, where adverbs were

the keys to the punch lines, particularly a category of jokes known as Tom Swifities (e.g.: "I manufacture tabletops for shops," said Tom counterproductively." "I have only clubs, hearts, and spades," said Tom heartlessly."). He ends the chapter talking about the changing meaning of words based on their use in culture, in a bulleted list that will have you seriously considering writing to Merriam-Webster for the creation of a new word.

While the book is hardly a plot-driven thriller filled with sparkling vampires and code-breaking adventure, it is one that you will want to read multiple times. The footnotes provide context and amusement, the anecdotes about masters of writing and editing offer a wonderful historical context for recognizing the fluidity of language, and nary a chapter goes by without a reference back to the ancient languages that we all love, and how they came to shape the rules of modern grammar. It is rare that anyone gives much thought to articles, or discusses the often used conjunctions that fall outside the standard "and/but/or" trifecta. Mr. Yagoda does all of that and far more. Do not read this book looking for commentary on commas or information on interrobangs; it is a book about the love of language, the wonder of words. And I, for one, will never see the word "only" in the same light.



Corrigenda:

On page 14 of the last issue, photo caption: Kailyn Hall (not Alpha Mu Prytanis Jennifer England) welcomes delegates. Kailyn served as the Alpha Mu event coordinator and liaison to the National Board for the convention.

About the Author

Russell Walker is an alumnus of William and Mary, with dual majors in Psychology and Latin. He served as the Prytanis of the Omega Chapter of Eta Sigma Phi during his senior year. He is currently applying to graduate school, and spends his free time continuing his studies of ancient cultures, with particular focus on ancient magic and religions.

“You shouldn’t be persuaded”

by Jacob Lancaster

You shouldn’t be persuaded by *chiasmus*, you should use *chiasmus* to persuade others. *Asyndeton* may be as useful as *rationatio*, *subjectio*, *epilogue*, *adynata*, *synchrosis*. Yes, *paromologia* may be more beneficial. However, *anaphora* may be the best of all rhetorical terms, because *anaphora* gains its strength through repetition, and *anaphora* is used so often that it doesn’t register to the mind as a persuasive technique, which *anaphora* is. Why would we use *rationatio*? Maybe to set up *subjectio*, I’d presume. But maybe this epilogue has become *reductio ad absurdum*. Leave me be with my *synchrosis*. I’ll be over there, hiding behind *adynata*.



About the Author

Jacob Lancaster is a senior on the Creative Writing Track at the University of Iowa. He is from Sycamore, Illinois. He wears glasses, he collects records, and—through her translations—he falls in love with Anne Carson daily.

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!



Eta Sigma Phi Website

Take advantage of ΗΣΦ’s new 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.

Kyle Oskvig, Epsilon at the
University of Iowa
Megas Prytanis



A Funny Thing Happened on the Way to Law School: A Young Man's Reflection on the Dynamic Influence of Classics

by Thomas Head

"If you should visit Rome, and you really should, where would you be if you went to a *tonstrina*?" This was the question posed to my team during the final round of *Certamen* at the 2009 HΣΦ Convention in Memphis. Having encountered this term in Cicero a year earlier, I was able to buzz in with, "Barber shop." This answer propelled my team of fellow Classicists, who I had just met an hour earlier, to victory. For my efforts, I was awarded an *Oxford Classical Dictionary* (hardly free meals for life but much appreciated at the time and referenced frequently in the years since). I credit the experience of this Convention weekend at Rhodes College for confirming my decision to become a Latin teacher. Throughout my undergrad days at Marquette University, I had planned to go to law school. However, by tutoring peers and high school students during my senior year, and under the direction of my professors Dr. Stephen Beall and Dr. Patricia Marquardt, I became drawn to the service aspect of teaching, and frankly, I wanted to continue working in the Classics.

After teaching in a summer enrichment program focusing on the etymology of Latin and Greek roots for high school students on the West Side of Chicago, I began teaching Latin and religion at the School of St. Mary in Lake Forest, Illinois, in the fall of 2009. St. Mary's had offered Latin in the past as a special subject on an enrichment basis. My task was to provide structure to the program and develop continuity between the grade levels. In my first year, I taught Latin once a week to 4th and 5th graders and twice a week to 6th, 7th, and 8th graders. All of these students were also taking Spanish on a part-time basis. I made the successful proposal to reform the world languages at St. Mary's by continu-

Right, Thomas in the classroom.

Below, Thomas with Augustus.



ing to offer both Latin and Spanish as a special subject once or twice a week to all students in 4th, 5th, and 6th grade who would then choose to study either Latin or Spanish as a core subject every day in 7th and 8th grade. Consequently, students are exposed to both languages in the younger grades and given an opportunity to concentrate on one world language to develop towards proficiency later. Even with only two options, this choice affords students

About the Author

Thomas Head is a child of the Great Lakes and Jesuit education, having grown up in the suburbs of Buffalo (Canisius High School), come of age in Milwaukee (B.A. in classics at Marquette, where he was inducted into the Beta Sigma Chapter), and begun his life as a young adult in Chicagoland (master's in secondary education at Loyola). He is currently in his fourth year teaching Latin at the School of St. Mary Upper Grade Center (4th–8th Grade) in Lake Forest, Illinois. During this time, Thomas has seen the Latin program develop and flourish while also harmonizing the relationship between Latin and Spanish as world languages at St. Mary's.

"I would like to dedicate the article to my mom who passed away suddenly from a heart attack or blood clot on February 27. She was only 59. My mom, Kathleen Head (nee Meosky), was my first and best teacher in all things and herself a high school Latin student. I know she was proud of my work in Latin, but I'm sad she won't get to read the article."

A Funny Thing Happened (Continued)

the opportunity to make a sound judgment in preparation for selecting courses in the future. During the first two years, students picked Spanish about 2 to 1, but last year so many students selected Latin that I now have two sections in 7th grade.

I began my second year teaching with the excitement of having 7th and 8th grade students taking Latin as a core subject. I also started graduate school at Loyola University Chicago, working for my master's in secondary education. As part of my program at Loyola, I have learned about the best practices in education. In a particular way, the courses I have taken on middle school and secondary language methods have fostered my development as a teacher. Frequently, I have found that what I learned firsthand teaching was reinforced in my grad classes and vice versa. *Homines dum docent discunt.*

As Classicists, the value of Latin is self-evident to us. Yet, those of us who are realistic would concede that the case for teaching Spanish speaks for itself to most people today, whereas, the burden of proof seems to be on Latin. I am proud to say that I have robustly advocated for Latin regularly in settings formal and informal, such as parent night and conferences, and as a part of a project in grad school. Additionally, during my courses, I have had

the opportunity to observe other teachers in a variety of settings while I completed my clinical hours. I am especially grateful to Dawn Strauss at Kenwood Academy in Chicago who helped me with methods, materials, and general goodwill.

