

Making Sense of Classical Education

by James E. Moore, National President

"Non enim tam praeclarum est scire Latine quam turpe nescire."
(Brutus, xxxvii.140)

While Cicero's comment in the Brutus stands in a slightly different context, it nevertheless speaks rather ironically to our age. For not only is it not distinguished to know Latin and Greek in the modern world, it is often considered rather foolish. Cicero has been stood on his head. Alas, for the study of Latin and Greek would be difficult enough did it not demand so much justification. And yet one cannot study Classics without being aware of its attendant problems. Why, for example, spend hours reading in the original what could more easily be read in translation in a fraction of the time? Or consider how one who studies Latin and Greek today can only think himself at a disadvantage before he even begins. For as recently as the 18th Century, Thomas Jefferson read Homer, in Greek, for pleasure. Samuel Johnson's early education included regular Latin exercises. And college entrance requirements demanded an ability to translate readily any classical author. What was once a core curriculum is now a particular academic discipline, and what high-school students once were expected to know is now a highly demanding accomplishment for college graduates. To study Latin and Greek becomes even more laborious and tedious than it used to be. For it was, at least, an unquestionably valuable pursuit. But today classical studies invite constant justification. That this essay attempting to make sense out of classical education must be written at all is itself discouraging. Classics is, it often seems, a highly questionable academic discipline.

And yet some defenses are common enough. Most often someone proclaims that the Classics are a valuable

educational tool. In the September 1985 Nuntius, for example, former Megas Hyparchos Ansis V. Viksnins argues that the functional benefits of classical studies recommend them to an educationally troubled society. Studying Latin and Greek becomes a cure for functional illiteracy, a helpful device for building vocabulary and improving reading comprehension. It can provide a facility with English grammar, improve writing skills, and develop analytical and logical reasoning skills. The Classics, say Viksnins, can train the mind. Indeed they can, and Viksnins is not alone in his defense. For even Evelyn Waugh finds this defense of Classics persuasive. In **A Little Learning** he writes: "But I do not regret my superficial classical studies. I believe that the conventional defense of them is valid; that only by them can a boy fully understand that a sentence is a logical construction and that words have basic inalienable meanings." Clearly this is all true, yet it can scarcely be sufficient. For studying mathematics can also develop analytical skills; a vast reading of English literature can build vocabulary and improve reading comprehension; and facility in English grammar can be properly taught without resort to Latin. All of these benefits of classical studies are just that: benefits. They are secondary attributes, bi-products of a study that must be inherently valuable per se. To suggest useful and practical reasons for classical studies denigrates the value of antiquity by suggesting that it is only a mechanical tool. The defense that Viksnins and Waugh offer makes Classics a party to education's great problem: the belief that only useful knowledge is valuable education.

Perhaps this defense of Classics should be almost entirely rejected then, for Classics should instead stand as a corrective to the notion that education must be useful and relevant. According to Tocqueville, American society in the modern age can hardly avoid encouraging this attitude. "Men living in times of equality have much curiosity and little leisure. Life is so practical, complicated, agitated and active that they have little time for thinking." Practical times demand practical skills, and so wisdom becomes almost undesirable, and studies are rarely undertaken for their own sake. Knowledge of the good and the beautiful are no longer worthy goals. T.S. Eliot criticized education for falling prey to this attitude earlier in this century. His account of education remains true today. "Education is associated therefore with technical efficiency on the one hand, and with rising in society on the other." If Classics can be justified only as useful, then Latin and Greek deserve to die. One can rise faster in society by studying economics or business. But if education is not prey for societal foolishness, and if other values can be found in classical education, perhaps they can oppose the mainstream of utility.

Indeed, Classical education should serve to counter not only false notions about education, but more general notions as well. Samuel Johnson suggests that the disdain of times past is the disease of our age. "A contempt of the monuments, and the wisdom of antiquity, may justly be reckoned one of the reigning follies of these days, to which pride and idleness have equally contributed. The study of antiquity is laborious, and to despise what we cannot, or will not understand, is a much more expeditious way to reputation." Part of disdain of antiquity, of course, is thinking that the present age is the best of all times. Those who live in the 20th century, convinced of its greatness and of the inevitability of human progress clearly know nothing of antiquity. To live without historical perspective, without the knowledge that there are no new ideas, is to remain unaware of alternatives. To remain ignorant of what the greatest minds of the past have thought about human life is to be enslaved to current forces and trends. Only through recognizing our dependence on the past do we understand our limits and failings. And how great is that dependence, for all of western civilization shares a common culture dating to antiquity. Says Johnson about the shores of the Mediterranean: "On these shores were the four great empires of the world; the Assyrian, the Persian, the Grecian and the Roman. All our religion, almost all our law, almost all our arts, almost all that sets us above savages, has come to us from the shores of the Mediterranean."

