
CLASSICS AT GUSTAVUS

The annual newsletter of the Department of Classics at Gustavus Adolphus College

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EDITOR'S CORNER

With a year as department chair under my belt, I am surprised to find that I actually quite enjoy it, despite my natural aversion to multitasking and paperwork. Being part of a group that feels more like a family than a department has a lot to do with it. This year, each department at Gustavus was asked to develop a strategic plan. As we took stock of the department's history, its current state, and our vision for the future, I was reminded of the magnitude of the feat that Will, Pat, Marleen, and Stewart have accomplished, building a department that is so well respected by outsiders and so dearly loved by those within. And how fortunate we are to have found in Matt, Mary, Seán, and Yurie colleagues who have made such an impact since their arrival—not only in their many contributions to campus life and to the profession, but also in the relationships that they have built with students. And how privileged we are, too, to have a delightful and intellectually curious group of majors (27 this year!) who play such an active part in the life of the department.

As for the future, we were told to dream 'blue sky' about what we might like to accomplish, and we did just that. Our ideas include putting on trips to classical lands for alums, getting out into the community to spread awareness of classics, funding a scholarship to allow students to fulfill their classical ambitions,

establishing a long-term partner relationship with a field school to offer students hands-on archaeological experience, and providing alumni with opportunities to interact with current majors, to keep up their interest in classics, and to get together with each other and with us on a (semi-)regular basis. We now have a group Facebook page (Friends of Gustavus

Classics), with photos and news of events. Please become our 'friend'. We are planning an alumni event in the Twin Cities in February. And we hope for a big turn-out for the celebration of Will on the occasion of his retirement in May. But we would like to hear from you: what would *YOU* like to see in the future of classics at Gustavus?



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*"Classics at Gustavus" is published yearly by the Department of Classics for its alumni.
Please send interesting items, news, and updates to Eric Dugdale at edugdale@gustavus.edu.*

GUSTAVUS 
GUSTAVUS ADOLPHUS COLLEGE

NEWS OF OLD MAIN

As all of our majors and alums know from lip-smacking experience, food is important to us classicists at Gustavus. In our case, our nickname as Gusties seems to be derived not so much from allegiance to a bearded Swedish monarch as from our gustatory passions. The academic year was inaugurated and closed in the most classical of ways—with food aplenty at the villa urbana of Seán and Yurie; at the fall opener everybody ended up out on their huge deck with views over the valley. Mary offered a very popular immersion course in Roman cuisine (*A Taste of Roman Food*) in January, culminating in a Roman banquet co-sponsored by Eta Sigma Phi (you may already have read about it in a featured article in the *Gustavus Quarterly*).

The menu of departmental lectures was equally rich. In September, K.O. Chong-Gossard (University of Melbourne) gave a talk on Euripides' *Hypsipyle*. His lecture offered a fascinating case study, drawn from a play that survives only in fragments, of an approach that combines a keen interest in performance studies and gender studies with more “traditional” philological and papyrological methodologies. Students commented that they were amazed at how they were able to get so much out of his analysis of such a fragmentary and complex text.

In October, Stephen Berard (Wenatchee Valley College) gave a riveting and eclectic overview of the history of Latin as the primary language of academic inquiry from antiquity until modern times, with examples drawn from everybody from Galileo and Copernicus to Newton, Descartes, Hobbes, and our own Linnaeus. Dr. Berard is a fluent speaker of Latin, publishes all his scholarship in Latin, and is currently writing a Latin novel. He also offered a workshop in which students practiced speaking Latin over prandium (lunch).

The biggest event of the year was a lecture by Patrice Rankine (Purdue University) entitled “Black Athena and Myths of African Diaspora Identity in Latin America and Brazil” in February. The lecture offered a provocative analysis of the reasons why Martin Bernal's argument for the possible African and Near Eastern origins of Classical Greek civilization provoked such controversy, with intellectual capital and cultural identity so heavily invested in the Eurocentric model. Dr. Rankine also offered a fascinating glimpse into how scholars in Latin America have responded to Bernal's arguments for an African origin of Greek civilization and how communities in Brazil have constructed their

own myths of identity. The lecture illustrated how deep-seated and yet volatile constructions of cultural identity generally are. The whole visit was organized by Seán Easton, whose grand vision and meticulous organization turned this into a high-profile event delivered to a packed house in Alumni Hall, made possible by collaboration from six other departments and programs.