With the support of my pastor, Fr. Mike McGovern, and my principal, Dr. Venette Biancalana, by earning my master's degree, by taking Fr. Reginald Foster's summer experience in Milwaukee, and by a lot of hard work, I have seen the Latin program at St. Mary's thrive. Only one other grammar school in the Archdiocese of Chicago offers Latin. Beginning in 4th grade, students learn the basic prayers of the Roman Catholic Church, such as the *Signum Crucis* and the *Ave Maria*, which are recited in Latin and sung in music class. As 7th and 8th graders, they are able to recite the rosary in Latin, too. These older students are also able to read selections of the Vulgate, such as the Nativity and Resurrection accounts. The younger students also learn about the Roman family, vocabulary for various seasons and holidays, Roman numerals, adjectives for emotions, basic noun-adjective agreement, the verb to be, Latin sayings and phrases, including state mottoes, and the 12 Olympians. From the second semester of 6th grade, students begin *Ecce Romani*,

and if they continue Latin, they can start at Latin II as high school freshmen. Along with their development in vocabulary and grammar, the older students also have the opportunity to learn about Roman culture as well, such as housing, gladiators, and dining—last year's students even enjoyed a Roman *cena*. Through language and culture, Latin allows St. Mary's students to make connections across the curriculum in different subjects, such as music, language arts, social studies, science, and math.

I sincerely thank ΗΣΦ for awarding me the Bernice L. Fox Teacher Training Scholarship, which I used to attend my second ACL Institute in Las Vegas. The teaching strategies, materials, and presentations from the last two summers have been of tremendous value to my students and me. I also truly enjoyed the camaraderie of fellow Latin teachers, the encouragement from the presenters and speakers, and serving as the alternate ΗΣΦ delegate for Dr. Tom Sienkewicz. Furthermore, although not Egypt or Rome, Luxor and Caesar's Palace are spectacular in their own regard. No, I still haven't been to Rome, although I really should, but when I do go, I'll know where to get a haircut.

Gratias vobis ago.

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.

Medals may be ordered from Dr. Brent M. Froberg, 5518 Lake Jackson Dr., Waco, TX 76710-2748. See www.etasigmaphi.org for order forms and prices.



Obverse
and reverse
of the large
silver medal

Journaling the Mediterranean with the ASCSA

by Brandon Jones

As I look back through some forty pages of journal entries from my summer at the ASCSA and then traveling by myself for three weeks in Sicily, I find lots about which I could write. But perhaps a fine frame will be the beginning and end of my time in Athens and how it affected my time in Italy. My first journal entry remarks that I arrived by myself late in the evening, stayed at an over-priced hotel near the airport, was convinced I paid too much for a taxi and was a bit unsure about how the election from that day would affect my time in Greece. None of these, to avoid being overly sensational, were grand concerns of mine—they were expected as I entered a country with which I was mostly unfamiliar. My last journal entry about Greece, made from a bus in Catania a couple days after the Summer Session



had ended, remarks thus: “Destini, Jen, Perot and I ended my leg of the trip with a breakfast out on the balcony. It was a nice way, although bittersweet for the separation it marked, to end a nice summer. I’ve made some fine friends, who were ever caring, understanding and entertaining [...] as I ride on a bus without knowing where exactly it brings me I’m even more appreciative for Tim’s [Winters] planning [...] I also remember wondering if my Euros would be worth anything when I arrived in Athens; and in six weeks I saw no sign of political unrest—no protests at Syntagma, no strikes anywhere [...]” This is



to say, after the session was finished I found myself staying comfortably in Athens with a fine group of friends and then had more confirmation that traveling with the American School is a blessing.

I think that when I wrote my statements both for the Froberg Scholarship and for admission in general, I remarked that I had hoped to meet new people from whom I could learn and who would be my friends and colleagues thereafter. I could never have anticipated exactly how nicely this would work out or how it would happen. I would be evading the truth if I ignored ouzo hour and various social hours, particularly in Olympia, Pylos, and Thessaloniki, or a random invitation to a name-day party in Arachova from a group of nice young Greek ladies or the conversation on the bus ranging from family life to modern Greek poetry, or, of course, the life lessons passed down by “Agios” Christos, the best driver a group could have. But there were also fine intellectual moments of the more academic ilk—listening carefully to each other’s presentations under the Delphic



Top, Brandon taking Notes at Nemea

Far left, Brandon and Perot on Parnassus

Left, the gang at Hosios Loukas

Below, Brandon and Christos at Aegina



About the Author

Brandon Jones received his BA in Classics and English from Emory University and his MA in Classics from Boston College. He is currently in his fourth year of the PhD program at the University of Washington. His interests include prose of the Roman imperial period, especially historiography, rhetoric and the novel.

Journaling the Mediterranean (Continued)

sun, for example, or presenting an ad hoc production of the Hymn to Dionysus beneath the Lysikrates Monument in Athens, or taking an impromptu trip to Pharsalus just to see what it's like and then having a



reading from Lucan to color it. Hikes down Parnassus and up Acrocorinth or Lykeion were exceptional in their beauty, in their topographical utility and in their opportunity to bond with various members of the group. I could write on, but let it suffice to say that each spot on our itinerary brought an opportunity for enlightened bonding.

While these moments of enlightened bonding and the resulting friendships were my favorite part of my time in Greece, I should also, lest one think the ASCSA is solely a social summer camp, reproduce a sample entry from my Sicilian expedition: 13 Agosto da Agrigento: "[Of the Temple to Hera] I sat on the altar and took pictures of the oldest Doric temple in the valley, nicely oriented to the east and with all but 9 of 30 some columns in situ along with pieces of the architrave. I continued my stroll along a wall with shrines cut into the stone and neat views of the valley and ocean below, before reaching the temple of Concord, which may actually have been a temple to the Dioscuri, as it was dedicated doubly. This one is almost as well preserved as the Temple of Hephaistos at Athens, and for the same reason—it was taken up by the Church. The columns, pediment, etc. stand nicely. Like the Temple of Hera, it's peripteral hexastyle. Glancing through the opisthodomos, there is a nice view



of the cella up to the pronaos, which is distyle in antis. It's funny to come to Italy to see such a nice display of Doric architecture. It would be nice to have a free pass inside as we did at the Hephaistion. It is strange seeing these massive structures of sandstone with very little marble remaining, and no sign of clamps. Seeing the remnants of marble stucco is sort of neat though. It reminds me of our trip to the modern quarries at Pendele, where some 90% of the marble is used for its dust [...]"

I don't have an earlier entry to which I can compare this Agrigentine record, the reason being that I didn't have the knowledge or vocabulary when I arrived in Athens. I think back to one of our first days in Athens on which John Camp helped me fill pages of my notepad with the necessary terminology and points of observation for reading a temple. I was impressed and happy to have a fine resource, but didn't gain a full appreciation



Far left, Brandon with Clamps at the Kerameikos

Above, nameday party in Arachova

Left, Brandon's talk at Sanctuary of Athena at Delphi

until the last few days of the session, which included a trip to Aegina's Aphaia temple, equipped with both Z and T clamps, and a subsequent conversation about clamps, cuttings, tools and dates with Bob Bridges and Perot Bissell at our final reception. The enthusiasm did not wane—while I was sending pictures of temples with giant cuttings for rope at Agrigento or anathyrosis at Selinunte or the unfinished nobs at Segesta, I was receiving pictures of double staple clamps from friends in Rhodes.