Education serves best if it thus understands itself as the primary vehicle for the transmission of shared culture. Yet so many teachers today seem caught up in the causes of the age, almost unaware of what should be central to education. George F. Will points out the recent trendiness of education, the tides of specialist studies, and the lack of a core curriculum. He writes: "Today many universities do little to equip generations with a sense of being legatees of a shared and valuable civilization." What Will implies is that classical studies provide the best medium for transmitting culture. Classical studies are the core curriculum. Nor does one have to look far to see to what extent antiquity speaks to modernity. For the greatest works of antiquity reveal a list of concerns, problems, joys, and motivations almost identical to those of our age, thousands of years later. Horace's disgust with the busy-ness of Rome and his frustrations with the bore are hardly foreign feelings. Lucretius's proem to Book III of *De Rerum Nature* reveals that human beings have always acted, at least in part, on the same base motives: the desire for wealth, power, and pleasure. Vergil's *Aeneid* still arouses pathos and contempt for Aeneas because the love story of Dido and Aeneas still makes sense. The Classics thus remind us not only that there are no new ideas, but also that such a thing as human nature does exist. In the age of Marx's aggregate of all social relations, and Rousseau's infinitely malleable human nature, the thoughts of two thousand years ago would make little sense were human nature so changeable.

And so classical studies serve best the proper goal of education. Yet they do not serve well in translation. One must do more than read ancient history. Here the secondary effects of classical studies become important. Here one sees the benefits of a little sweat and pain, for as Aristotle writes: "It is clear that amusement is not the

object to which the young should be educated. Learning is not a matter of amusement. It is attended by effort and pain." The effort required in studying Classics teaches, above all else, humility. The countless hours spent to master so little remind us of our limits and our ignorance. We become better able to understand our position in this world of vanity, to know our debts and therefore our obligations. Only in this way can we understand human potential, and human reality. Only in this way can we be truly educated. Classical studies not only make sense. They make education.

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Rome, 1985

by Margaret Emond Kirkegaard,
Delta Chi Chapter, St. Olaf College

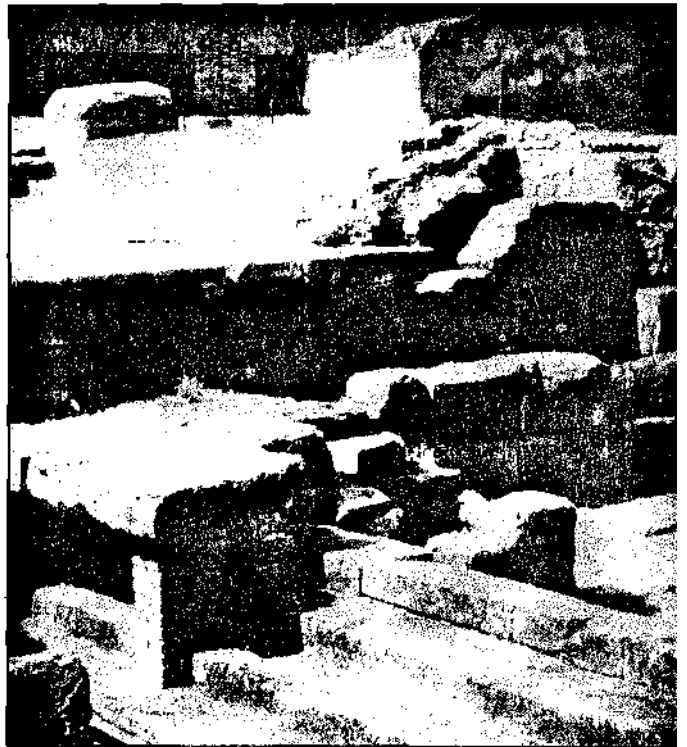
My memories of the 1985 Summer Session of the American Academy in Rome are a montage of the spectacular testimonies of Rome's greatness. I returned to **Le Centro** each evening believing I had seen the greatest wonder of ancient Rome only to discover the next day another site or monument equally as awe inspiring. In the very first days of the summer when the heat had not yet sizzled past 100 degrees, we explored the Etruscan Necropolis at Cerveteri not fully appreciating the cool respite of the tombs but amazed at the detail and sophistication of the graves of the unknown Etruscans. The **Tomb of the Reliefs** revealed walls carefully sculpted with the possessions and instruments of daily life which the dead might have needed in their long sojourn in the underworld. The sculptors even thoughtfully carved pillows out of the bedrock on which the dead would rest their heads. We saw the remains of whole cities such as Cosa with its spectacular view of the sea and Ostia which was once the bustling port of Rome. And we were equally impressed by the grandeur of single edifices from the soaring Baths of Diocletian to the intricacies of light, color, and shapes of the Pantheon. During this summer the pages of classical literature leapt from the realm of subjunctives and accusatives into reality. As we toured the **Forum** one could almost hear Cicero's powerful, eloquent voice resonating from the **Rostrum**. The **Ara Pacis** sang of Vergil's **Eclogues** as little woodland animals seemed to scurry across its marble reliefs. With thousands of carefully laid pieces of stone, the Barberini mosaic illustrated the meandering of Herodotus along the Nile and, like Herodotus, not sharply discriminating between fact and fancy as it depicted both real and imaginary river creatures.