In March, Susan Shapiro (Utah State University) returned to Gustavus (she taught here as a leave replacement in 1994-95) to give a paper on Italian filmmaker Pier Paolo Pasolini, who brought together his love of classics and an interest in contemporary societal issues in works such as his 1969 film *Medea*. Among other things, she uncovered an uncanny resemblance in his *Argonauts* to the Beatles, inspired perhaps by their hit, *Yellow Submarine*, which came out at the same time as Pasolini's film. Her visit coincided with the arrival in the Twin Cities of the annual conference of the national classical organization CAMWS, the grandest show in town since the Republican convention in September!

The ancient world featured in other Gustavus events too. The Department of Art and Art History brought to campus Donny George, the former director of the National Museum in Baghdad, whose first-person account of his staff's courageous efforts to save the museum's precious artifacts from looting and success in retrieving many of the missing pieces had the audience on the edge of their seats. And Phi Beta Kappa brought to campus Tom Palaima (U. of Texas, Austin), a distinguished classicist and public figure, who gave a talk on war stories from Homer to Jesse Odom. At the inauguration of President Ohle, our own Will Freiart delivered an address characterizing the role of president as that of Roman *pontifex* or bridge-maker. And perhaps the most mind-expanding lecture of all was the Hanson-Peterson lecture that Will organized, in which Arthur Zajonc reported on his participation in the Mind and Life conference in which five leading physicists discussed with the Dalai Lama current thought in theoretical quantum physics, in the context of Buddhist philosophy.

Eta Sigma Phi had one of the most active years on record, thanks to the energy and creativity of its officers, Ahna Gilbertson, Nick Harper, Sarah Hulke, Sybylla Yeoman Hendrix, and Laura Ofstad. Ably advised by Mary McHugh, they put on a wide array of events—everything from a toga-party and the annual Hellenists vs. Latinists broomball game to a trip to the Minneapolis Institute of Arts, just to mention a few highlights. Fourteen new members were inducted

into the chapter this year.

Our majors had another very productive year in other respects. Paula Wiggam, who studied with Matt in the ICCS-Sicily program this fall, presented research that developed out of her studies in Sicily (a comparative study of temple sculpture and its ethnographic implications) at the Carleton Symposium on Colonization and Cultural Exchange whose proceedings will be published in the *Carleton Classical Review*. Two majors wrote and successfully defended honors theses, both under the guidance of Seán Easton. Dan Barthell's thesis, entitled "Freedom or Slavery? The Problem of 1 Corinthians 7:21," brought to bear both close textual philology and broader socio-historical arguments on the vexed question of Paul's position on the freeing of slaves. Sarah Hulke thesis was titled "Feminine Influence: Transformation in Ancient Epic," and examined instances of transformation and disguise among goddesses in epic (Homer, Virgil, Apollonius), an analysis of broad scope that included instances of enhanced appearance and of psychological change. Nine students took Yurie's capstone seminar on sex and gender in the ancient world. The capstone course, which we began four years ago, gives our students the opportunity to engage in a major research project as well as be exposed to the full range of subfields of classics—everything from papyrology to literary theory. Research topics were varied: the use of weaving and gendered imagery as a template for political activity in Aristophanes' *Lysistrata*, representations of masculinity and aggression in Roman satire, an examination of the way that Socrates is represented as an ambiguously gendered figure in Plato's *Symposium*, and constructions of female sexual pleasure in Ovid's *Metamorphoses* and ancient medical texts, to give just a few examples.

The department was a quieter place while Matt was on sabbatical in Sicily—where his hearty laughs were reportedly mistaken on at least one occasion for volcanic activity from Mount Etna. And when Will took a long-overdue sabbatical in the spring, his absence was also keenly felt. Tales of their travels in the Mediterranean can be found on p. 27-29. We are delighted to have them both back.



A few of our seniors at graduation. Left to right: Ahna, Shayla, Sybylla, Laura, Laura, Sarah, Henry

THE CLASS OF 2009

Dan Barthell sorely misses Gustavus and the Classics Department, but plans to dissipate those feelings by taking a year of classes at the Univ. of Minnesota in both Greek and Latin as a non-degree student. He hopes this will help strengthen his application for grad school in 2010.

Henry Boeh is pursuing graduate studies in clinical psychology at Marquette University. Over the summer he married Kristin, his high-school sweetheart.

Shayla Gibbens enjoyed her senior year studying in Greece. She woke up every morning with the Parthenon in sight and the magic of an ancient civilization in her presence. After spending the summer working construction, she moved to Russia to teach English with Language Link. She loves it and is thinking about becoming a Latin teacher.



Shayla atop the Parthenon—how did she get to be *dea ex machina*?