In my statement I had said I would gain some knowledge in an unfamiliar field and hopefully make contacts within the profession. There would not be another way to put this in a statement for application, but all the same, it has proven to be a huge understatement. I am extremely grateful to Eta Sigma Phi and the Brent Malcolm Froberg Scholarship for helping make this happen.

Rome & Back Again: A Graduate Student's Tale

by Katie Langenfeld

Leaving for my six-week Classical Summer School program at the American Academy in Rome, I felt no stress, just excitement, knowing that I would be guided through centuries of Roman material history by some of the best scholars in Rome.

Many of my memories of the program involve walking along the rough-hewn cobblestone sidewalks of Rome or seeking out shade in the shadows cast by the ancient monuments in an attempt to escape from the unrelenting Mediterranean sun. I remember my giddy excitement to be walking around on the ground level of the imperial fora or to be allowed inside the Mausoleum of Hadrian, locations which are both normally off-limits to tourists. I spent many a happy afternoon gazing on the numerous imperial busts and famous sculptures that line the galleries at the Musei Capitolini. Although I will never forget our trips to majestic hilltop sanctuaries and the opportunities to visit Etruscan catacombs, my favorite aspect of this program was its ability to grant us insight into many commonplace and essential features of the average, daily lives of ancient Romans.

For this reason, many of my favorite experiences of the program involved getting up-close and personal with civil engineering works in and around the city of Rome. As my fellow program participants can tell you, my intense enthusiasm to climb down into the channel of the Aqua Traiana under the Academy could not be contained. Some of the sites that had the biggest impact on me were the ruinous warehouses that once held grain, the amphora trash heap of Monte Testaccio, or the remnants of watermills that once lined the Janiculum hill. Although they are not always the most glorious destinations, these sites stand as unintended testaments to the trades that employed every class of Romans from the slaves that unloaded the grain barges at the harbor to the imperial overseers of the mills. The Tomb of Eurysaces the Baker, as one of the more light-hearted (and gaudy) monuments in Rome, testifies to his obvious pride in his profession, and the day we visited it will always hold a special place in my heart.

At Ostia, we were able to climb into the



Left, Katie Langenfeld at the markets of Trajan



Below, in front of Aqueducts on the outskirts of Rome

hypocausts under the public baths and to experience for ourselves the cramped conditions in which slaves would have monitored the steam levels. Walking along the dusty, scrub bush-lined pathways of Alba Fucens, we identified tabernae by finding ovens and mechanisms for grinding grain. We found notches carved into the marble sidewalks that served as hitching posts for donkeys, and we saw the gutters and drains that kept the streets from being flooded. By visiting the public baths, latrines, and cisterns, we could envision ourselves fitting into the routine of everyday ancient Roman life.

One day, while walking around the temple of Hercules Olivarius, we unexpectedly found a game board carved into the

About the Author

Katie Langenfeld obtained her BAs in Classical Languages and History at the University of Missouri-Columbia, where she was a member of the Alpha Mu Chapter of Eta Sigma Phi. Now, she is a Ph.D. Candidate in Classical Studies at Duke University. Her primary research interests focus on Late Roman Historiography and Archaeology.

Rome & Back Again (Continued)

porch floor by pulling back some of the encroaching weeds. Over the next few weeks, it was not uncommon for us to find another game board carved right beside us while we were taking a break in the shade, sitting on the steps of some monument. I think part of the enjoyment of those moments was the realization that the ancient Romans had likely sat there, resting in the shade, biding their time between work and appointments just as we were.

Although the monuments might now look a bit more weathered, the same hustle and bustle of the crowds still goes on around them. Witnessing the hordes of eager tourists flocking to these locations daily reminded me that, despite the despair when we hear about dropping enrollments or the constricting field of classics, the legacy of the ancient Romans still matters immensely to millions of people across the globe.

Each and every day that I was in Rome, as I scribbled down notes from our on-site lectures as fast as I could take them, I was very grateful for the opportunity to explore sites that I had previously only encountered in readings. An equally important part of my enjoyment of the trip, however, was looking forward to returning and incorporating this knowledge into my lessons and research.

Now that I am back, my experiences and the knowledge I gained this past summer has almost a daily influence on how I teach or approach new subjects. While reading Cicero with my students, I've been able to use my photos of the forum to explain more about the placement of the rostra or the layout of the senate building. An image of a slave collar from the Museo Nazionale Romano, with its promise of a reward for returning a runaway slave, demonstrated to my students that reading Latin grants them insights into all aspects of Roman culture, not just into elite literature.

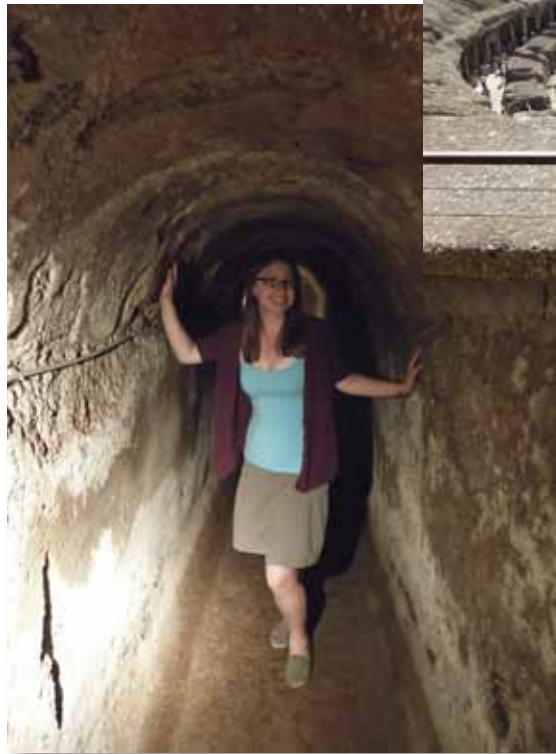
I owe a great many thanks to our program director Susann Lusnia, Associate Professor at Tulane, and her graduate assistant Meg Andrews, Ph.D. candidate



Top, Katie Langenfeld sorting through sherds on top of Monte Testaccio

Above, Katie at the Colosseum

Left, inside the portion of the Aqua Traiana that runs under the American Academy



at University of Pennsylvania, who served as our stalwart guides and gateways to all knowledge of Roman history and sites. I also want to thank my fellow 2012 Summer Program participants for sharing their laughter and wisdom. I could never have foreseen composing a song jingle to immortalize our love (and knowledge) of different Roman building materials, thanks

to which I will now never forget the differences between travertine, peperino, cipolino, and the many other types of tuff.

A simple thank you is not enough to express my gratitude to Eta Sigma Phi both for being such an influential part of my undergraduate Classics experience and for supporting my participation in the Classical Summer School. Without Eta Sigma Phi's support, my participation in the American Academy Summer program would not have been possible. I am very grateful to Eta Sigma Phi, Duke University, my fellow participants, and our program leaders for sharing in and contributing to my enthusiasm for Roman history.