These memories and many more of the glories of ancient Rome are indelibly inscribed in my mind, but the site which I would like to describe in greater detail could not be numbered among these trophies. In modern Rome, it is unknown as the **Largo Argentina**, and I am attracted to write about it just as one is attracted to the runt of the litter. The **Largo Argentina** is a small island of antiquity inhabited by hundreds of homeless torn cats



Margaret Kirkegaard

and located in the center of a busy district in Rome. The excavations lie about a storey below the modern level, and bustling streets bound the ruins on four sides. Choked by traffic, the **Largo Argentina** was better known to us as a place to catch the 61 bus to the Vatican than for its archaeological display. Despite its seeming insignificance, the ancient ruins of the **Largo Argentina** readily illustrate a concept which was, for me, one of the most important themes of the Summer Session—the idea of an "archaeological palimpsest." This summer was my first introduction to scientific classical studies. We learned to recognize the different building materials, techniques and characteristics which allowed us to approximate the date and circumstance of the excavated ruins. Soon I learned that each site contained layer upon layer of historical data left for the modern-day observer to decipher. Thus, each site became more than a stunning still life to file into our memories; each site became an opportunity to piece together a continuum of history.



Pavement levels at the **Largo Argentina**.

The **Largo Argentina** contains the ruins of three completely excavated temples all similarly oriented. A fourth temple has been partially excavated but a busy, modern street still holds most of it. Unlike many sites where continual building, remodeling, and rebuilding have obscured the archaeological evidence and the distinction between building phases is not readily discernible, the **Largo Argentina** has preserved three discrete pavement levels which help to date the building programs of the temples.

The first pavement is simply the bedrock; therefore foundations found at this level describe the earliest building phase. The second pavement was constructed of tufa, a volcanic conglomerate stone native to Italy. This level can be dated to approximately 100 B.C. from an earlier inscription enclosed beneath the pavement. Travertine slabs dated to the rebuilding in Domitian's reign after the Fire of Titus in 80 A.D. compose the third and extant pavement. (see photo).

Three of the four temples in the **Largo Argentina** are built directly on the bedrock. Two of these temples are dated to the early 3rd century by their construction techniques and the use of tufa as the principal material. Both temples exhibit extensive remodeling and rebuilding. The first rebuilding was completed about 150 B.C. and was commemorated by an altar with an inscription. In approximately 100 B.C. each temple was remodeled to accommodate the new tufa pavement. Finally, both temples again underwent modifications during the Domitianic period. One of the temples was widened and reoriented so that it was precisely aligned with the other temples. The third temple with foundations reaching to the bedrock was built later than the previous two, around 180 B.C., as evinced by its construction. The podium of this temple has a concrete core faced with travertine instead of tufa blocks used in the earlier method. The fourth temple in the **Largo Argentina** was built on the tufa pavement and therefore is dated after 100 B.C. This temple was round and originally encircled by a ring of independent columns. During a later enlargement, the original temple wall was torn down, and a new wall was built between the columns. This temple also exhibits signs of remodeling and embellishment by Domitian.