Septimana Californiana: A Novice Latin Teacher's First Experience with Latin Immersion

by Sarah McGinnis

"Are we starting tonight?" I whispered with trepidation to the acquaintance seated to my left. It was the beginning of a seven-day Latin immersion program at Loyola Marymount University, and I had never felt so nervous. One of the instructors/leaders of the week, Stephani Berard, began by introducing himself first and instructing us to do the same in turn as we moved around a circle of approximately forty people. As each *magister*, *rhetor*, and *magistra* listed their likes and dislikes, where they were from and what they taught, my anxiety



Above, Sarah at the Getty



Left, the field trip bus



Below, LaBrea Tar Pits

increased. The teacher to my left was able to site far off places and distant experiences, all in traditional Latin vocabulary and syntax. "*Nomen mihi est Sarah*" I heard myself stutter, "*et volo esse magistram de lingua latina.*" To my surprise the room did not collapse, no one pointed and laughed, and I, despite my hopes, had not disappeared. I had entered into a contract with my fellow attendees, and had commenced my *Septimana Californiana*.

The workshop consisted of informal conversations at meals, which the more experienced conversationalists led, but in which all present participated. We then participated in two sessions every morning, and two every afternoon; with differing types of guided interpersonal language exchanges. With the help of the talented Jacque Myers from the SALVI organization, we easily felt at home amongst our peers. We took turns marveling at the

About the Author

I am a 26-year-old Single Subject Credential Teacher for Latin and Spanish, graduating from Cal State Long Beach in January 2013. I was born and raised in Santa Barbara, California. I attended San Diego State University and received my B.A. in Classical Languages in 2009 with minors in both English and American Indian Studies. After that time I traveled to Valdivia, Chile, where I spent a year working as an English teacher in a public high school. I went to teach a foreign language and I came back both having learned a foreign language and what I wanted to do. I passed the CSET for Spanish last August, and am now three weeks away from finishing my credential program. I can't help but be proud to say I am *almost* a Latin teacher. I am currently student teaching at King Drew Medical Magnet School in Watts, California, an experience that I truly have loved. Every day I am learning more and more about the magic within this subject matter, and the magic of foreign language classrooms in general. As I approach this next phase of my career, I look forward to the lessons that lie ahead.

Septimana Californiana (Continued)

various skill levels; at times we were impressed with our own cleverness, and we were often intimidated by the conversational skills of our fellow participants. We sang songs, described sports, listed our favorite holidays and reasons why. We discussed foods, movies, and many book series. We toured the Griffith Observatory, the LACMA, and the La Brea Tar pits; explored much of Loyola Marymount University, walked over our favorite stars in Hollywood, and most of all we talked.

I once read an article discussing oral vs. reading Latin instructional approaches, in which someone described spoken Latin as “eating ice-cream, rather than describing it.” This week was definitely eating a lot of ice-cream. Afterwards I had a stomach ache. Just kidding. Okay but really, looking back and discussing it with my new friends it was difficult to distinguish what we had discussed in Latin about our personal lives, from that which we shared in English. We truly experienced Latin as a living language. It was a place of collaboration, encouragement, and where everyone improved because of the guidance, aid and, most importantly, because of the support of their peers. This week gave me the confidence to apply oral Latin even in my student teaching classroom at King Drew Medical Magnet School, reinforcing the idea that I could learn with my students while I improved both their classroom experience, understanding of case uses and verb tenses.



The view from the Griffith Observatory

The most rewarding thing about *Septimana Californiana* was seeing how as we grew as a group and that language learners have a variety of access points. Even the least experienced speaker was able to walk away stronger and more knowledgeable. Being able to share our common passion, and work towards the common goal of becoming a more fluent bunch, I truly found the whole week useful. *Septimana*

Californiana made me a better educator as it opened my eyes to the abundance of creativity that living Latin lends itself to, the variety of perspectives and approaches of fellow Latin teachers. It furthered my anticipation to be in my very own classroom, and has fueled many of the student activities I have implemented into my units as a student teacher. Thank you for helping me attend!

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ΗΣΦ at the APA

Echoes of Sapphic Voices: Masculine Constructions in the Catullan Corpus by David Giovagnoli

The Roman *vir* is always strong on the battlefield, strong in the forum, and strong in the bedchamber. This is the image that is passed down to us by the writers of the Late Republican and Early Augustan periods, such as Vergil, Cicero, and Sallust. This paper argues that this view was not a universal representation of the daily life of the Roman populace, but was a literary and philosophical ideal. This reading of Catullus' works adds balance to such a monolithic portrayal of masculinity in the classical Roman world, by presenting many distinct literary personae with differing attitudes, and by identifying perspective shifts within the corpus. Specifically, Catullus 16 is fiercely invective against those who would question the speaker's masculinity, Catullus 5 demonstrates reciprocity between Catullus and Lesbia, Catullus 51 and 75 suggest the speaker's passivity towards his female lover, and Catullus 51 displays all three tones when dealing with a male romantic interest. These performed selves of Catullus' personae represent a series of more flexible masculine constructions and deepen our understanding of the range of Roman masculinity.

Timaeus and the Evolution of Plato's Bioethics by Kyle Oskvig

Plato looked down on the body, and up to the soul. This has been his reputation, anyway, for a long time now. Plotinus speaks for the Western tradition when he writes that "Plato always despised perceptible things and deplored the soul's association with the body, saying that the soul is buried alive and imprisoned inside it."

Such an account is oversimplified and incorrect. In this paper, I give a more nuanced presentation of Plato's views on the moral status of the human body and its cultivation through exercise, using the term "bioethics" as a shorthand. I begin by examining Timaeus 87–89, where cultivation of a strong body is placed on a moral level with cultivation of a strong soul. Hav-



Professor Sick with current and former officers: Jordan Dillon, Brandon Glackin, Ashley Gilbert, Hannah Lantz, David Giovagnoli, Kyle Oskvig



The panelists: Ruth Scodel, Daniel Poochigian, Anne Cave, Ashley Gilbert, Kyle Oskvig, David Giovagnoli

ing established Timaeus' optimistic valuation of the human body, I set out on a brief survey of four other dialogues to see where Plato's traditionally disparaging treatment of the body can be found. I spread my choice of dialogues out across the conventionally Early, Middle, and Late periods of his life, presenting relevant passages from the Republic (410c, 411e), Crito (47e), Phaedo (64d–e), and Laws (795a–796a). In the Early dialogues, Phaedo and Crito, the body is almost worthless—a ball-and-chain for the soul. It should be minimally kept up, but only to avoid acute problems. In the Republic, a Middle dialogue,

gymnastics take on value, but only due to the body's relationship with the spirited part of the soul. The body in itself remains forgettable, if not entirely regrettable. In the Late dialogues, Laws and Timaeus, the body claims gymnastics for its own, and physical training is expressly prescribed for everyone, even philosophers. I conclude that Plato condemned the human body almost utterly in his conventionally Early and Middle dialogues, but evolved a more optimistic bioethic later in life, eventually investing the body and its cultivation with great moral value.

HΣΦ at the APA (Continued)

A Critical Eye for Livy: Using an Apparatus Criticus by Ashley Gilbert

Many students go through their entire undergraduate careers without ever looking down to the bottom of a critical text at the *apparatus criticus*. Yet a reading of a text which does not take the *apparatus* into account gives too much authority to the text, treating it as a single work by a single author. In reality the transmission of manuscripts renders works that were originally by a single person into texts by multiple authors, from multiple sources. Since I have started using *apparatus critici* in my own reading, I now see ancient texts as unstable works. This paper is an exercise in using an *apparatus criticus*. I have chosen a page out of Livy's *Ab Urbe Condita*, which contains discrepancies of various types, outlined in the *apparatus criticus*. I dissect the *apparatus criticus*, applying it to the text above and following what I find to secondary resources, including commentaries and unabridged dictionaries. I investigate the classical scholars whose names appear within the *apparatus*. Through my analysis of the *apparatus criticus*, I show how an unstable text requires active and close reading, which means making choices through an informed comparison of the alternatives provided by discrepancies. When approached from the right perspective, these discrepancies can be windows to discovery. Unstable texts, when looked at with fresh eyes, may yield surprising new results. This is only possible when young scholars learn to use the *apparatus criticus*.

The Driest Work Ever Written—Just Add Water: A Look at Water Systems in Ancient Rome and Modern India by Anne Cave

My main research regards the ancient water system in the city of Rome in the first century AD during the time of Frontinus. Its primary purpose is to discuss the benefits and flaws of the aqueduct system at that time along with the changes the water commissioner Frontinus added to the system. Its secondary purpose is to show the universality of those issues by relating them to a modern system. For informa-



Left, Anne Cave reads her paper

tion about Roman aqueducts and water transport, I relied primarily on Frontinus' Latin text *De Aquaeductu Urbis Romae* for information. I also got information from a variety of sources in scholarly articles and books on aqueducts and engineering in the ancient world. To supplement the research on Roman aqueducts, I chose a modern city for comparison. This city, Pune, is one in which I lived for a span of four months and on which one of my colleagues did extensive water supply research. For supplementary information on Pune, I used my colleague's research as a base and let it point me in the right direction for other sources. In this research, I have discussed ways in which water commissioner Frontinus was important to the water systems of Rome, I have found ways in which Rome's ancient aqueduct system is superior to even some modern water systems, and I have also outlined some problems which seem universal to the water supply industry.

Corbulo and Agricola: Dying and Surviving under the Principate by Daniel Poochigian

Tacitus' famous lament for the loss of the ancient liberties and unbridled virtue that the *res publica* permitted and men of the past exhibited is demonstrated by his focus on two anachronisms of recent memory—Gnaeus Julius Agricola and Gnaeus Domitius Corbulo. Tacitus leaves his reader with no doubt that both of these men represented the very virtues that the new principate could not reconcile. Indeed,

Below, David Giovagnoli reads his paper



both men served as high ranking generals in far flung provinces of the empire under emperors whom Tacitus considers despotic by any stretch of the imagination. And despite their virtues, loyalties, and tireless labors, which were seemingly on behalf of the empire's well-being, both were viewed with some degree of suspicion by their respective emperors. While Agricola escapes Domitian's paranoia by his own natural death, Corbulo suffers the ultimate fate of being ordered to commit suicide.

In this paper, I seek to explain why Corbulo was ordered to take his own life and why Agricola managed to survive to his own natural death. The topic itself is not a new one—scholars have been discussing the rationale of Corbulo's actions for centuries. While most scholars believe that Corbulo's arrogance, his extended stay in Armenia, and his extraordinary powers he held to accomplish his mission made him a threat to Nero, Syme believes that his extensive connections to conspiracies against the throne ensured his demise. Hammond argues that Nero perceived Corbulo as a threat because of Corbulo's contrary actions towards his agenda for the orient. Still other scholars seek to detach Tacitus' *Annales* from interpretation as an exemplum of Nero stifling virtue: Kristine Gilmartin asserts that Tacitus' account of the Parthian-Roman War of 57 serves

more as a ground for Tacitus' own musings about contemporary eastern politics. Finally, Schoonover believes that Tacitus' source for Corbulo's campaign was a laudatory biography and not Corbulo's own *commentarii* and therefore, when it is considered with Tacitus' *Agricola*, the disparity of the two sources make the two men not comparable.

Whereas Corbulo has a body of reasons for why he was ordered to be killed, *Agricola* has his own list for how he managed to escape Domitian's reckoning. While Tacitus himself notes that *Agricola's* later life was filled with grave dangers coming from the throne and its many hangers-on, modern scholarship still seeks to find an explanation, with T.A. Dorey going so far as to argue that *Agricola* and Domitian were on perfectly amicable terms.

Response by Ruth Scodel

Classical Studies is different from most areas of humanistic scholarship in that a classicist is expected to be willing and able to take intelligent interest in the full breadth of the field. I am, I think, regarded as having wide scholarly interests—I specialize in Homer and tragedy, but have published on oratory and Hellenistic poetry, two publications in Latin, one on Plato, with theoretical interests mainly in narrative. However, none of the five papers comes close to anything I have really worked on. Nonetheless, nobody thinks it an unreasonable expectation that I should have something to say about each of them. That says something quite admirable about our field. We believe deeply in the possibility that anything we can know or

an aggressive masculinity in one line yet appear *mollis* only a few lines away. There is a smooth move here from the traditional study of the poetic persona into socially construction theory, since the persona is so overtly a performance. I wonder whether the paper does not too quickly define a single, normative masculinity against which Catullus moves. Virgil's treatment of masculinity is dependent in part on the epic genre, but it is also very complicated, since Aeneas is several times associated with Eastern luxury goods, for example, which are frequent signs of un-Roman *mollitia*.

I wonder, also, about the *senum severiorum*—are they the populace at large?

Think of the old men in Roman comedy. Maybe Catullus is deliberately identifying himself with the young men of comedy, although his Lesbia will eventually appear to be a matron and so an inappropriate sexual object.

On Kyle Oskvig, *Timaeus* and Plato's Bioethics: This is completely convincing that the view of the body here does not sound like anything Plato's characters argue elsewhere. Maybe this indicates an evolution. It might be a little more complicated than a straightforward evolution, though.