Despite such clear archaeological evidence the dedications of these temples are still obscure. One possible explanation for this row of temples is that they might have lined the triumphal route. This theory is further supported by the fact that these temples are located between the gates of the ancient city and the **Villa Publica** where a general would sleep the night before he celebrated a triumph.

The **Largo Argentina** was only one of the many sites which we explored during the summer. Each day we learned more about the construction materials and techniques and grew more confident about our ability to "read" a site and reveal its history. I think all of my summer comrades would agree that the Summer Session at the American Academy in Rome creates a valuable dimension to one's classical studies not gleaned from textbooks or literature. Each time I whizzed past the **Largo Argentina** in a crowded 61 bus, I was reminded that the "archaeological palimpsest" did not end with the fall of Rome but continues into our own lives. And as I watched the cats scramble across the ruins, ancient Rome seemed very close.

I would like to thank the Scholarship Committee for the opportunity to study at the American Academy, Harry Evans and Ted Pena for their valuable instruction, and my professors at Saint Olaf for their help and encouragement.



RES GESTAE

Alpha Omicron Lawrence University

Before Thanksgiving, 1983, Diane Wolkstein, New York City's official storyteller, recited Cupid and Psyche which she calls Psyche and Eros. We taped her performance and have it available on cassette.

We held a special symposium which featured our adviser Professor Taylor who spoke on Varro, and we enjoyed our traditional refreshment of dry, white wine.

In February, 1985, we initiated ten new members and added two more honorary members. We expect to invite three or four more students to affiliate this spring because the study of Greek and the study of Latin are thriving on our campus. We'll also celebrate Rome's 2728th birthday (using Varro's dating, of course) with cake and, as usual, dry, white Dionysus.

In May, Professor William Tyrell from Michigan State University will come to speak to us on the Amazons, the subject of his recently published book. We learned recently that he is a leading authority on Star-Trek and Greek mythology.

Alpha Chi Tulane University

On December 4, 1984, Alpha Chi chapter initiated fifteen new members. At this time we elected new officers:

President, Lauren Conlon
Vice President, Michael Giambelluca
Treasurer, Ken Bresky
Secretary, Dedi Beceat

Starting in January, we held monthly meetings. We made plans for our annual barbeque and talked about having a raffle to raise money.

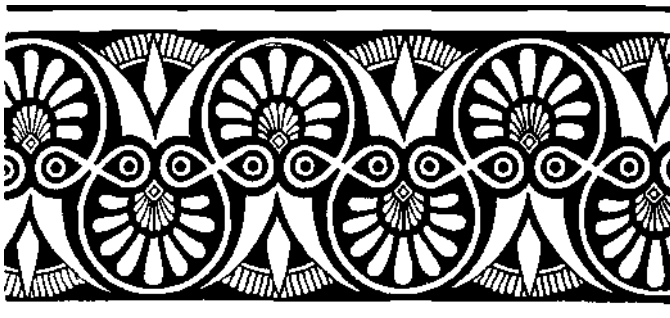
We had our barbeque on March 23, 1985, with hamburgers, crawfish, beer, and soda. The raffle was held the last week of March and the first week of April. Approximately \$200 was raised. We shall hold one last meeting before the year is over and have a small get-together with our professors.

Lauren Conlon,
President

Alpha Omega Louisiana State University

Officers:

President, Matt Dobbins
Vice-President, Donald Bonin
Secretary, Dwayne Broussard
Treasurer, Randy Lee



Sponsors:

Dr. John Scott Campbell
Mrs. Charlayne Allan

Alpha Omega Chapter enjoyed its most successful year since its revival in 1981, kicking off the year with a student-faculty mixer on September 21, 1984. Fall activities included a Creole dinner followed by attendance at LSU's punk-rock rendition of Lysistrata, a lecture comparing the hero of Watership Down to the classical hero by Dr. Kenneth Kitchell of LSU's Classics faculty, and a successful Latin carol service. The carol service is put on by the Classics faculty annually and includes readings in ancient languages and Christmas carols sung in Latin.

In an effort to boost interest in Eta Sigma Phi, we held a membership drive during the first week of school and subsequently initiated fifty-two students in a banquet at Gino's Italian restaurant. Other activities included a lecture by Dr. Crump of LSU's history department on his research into propaganda in Roman coins, two movies: Electra and Robinson Jeffer's Medea, election of officers in late April, and installation of officers at our annual crawfish boil.

The chapter participated in the promotion of Classics in Louisiana secondary schools by sending letters to them in the hope of reviving long-dormant Latin programs and by aiding LSU in being the host for the state Junior Classical League convention.

Alpha Omega is proud of its former vice-president, Pam McCrary, for winning the national Eta Sigma Phi scholarship to study in Greece for the summer of 1985. We were also proud to send a delegate, Matt Dobbins, to the 1985 national convention at St. Olaf College, where he was elected to the office of national secretary.

Beta Gamma University of Richmond

Our chapter has thirty-two members, fifteen of whom were initiated on April 4, 1985. Our chapter conducts monthly meetings, and among our activities are events that lend themselves to on-going friendship: a fall picnic with a softball game, a Christmas party, a February 21 lecture by Dr. Robert Drews on the Shroud of Turin, and this past April 4-after the initiation of new members-Professor Philip Lockhart, adviser of Dickinson College's chapter of Eta Sigma Phi, spoke on Roman numerology.

Last summer members of the Junior Classical League gathered in Richmond and were guests of the University of Richmond's Classics Department. The national conference met with tremendous success and was well attended by a large contingent of high school classical students from all over the nation.

Also there is emerging a tradition of weekly classical gatherings at a restaurant owned by the chairman of our Classics Department, Dr. Talbot Selby.

Beta Theta Hampden-Sydney College

The Beta Theta Chapter of Eta Sigma Phi entertained the Randolph-Macon Woman's College chapter with a

fall picnic at the home of our chapter adviser, Dr. Graves H. Thompson. It was a well-attended event, and everyone had a good time getting to know the members of each other's chapter.

In April, 1985, Beta Theta sponsored a Classics lecture featuring Professor Mark Morford of the University of Virginia's Classics Department. His lecture, entitled, "The Influence of Classical Mythology and Philosophy on the Paintings of Reubens and Poissant," was accompanied by an effective slide presentation. It was informative and interesting.

Also in April, Beta Theta held its election of officers for the 1985-86 academic year. With John Basilone presiding, the following members of the chapter were elected to office: Brad Pyott, President; Rob Lendrim, Vice-President; Brad Terry, Secretary; Rob Citrone, Treasurer.

Finally, coming up at the end of April, Beta Theta will host the convention for the Classics of Virginia. The convention will be held, most suitably, at the Rose Bower Vineyard, which is located five miles off the Hampden-Sydney Campus. During the convention, a selection from the **Bacchae** will be presented by student members of Eta Sigma Phi.

It has been a good year for Beta Theta and a year for growing. Six new members were initiated into the chapter this spring. We hope to continue the interest in the Classics, and we are looking forward to a productive year in 1985-86.

Gamma Alpha Indiana State University

We have held two ceremonies this year to initiate nine new members in all. On November 29, 1984, we initiated three, and on April 9, 1985, we initiated six more.

Our annual foreign language day, held to promote college and high school relations, was successful this year. A computer workshop was held in which software was demonstrated as a teaching aid to beginning language students. A panel contest of questions and answers was held which both high school and college students greatly enjoyed.

The foreign language department held its first annual Mardi Gras this year. This event was open to the public with a smorgasbord and entertainment from Pakistan, Greece, Italy, and countries of Latin America. Of course, the Roman and Greek entertainment was of greatest interest.

We offered our customary tutoring service free of charge to all students in Latin and in Greek, and we continued our tradition of Latin dinners. In December, our sponsor, Dr. Loyd, invited the members of our chapter into his home for an evening filled with great food.

While our members attended the national convention, Indiana State University hosted the Junior Classical League Conference of Indiana. Many things have been planned for high school classicists including a variety of speakers.

Our plans include a Latin dinner hosted by Gamma Alpha's and the National's former president, Eileen Torrence. Also, plans for a memorial to honor Gertrude Ewing have been underway throughout the year.

A. Denise Shorter,
Secretary

Gamma Mu
Westminster College

Gamma Mu has held two initiation meetings since the 1984-85 academic year began. There have been several joint activities with Delta Psi Chapter of Thiel College, among which was the watching of a movie, "A Funny Thing Happened on the Way to the Forum." Several business meetings have been held for the election of officers, discussion of the local constitution, and preparation for the National Convention.