We always have to consider the extent to which related arguments will take different forms in different contexts (a point not unlike the one I made on the preceding paper). Plato certainly typically places value on the soul above the body, in part, perhaps, because he thinks his audi-



Professor Scodel delivers her response (seated: Daniel Poochigian, Anne Cave, Ashley Gilbert, Kyle Oskvig, David Giovagnoli)

Yet the differences between the two generals' charges deserve to be recalled. While *Agricola* was governor of Britain, Corbulo had the responsibility of ensuring Roman dominion over Armenia. Indeed, sheer geography seems to have made an impact, as, following Corbulo, no Roman emperor allowed a subordinate to launch campaigns into the East. It appears that Corbulo was a victim of not only his own successes and his character, but also the very nature of his mission—he wielded too much power too far away from Rome and therefore served as a reminder for all future emperors to go on campaign in the East personally.

understand about the ancient world might, through some chain of connections, be linked to any other. One of the papers in this panel is about why you should read the apparatus criticus of a text, another concerns Frontinus. I personally remember hearing Robert Rodgers begin a talk, in about 1980, by remarking (more or less): “when E. R. Dodds famously said that for the most part we now have editions of classical texts we can live with, he was obviously not thinking about Frontinus *On Aqueducts*.” So to comment on each of the papers:

For David Giovagnoli's paper on Catullan Masculinity: It is indeed really interesting how the Catullan persona can present

About the Author

Ruth Scodel, D. R. Shackleton Bailey Collegiate Professor at the University of Michigan, was educated at Berkeley and Harvard. She is the author of several books on Homer and tragedy, a Bryn Mawr commentary on Lysias 1 and 3, and a book co-authored with Anja Bettenworth, *Whither Quo Vadis? Sienkiewicz's Novel in Film and Television*. She is a past president of the American Philological Association.

HΣΦ at the APA (Continued)

ence did not value the soul enough. Think about the *Symposium*, though. The lover ascends from loving beautiful bodies, ultimately to Beauty itself, but if there are no beautiful bodies, who will begin the ascent? Music would be worth thinking about, too, since it requires matter but trains the rational soul as gymnastics can train the thumetic part.

On Ashley Gilbert and the text of Livy: It is important to recognize the work of editors—even the app crit presents the editor's filtering of the evidence. At the same time, I do not want to say that a text has many "authors." Some texts do, of course—plays are nearly always modified in rehearsal, for example. Editors, though, don't set out to be authors (the reader may fear, though, that Shackleton Bailey was a better epigrammatist than many poets in the *Latin Anthology*). The editor may have two goals in the apparatus. She is allowing the reader to understand and perhaps disagree with her judgments; that is the function of the apparatus that this paper considered. He may also be giving the reader the ability to study the history of the transmission, and for that purpose including variants that are surely not right. So the student needs to distinguish real problems from the history of corruptions—some of the variants found in the Conway-Walter OCT, Ogilvie doesn't even cite.

Reading the apparatus forces you to refine your knowledge of the languages. Dictionaries are good, but databases are better.

One final note: textual criticism was for a long time marginalized in modern languages fields. It isn't anymore, the comparisons are interesting. Shakespeare scholars now treat quarto and folio texts as distinct versions. If you want to worry about authorship, consider the controversy about Raymond Carver and his editor, Gordon Lish—some think that Lish was really the creator of the minimalist style.

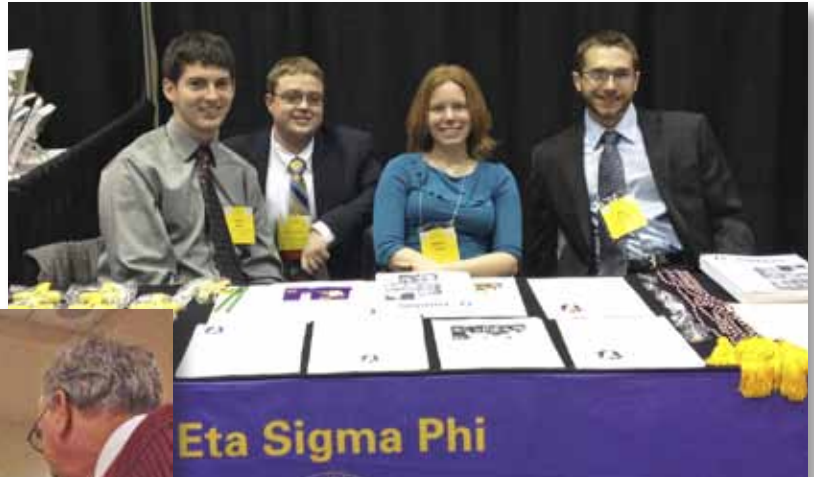
Anne Cave's discussion of Frontinus' success with the aqueducts in contrast to the water problems of modern Pune invites a broader consideration of what makes it possible for governments to function.

Obviously, Frontinus was a very capable administrator. More generally, though, it may be extraordinarily hard to recover once a certain level of corruption or inefficiency is established. If theft goes beyond a certain level, it will become uncontrollable, because it is so obviously disadvantageous to be honest, and social norms no longer sanction it. Why don't they inspect in Pune? Probably inspectors pretend to work, and the government pretends to pay them. That is, while one problem for Pune has surely been simply very rapid growth around an old and inadequate infrastructure, the failures of the water supply raise questions about taxes, trust in government, and civic identity. Did Roman government work as well in other ways as it apparently did for the water supply? ...

Daniel Poochigian's paper on Cor-

bulo and Agricola invites the question of whether it would be possible to conduct a systematic study of Roman generals and their problems with imperial resentment. It does seem likely that emperors would have been more nervous about generals who had access to the military and financial resources of the East. But there may have been other factors in play, too, and I do not know whether it would be possible to collect enough evidence to separate them all. Was Agricola's forced retirement a way to deprive him of an *ambitiosa mors*?

It is especially interesting how this paper circles back to themes of the first paper. Tacitus' *Agricola* is a biography that tries to make the protagonist an exemplum of elite Roman manhood, although its defensiveness suggests that the imperial system made it difficult.



Above, the officers at the Book Exhibit: Jordan Dillon, Brandon Glackin, Hannah Lantz, Kyle Oskvig



Above and right, ESPh reception



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New and Reactivated Chapters

The Iota Lambda chapter at Luther College initiated its first members on October 1, 2012. Congratulations, Norse! Petitions for new chapters were also approved for Rice University and Wesleyan College, Virginia, at the 2012 convention. Eta Sigma Phi looks forward to welcoming members from these schools before the 2013 convention. According to the by-laws, if an initia-

tion is not held by the next convention, a school must resubmit its petition for a new chapter.

The Beta Epsilon chapter at Brooklyn College recently reactivated, inducting new members on December 13, 2012. Professional basketball and Eta Sigma Phi are now in Brooklyn! What more does one need?

Membership Report for 2011–2012

796 new members were initiated into Eta Sigma Phi during the academic year 2011–12. That number is artificially low. Because of the move of the national office, many memberships from May and June of 2012 were not processed until the fall of 2012. 584 new members have already been initiated during the 2012–13 academic year.

1106 new members were initiated during the academic year 2010–11.

1086 were initiated in 2009–10.

The highest membership total comes from the 1967–1968 academic year. 1588 new members were received into the society during that year.

Chapters Filing Annual Reports for 2012

The following chapters filed annual reports for the 2012–13 academic year: Alpha Eta at the University of Michigan, Alpha Theta at Hunter College, Alpha Kappa at the University of Illinois at Urbana-Champaign, Alpha Lambda at the University of Oklahoma, Alpha Omega at Louisiana State University, Beta Beta at Furman University, Beta Iota at Wake Forest University, Beta Nu at the University of Mary Washington, Beta Psi at Rhodes College, Gamma Sigma at the University of Texas at Austin, Delta Lambda at the College of the Holy Cross, Epsilon Iota at the University of Florida, Epsilon Upsilon

at the University of New Hampshire, Zeta Delta at the University of the South, Zeta Eta at Loyola Marymount University, Zeta Xi at Iowa State University, Zeta Pi at the University of Utah, Eta Zeta at Truman State University, Eta Theta at DePauw University, Eta Mu at University of California, Davis, Eta Xi at California State University, Long Beach, Eta Omega at Austin Peay State University, Theta Zeta at Case Western Reserve University, and Iota Kappa at Loyola University Chicago. The annual report guarantees that the chapter will receive copies of Nuntius for the year.

Honorary Membership in Eta Sigma Phi

The purpose of honorary membership is to recognize individuals who have done good service for Eta Sigma Phi but who never became members as students. Honorary memberships should be awarded sparingly. The Board of Trustees recently decided that the society should know more about those individuals honored in this way by local chapters.



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Katherine Beydler, David Deardorff, Janet Lawler, Lindsey McCoy (4-11-12)

Zeta at Denison University

Stephen Czujko, Karly Etz, Patrick Kolehouse, Inbar Scharf (3-1-12)

Eta at Florida State University

Austin Lee Ard, Aubrey Crum, Mikaela Pearson, Mark Potter, Brianna Zook (3-30-12)

Lambda at the University of Mississippi

Andrew Anderson, Brian Anderson, Sarah Ashton Baker, Carter Barnett, Patricia Bush, William Cameron Crain, Kyle Crockett, Henry Davis, Granison Eader, Grace Goza, Alison Guider, Steven Horlock, Michael Jaques, Ross Lang, Ellen Leatherman, Jennifer Liverett, Kaylee Logeston, Sierra Mannie, Tyler Penny, René Phongam, Charles Pritchard, Jillian Rippon, David Vincent Stroup, Hershel Tate, Rena Tillinghast, Hannah Vohra (4-2-12)

Psi at Vanderbilt University

Sarah Best, Liz DeAngelo, Juan Dopico, Isis Freedman, Kathryn Ivy, Edward Miller, Bev Nelson, Trent Palmberg, Leah Schoel, Emily Sharp, Sarah Smith, Chris Taylor (2-25-12)

Omega at the College of William Mary

Thomas Patrick Ashforth, Jason Douglas Fulbrook, Kevin Furlong, James Lawrence Higgins, Lucy Ann Holden, Ashley Alicia Kintzing, Marilyn Claire Macdonald, Colin Cleaves Manning, Claire Irina Niemann, Elizabeth Fields Perry, Kalef Markesse Riddick, Scott G. Shapses, Skyler Anne Sprayberry, Cassidy Michael Nathaniel Stinson, Andrea Lynn Williams (4-10-12)

Alpha Gamma at Southern Methodist University

Kevin C. Eaton, Jessica Michelle Hawks, Sarah Jaffar, Kristina Lackey, Brianna McIntyre, Ana Olivares, Gabriella LucyAnna Padgett, Taylor Reed (2-9-12)

Alpha Theta at Hunter College

Indira Abiskaroon, Noah Davies-Mason, Lydia Harris, Kathy Kamal, Jeffrey Lake,

Katherine Leach, Giancarlo Jaccoma, Nisha Ramracha, Jennifer Ranck, Daniel Robinson, Josephine Scognamiglio, Megan Sharland, Lance Tomas, Okeisha Brown, Todd Caissie, Gretchen Carlson, Maria Dimitropoulos, Kyle Gens, Seelai Karzai, John McAlonan, Elias Saber-Khiabani, Harrison Troyano (3-21-12)

Honorary: Prof. Ronnie Ancona

She re-activated Hunter chapter, although she herself was not a member of the society. She has served the Classics profession in various capacities through several national organizations.

Alpha Iota at the University of South Carolina

Abigail Bauchat, Cayla Coburn, Miguel Garcia, Del A. Maticic, Jay Menees, James Woods (10-1-12)

Alpha Mu at the University of Missouri

Michael M. Sipes, Jaclyn M. Herr, Casey Peetz (12-2-11)

Honorary: Katharine Finley

Katharine Finley has worked to help promote the Classics in the community by assisting in the Missouri Junior Classical League's convention on the University of Missouri campus, as well as promoting the Classics at the collegiate level through her work helping to coordinate the Eta Sigma Phi 2012 national conference on the University of Missouri campus. Katharine goes beyond working to promote the Classics; she also works to save the Classics in universities at the state level. Katharine works as a lobbyist for student interests for the four University of Missouri system schools and diligently works to fight against higher education appropriation cuts. Through this work she ensures that programs not considered to be economic boons (job creating and lucrative for the state such as the hard science majors) do not suffer and do not need to be cut. These are the reasons why, we, the Alpha Mu chapter, request National Honorary Membership for Katharine Finley.

Alpha Phi at Millsaps College

Morgan Jones, Joseph H. Muller, Andrew Roach, Kailey Rocker (3-16-11)

Kirsten Clark, Nicholas Cortese, Laura Gray, Ramandeep Kaur, Catherine Wilks (11-4-11)

Alpha Xi at Washington University in St. Louis

Abigail Dommer, Jacob Emmett, Haley Flagg, Malcolm Foley, Anna Goss, Grace Kroner, Molly Wawrzyniak (2-22-12)

Alpha Omega at Louisiana State University

Amanda Julia Arceneaux, Melissa "Summer" Keane, Hayden Schulingkamp, Sidney C. Smith, Arit Oyekan (4-24-12)

Beta Gamma at the University of Richmond

Austin Marie Carter, Samantha Marie Mahealani Frandsen, Emily Li Ping Lacy, Patrick William Lanier, Tonya Faith Lazdowski, Salvador Monroy, Veronica Helene Shreve (4-3-12)

Beta Iota at Wake Forest University

Jane Garrity, Melanie Green, Kathryn Guerra, Ashley Lewis, Naomi Maxa, Carleen Ratcliffe, Kelly Rumbaugh, Matthew Sherry (4-18-10)

Jonathan Barker, Rebecca Bruehlman, Rachel Cumbest, April Holmes, Michael Hunter, Carrie Leggins, Robert Mann, Taylor Parsons, Stacey Wilson (4-19-11)

Bridget Bauer, Bradford Beauregard, Austin Brown, Griffin Budde, Madison Cairo, Andrew Camp, Matheson Davis, James Haught, Travis Jones, Jim Le, Samuel Murray, Erin Pope, Lee Quinn, Megan Quinn, Brandon Ray, Maxine Rusbasan, Gurdeep Singh, Sarah Stewart, Amy Templin, Maegan Wells, Mariah Wright (4-19-12)

Honorary Members: Andrew T. Alwine; Jane W. Crawford; (4-19-12)

Dr. Andrew Alwine has been at Wake Forest for two years as a Post-Doctoral Teacher-Scholar Fellow. During that time he has contributed to Wake Forest and its students through his excellent teaching. That teaching includes creating a new First Year Seminar on citizenship, and, through the Institute for Civic Engagement, a service-learning component for Latin 218.