Sandra Hazen,
President

Gamma Xi
Howard University

For the 1984-85 academic year, the officers of Gamma Xi are: Shelly Young, President; Maryse Fontus, Vice-President; and John Eric Robinson, Secretary-Treasurer. The chapter had a varied program this year.

In September, Dr. David Thompson, Chairman of the department of Classics, gave an illustrated lecture entitled, "The Mysterious Etruscans." Dr. Thompson led the 1984 Vergilian Society tour in Etruria. He shared with us scenes from the area and discussed questions of Etruscan art and religion.

We had two programs in November. On November 3, we visited the Walters Art Gallery in Baltimore, Maryland. The Walters has the third or fourth best classical collection in the country. We were given a tour by a volunteer docent. We ended our trip to Baltimore with a late lunch at a Greek restaurant in the Inner Harbor.

On November 19, Mr. David Smith, a career officer in the U.S. State Department, spoke to us about the opportunities in the State Department, particularly in the Foreign Service. He discussed the various branches and the procedures which the applicant and employee can expect. Mr. Smith is now in India.

On February 7, Dr. Wilsonia Cherry of NEH and Dr. Leonard Wencis of Howard's department of Classics discussed the play **Gospel at Colonus**. It is presented as a sermon in a pentecostal church; the text is little changed. Based on the Fitzgerald translation, the choral odes are set to music. The sound track was played as the basis for discussion.

The annual initiation and party will be May 4, 1985, at the home of our sponsor, Dr. Carrie Cowherd.

Shelly Young,
President

Gamma Sigma
University of Texas at Austin

After last year's convention in Austin, the chapter elected officers and then closed down for the summer. The following fall, with many of the more active members having been graduated, the chapter conducted a membership drive with only limited success. Our estimated number of members is twelve of which seven are active.

Some of our activities this year have been parties connected with lecturers, afternoon teas for social and

recruitment purposes, and the Classics Comedy Connection (mimes entertainment). The final events this year election of officers and our year-end Homeric Barbeque. Gil S. Wiedermann,
National Treasurer

Delta Zeta
Colgate University

On September 29, 1984, Professor Emeritus Frank Snowden of Howard University lectured on, "Before Color Prejudice." His lecture was accompanied with illustrations. At the same meeting we initiated four new members and enjoyed a reception and a dinner.

Professor John Cooper of Princeton University's Department of Philosophy spoke on March 14, 1985, on the topic, "Aristotle and the Goods of Fortune." Also in the spring, several of our students participated in pretesting questions for the Latin achievement tests.

Finally, on April 13, at our annual Classics Department-Eta Sigma Phi picnic cum symposium at which we initiated our students and elected new officers, we heard Professor Rebecca Ammermann give a presentation on her work on terra cotta figurines.

Delta Chi
St. Olaf College

Our chapter held the following activities during the 1984-85 year:

1) Classics Conversations Table

The Classics Conversations Table afforded an opportunity to all chapter members and Classics students to come together every other week for various purposes. The table served as an opportunity for new Classics students to meet others in their field of interest. It was also used as a means to gather chapter members to discuss chapter business. But mostly it was used as an information meeting on various topics of interest. For example, David Suderman, a mediaeval scholar, led a discussion on Latin, monasticism, and Latin as a vehicle to transmit Roman culture. Also Eric Lund, a religion professor at St. Olaf, gave a slide presentation on Christian Rome.

2) Lectures

Two lectures outside of the CCT were given also this year. David Traill showed a BBC film and led a discussion on Schliemann's excavations at Troy. Judith Hallet gave a lecture on women in elite Roman society.

3) Latin Play

In an effort to make the Classics more accessible to non-Classics students, for the last four years our chapter has sponsored a Latin play. This play is in English and in Latin and readily understandable by those who know no Latin. This year the production, **Miles Gloriosus**, has toured many places including area high schools.

4) Chapter Business

This year we had thirteen members, nine honorary members, and nine new initiates. As always we had enthusiastic, large participation in the translation contests. Of course, this year we spent much time preparing to serve as hosts for the National Convention.

5) Bacchanalia

To crown every year the local chapter holds a Bacchanalia with appropriate Bacchic events culminating in frenzy and in revelry.