Initiates (Continued)

Dr. Jane Crawford has a distinguished history of teaching and scholarship at Loyola-Marymount in Los Angeles and at the University of Virginia. Her work on Cicero, especially on the lost speeches, is of great importance. Her service to the community of Latin scholars reaches beyond her own graduate and undergraduate students to all the high school students who have ever taken the SAT Subject Test in Latin, or the AP Latin Course and Exam, because she has served on the committees who write both of them.

Beta Mu at Butler University

Jack Buckley, Jake Huyette, Sean O'Malley, Katherine Sheridan (4-29-12)

Beta Nu at the University of Mary Washington

Lori Brown, Calvin V. Clessas, Ryan Donaldson, Ryan Green, Keelin Haw, William Hawkins, Jonah Higginbottom, Lauren Kyser, Sebastian Langenberg, Andriana Lozier, Paola Maldonado-Torres, Sierra Martin, Sarah Marzec, Katelynn Monti, Laura Morgan, Harry Rol, Irene Satchwell, Shannon Sullivan, Ana Tkabladze, Chiara Tornabene, Kelly Whelan, Victoria Wilder (3-15-12)

Beta Chi at Loyola University Maryland

Gavin Blasdel (4-29-11) Mitchell Corwin, Beatrice Costanzo, Maria Gore, Tracy Gore, Caroline Mills (3-13-12)

Beta Psi at Rhodes College

Stephen Leavelle, Landon J. Magness, Rachel Strug (3-2-12)

Gamma Nu at Montclair State University

Julie-Anne Buonasora, Valerie Chupela, Megan Dobrovics, Kareem Ismail, Jessica A. Kratovil, Monica M. Lomet, Allison H. Schaechter, Naomi Watanabe (12-6-11)

Gamma Omicron at Monmouth College

Honorary member: Christine Maisto (11-17-11)

Chris Maisto has taught a wide variety of courses on classical language and culture at Ohio State University, UC Santa Barbara, and Monmouth College. In addition, she

is completing her dissertation on classical Greek rhetoric and has presented her findings at national conferences around the country. She recently helped organize a meeting of Monmouth College classics majors entitled "Why Classics?"

(Ms. Maisto was incorrectly listed as a member of the Alpha Delta chapter in volume 86.2 of *Nuntius*.)

Gamma Pi at St. Peter's College

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Gamma Sigma at University of Texas at Austin

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Nathan Carmichael (5-18-12)

Gamma Upsilon at Austin College

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Delta Alpha at Randolph College

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Delta Pi at Randolph-Macon College

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Casey Barber, Sarah Gunther, Kerra Lundgren, Lara O'Brien, Roberta Pluim, Tanya Volansky, Matthew Wilkins (5-10-11)

Delta Tau at the University of Delaware

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B. Kasparec, Grace B. Koch, Katya N. Martinovich, Moriah H. McFarland, Emily K. Reeves, Kaylyn P. Robinson, Rebecca H. Sawyer-Smith, Eric A. Teachout, Margaret L. von Bibra

Delta Omega at Macalester College

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Epsilon Kappa at Brigham Young University

Zac Bell, Ryan Grow, Rachel Meyers, Chizm Payne (4-10-12)

Epsilon Mu at Fordham University

Ryan Fedak, Katharine Fitzkee, James Florakis, Stephen Gan, Troy Gaub, Caroline Hadley, Nikolas Oktaba, Gregory Stelzer (4-16-12)

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Associate: Michael Gulden, Natasha Marple, Christopher Todd, Sarah M. Allen, Megan Bendiksen, Andrew A. McPherson, Kathleen Thomas (4-1-11)

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Joseph Engel, Mary Gebhardt, Ella Sertich,
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Jakob Leathers, Heather Ohde, Katherine
Rea, Caitlin Walker (4-18-12)

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Vincent Rivas-Flores

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Epsilon Phi at Knox College
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Corrigan, Bridget Golembiewski, Rebekah
Heusel, Amber Hogan, Nicholas John
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Kevin E. Fortuna, Karl M. Grant, Angelica
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James Melton, Andrew Pollak, Erik Pulido
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Sasaki, Caroline Schreiber, DeLaney
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(2-8-12)

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Karin DeOrnellas, Michael Doane,
Stephen Gilles, Bobby Lanar, Amrita
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Reavis, Benjamin Shyovitz, Alun Walpole,
Angelina Wong Associate members:
Megan Brodie, Justin Devris, Jarrett
Farmer, Phillip Gallagher, Katharine
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Elizabeth Drone-Silvers, Celia England,
William Evans, Gary Allen Grimm Jr.,
Serena Ann Karraker, Madeline Oberman
(2-18-12)

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Hayes, Lauren McCormick, Kelsey
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Gallagher, Clare Hennigan, Bruce Hoefel,
Joseph Jablonski, Kieran Kelly, Stasia
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Gold, Naomi Kurtz, Griffin O'Donaghue,
Alexander Papoojian, Rachel Rameau,
Rachel Stetkis, Matthew Tozer (2-15-12)

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Chicago**
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Elizabeth Manno, Kaitlyn Peterson, Leona

Quist, Sarah Rasul, Concetta Scurto,
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Williams, Marija Zimkute (4-1-12)

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Horrocks (1-28-12)

Eta Xi at California State University
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Monjaras, Kristin A. Salmon, Stefanie
Trutanic (10-7-11)

Honorary, Susan Marquis, Lifetime
Achievement Award Winner (Please see
the article in *Nuntius* 86.2)

**Theta Alpha at Franklin & Marshall
College**
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Thomas Baxter Lehman, Emily Song
(3-30-12)

Amanda L. Wood (4-12-12)

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Garcia, Jesse Muñoz, Elizabeth Rogers,
Emily Thomas (11-7-11)

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University**
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Kouroyen, Kelly Nobriga, Eric Thurston
(4-10-12)

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Iota Beta at Northwestern State University

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Iota Eta at Ohio Wesleyan University

Michael McOsker, Cynthia Susalla (3/19/12)

Honorary, Donald G. Lateiner, Professor Lateiner has been a mainstay in Classics at Ohio Wesleyan University since 1979. The Classics students of Ohio Wesleyan wished to honor Professor Lateiner for his signal contributions to Classics by offering him an honorary membership.

Iota Theta at Whitman College

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Jean Marie Dreyer, Margaret L. Eismeier, Zoë Hua Xiu Garmus Erb, Will James Gregg, Emily Ruth Hanscam, Rachel L. Hoar, Alexandra Kerl, Katie Kight, Olivia Kipper, Benjamin Menzies, Ben Schaefer (4-19-12)

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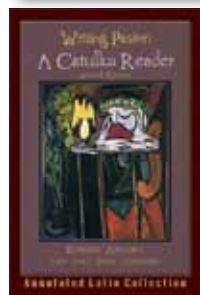


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