Dean Apel,
Secretary

Delta Omega Macalester College

While the enrollments in Classics courses at Macalester have not increased tremendously, the number of Classics majors has. This increase is five to ten-fold. Membership in Delta Omega chapter at the end of May, 1985, will be seventeen. This represents a two to three-fold increase over past years.

The booming membership of our chapter is, I believe, a result of the increased devotion of Macalester students of Classics to their discipline. All in all, it is satisfying to see an increased interest in the tradition that is at the foundation of Macalester College, for we remember that the college was established in the late 1880's as an extension of the Macalester Classical Academy. Even a brief glance through old yearbooks reveals that as late as 1912 nearly half of the Macalester faculty members were professors of Latin.

In consequence of much increased membership, we have been a busy chapter. Our activities have been primarily in the form of what we call Classics Colloquia. I here present a brief summary of the Colloquia held so far this year.

If Macalester is known for its emphasis and encouragement of internationalism, then the members of Delta Omega Chapter are certainly excellent examples of this reputation. At a colloquium in September, three of our members reported on their work in Classics done abroad. Elise Evans, our chapter's vice-president, spoke of her studies in Florence and in Athens. Member Sigrid Arnott spoke of her summer work on an Etruscan dig near Siena. And I spoke on my studies in Classics at the

University of Avignon in southern France and at the Classical Summer School of the American Academy in Rome.

In October, the visiting Phi Beta Kappa lecturer, Dr. David Daube of the University of California, Berkeley, Law School, presented a lecture on the evasion of law in ancient Rome.

In December, Professor Robert Sonkowsky of the University of Minnesota Classics Department presented a reading of Latin prose and poetry with the students of the Oral Interpretation of Latin Literature course that Professor Sonkowsky taught at Macalester fall semester.

In January, Professor Shrunck of the Department of German and Russian, who holds a doctoral degree in Classical Archaeology, presented a slide lecture on the excavations of Diocletian's Palace at Split, Yugoslavia.

For a change of pace and with thanks to member Colin Pilney who is on the board of Macalester's campus cinema organization, the entire campus was given a rousing screening of Ben Hur. We also were treated to Professor Daniel Taylor's lecture on Olympia and the Olympic games.

Recently, member Jennie Myers reported on her studies at Cambridge University where she took her minor supervision in Ovid.

And finally, last weekend, several members of our chapter attended the National Convention of the Classical Association of the Middle West and South held in Minneapolis. For Delta Omega, the year is far from over and will end with not one but a series of bangs. I shall here let your imaginations run wild.

In conclusion, then, Delta Omega Chapter of Macalester College is more vigorous than ever, and every indication is that this condition will continue. I applaud, therefore, the work of this fraternity and the opportunities it affords for the promotion of the classical tradition. May the spirit of goodwill and friendship pervade our fraternity and bind us all together.

Craig Hamilton Arnold,
President



WINNERS, 1986

Greek Translation, Advanced Level

1. Arnie Rosenbach, Epsilon Omicron, University of Massachusetts
2. John Palmer, Alpha Sigma, Emory University
3. Johnathan Fenno, Epsilon Pi, Concordia College

Greek Translation, Intermediate Level

1. Mark Shelton, Epsilon Nu, Creighton University
2. Tommy Williams, Psi, Vanderbilt University
3. Cathryn Hemken, Delta Chi, St. Olaf College

Greek Translation, Intermediate Level, Koine

1. Mark Shelton, Epsilon Nu, Creighton University
2. Tommy Williams, Psi, Vanderbilt University
3. Timothy D. Kusserow, Delta Psi, Thiel College

Latin Translation, Advanced Level

1. John Palmer, Alpha Sigma, Emory University
2. Brain S. Hook, Alpha Iota, University of South Carolina
3. Thomas Ludden, Delta Theta, Dickinson College

Latin Translation, Intermediate Level

1. Susan Byerly, Psi, Vanderbilt University
2. Jefferson P. Slack, Epsilon Zeta, University of Idaho
3. Michael Peterson, Epsilon Pi, Concordia College

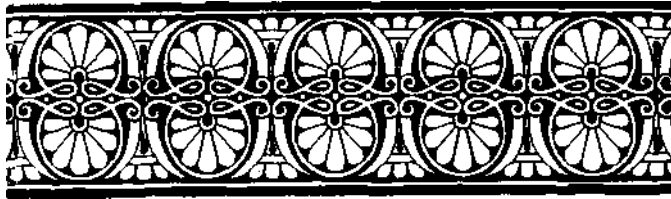
Latin Prose Composition, Advanced Level

No prizes awarded.

Scholarships:

For the American School of Classical Studies, Athens, Greece:
Susann E. Sowers, Beta Nu Chapter, Mary Washington College.

For the American Academy in Rome, Rome, Italy:
Mary Teresa Rossini, Epsilon Nu Chapter, Creighton University.



CONTRIBUTIONS TO THE ENDOWMENT FUND, 1985

Chapters and members contributed a total of \$1,420.00 to the Endowment Fund in 1985. Eta Sigma Phi is grateful to all of those members whose contributions help to sustain our scholarship program. Life memberships (which include a lifetime subscription to the Nuntius) are available for a \$50.00 contribution to the Endowment Fund.

Epsilon Omicron Chapter, The University of Massachusetts

Beta Kappa Chapter, The College of Notre Dame of Maryland

Professor Brent Froberg, Beta Alpha Chapter, University of South Dakota

Martha B. Langdon, Tau Chapter, University of Kentucky

Mrs. Johnson Longacre, Gamma Theta Chapter, Georgetown College

Professor William Odom, Beta Theta Chapter, Hampden-Sydney College

During 1985, Martha B. Langdon became a Life Member of Eta Sigma Phi.

VISIT ITALY IN '87 . . .

Study the rich archaeological sites and museums of Rome and Pompeii, and earn six graduate or undergraduate credits from the Classical Studies Department of Kent State University.

Your itinerary will include the Etruscan tombs at Cerveteri and Tarquinia, the Temple of Fortuna at Palestrina, and Tiberius' villa on the island of Capri. And you 'll have your choice of tour dates — either May 18 - June 8, or June 15 - July 6, 1987.

Hurry — enrollment deadline is April 3, 1987. For a complete brochure on this exciting program, mail the coupon below, or call the Kent State University College of Continuing Studies at 1-216-672-3100 or toll-free in Ohio 1-800-FOR-KENT and in the U.S. 1-800-USA-KENT. When calling toll-free, be sure to ask for extension 3100.

Please send me complete details on KSU's "Classical Studies in Italy" this summer.

Name _____

Address _____

City _____ State _____ Zip _____

Phone (Area Code) () _____

College of Continuing Studies

Kent
STATE UNIVERSITY

IT-02

Medal Fund, Annual Report, 1985

Cash on hand, January 1, 1985 \$188.39

Receipts:

Sale of large silver (10) @ \$13.00	130.00
Sale of small silver (20) @ \$ 7.50	150.00
Sale of small bronze (28) @ \$4.00	112.00
CD 9536, matured	617.96
Loan from savings	1,297.70
Interest	44.87
Postage and handling	11.00
Total receipts	\$2,363.53

Disbursements:

Medallic Art Company for purchase of 102 large, silver medals	2,522.70
Total disbursements	\$2,522.70
Cash on hand, December 31, 1985	29.22
Value of CD 180349	184.47
Value of CD 180241	762.64
Total cash	\$976.33

Inventory:

102 large silver medals	2,522.70
152 small silver medals @ \$7.50	1,140.00
115 small bronze medals @ \$4.00	460.00
Total value of medals	\$4,122.70

Total Value (money and medals):	\$5,099.03
Less loan to be repaid, 1986	1,297.70
Value of Medal Fund	\$3,801.33



ETA SIGMA PHI JEWELRY

Those who would like to purchase official Eta Sigma Phi Jewelry should order directly from our official Jeweler, the L.G. Balfour Company. Please direct your orders to the attention of Adele Wagle, Fraternity Order Entry Supervisor, 25 County Street, Attleboro, Massachusetts 02703. Sales taxes for each state will alter the total cost of jewelry. GEP stands for gold electroplated.

#4001	Owl Key, GEP	\$28.50
#3001	Close Set Pearl Badge, 10 K	\$77.50
#4001	Badge Key, 10K	\$87.50
#1001	Plain Badge, 10K	\$51.50
#3002	Crown Set Pearl Badge, 10 K	\$92.50
#7001	Pledge Pin, GEP	\$ 5.50