Ahna Gilbertson writes: After surviving 2 months in Wisconsin, I started my AmeriCorps VISTA position with Foley Area C.A.R.E. in Foley, MN. My project is to implement an exercise group at the local senior center and to start an at-home program as well. My main focus is getting people fit and active and staying in their homes as long as possible. I won't be leading the exercises myself, but I will probably join from time to time! Since I'm under 30, I am the designated "computer girl"...which means I can explain how to cut and paste and other such trivial aspects of technology. I also work with building volunteer capacity, so I'll be giving presentations to area organizations. Life here is swell, and I'm glad Foley is another adventure in my Odyssey :)

Sarah Hulke enjoyed every minute of her senior year at Gustavus, exploring the worlds of Greek and Latin as well as interests in the Ottoman Empire, art, and film. Since graduating, Sarah's spent most of her time across the pond, in Italy and the United Kingdom. She learned a little Italian in the two weeks she spent traipsing around Florence and Venice (and getting especially good at any short phrase beginning with "dov'è?" or "where is?"). After an amazing experience studying history and medieval studies at Cambridge University, she is looking toward a future at a UK university next year, and is planning on some classes this year to beef up her medieval knowledge. These days, Sarah is spending her time reading medieval literature, applying for scholarships, and preparing to move away from Oklahoma.

Laura Luce finished out the year in style, planning a wedding on top of her many other activities. She served as a Latin tutor for the department and also did some private tutoring. She is considering going into Latin teaching.

Laura Regal spent her summer at home in Duluth, MN, after a great senior year. She began her first year of graduate school at the University of Colorado in Boulder this fall and is currently working on adjusting to a campus with 30,000 students (but only one badminton court).

Cameron Stromme writes: I'm doing great! I'm working as a customer operations analyst for SPS Commerce, a software company in downtown Minneapolis. I'm living near Dinkytown with two other recent Gustavus grads.

Sybylla Yeoman Hendrix had a great time tutoring Latin her last semester at Gustavus, and has spent her summer searching for employment and toying with the idea of writing her own Latin textbook.

VARUSSCHLACHT by Mary McHugh



This summer I visited Germany, where I discovered great publicity for the tri-partite exhibition in honor of the 2000th anniversary of Varusschlacht—Arminius's defeat of Varus's three legions in the Teutoburg Forest in 9 A.D. The exhibitions, appropriately titled "Imperium," "Konflikt", and "Mythos," took place at Haltern am See, Kalkriese, and Detmold.

You may be wondering what all the fuss is about.

I had at my disposal a guidebook purchased the last time I visited Germany, in 2003. Figuring that Germany would not have replaced itself completely in the last six years, I had taken it with me. And I was curious to see what a travel writer would have to say about Arminius, aka "Hermann the German." There, under the heading of "Detmold", a town in the Ruhr region, I found the entry. And, I quote:

...the Hermannsdenkmal commemorates the Teutonic chief Hermann and proclaims him liberator of the German people. Overeager nationalists erected Hermann's likeness on an old encampment in 1875, and Kaiser Wilhelm I came to cut the ribbon. Complete with winged helmet the statue wields a 7m sword with the disconcerting inscription, "German unity is my power; my power is Germany's might." Research

continually relocates the site of the battle; the only consensus is that the colossus does *not* mark it. Simply put, Hermann is a huge, angry guy placed somewhat randomly in a beautiful forest. Climb 75 steps inside the base of the statue to gain a great view of the country; you'll still be at his feet.

(Andrews, *Let's Go Germany* 2003, p. 521)

You can imagine my chagrin. If you can't, let me tell you about Arminius as well as the exhibitions I saw in Germany. And because I am ever the teacher, there is an assignment, after you have read the essay and consulted the Internet sources referenced at the end. How would you critique the travel guide entry above and submit revised copy for the 2010 edition?

There are four ancient historians (Velleius Paterculus, Tacitus, Florus, and Cassius Dio) who recount in varying degrees the details of the battle. Unfortunately, none of these were eyewitnesses, and all rely on earlier accounts. From these narratives, though, a general impression of the events leading up to the battle emerges. A key figure is Varus, commander of the Roman troops in Germania, who believes that the Germans have been pacified by Roman occupation and its civilizing effects. And his principal antagonist, although he does not realize it yet, is the German prince Arminius. In fact, Arminius is so habituated to the Roman way of life and its military practices, that he has attained equestrian rank. And Arminius retains this mask of friendship and openness to Roman rule so well that Varus does not suspect the growing insurgency and the plotting of a clever stratagem to draw the Roman legions into an inescapable trap. Believing that all is going well and that he is surrounded by allies, Varus is drawn deeply into the region beyond the Rhine, into the territory of the Cherusci.

And thus, heading out to suppress a rebellion at the borders of the frontier, and allegedly passing through friendly territory, Varus and his troops are ambushed. The Germans who had accompanied them as allies and scouts only a short time earlier now reveal themselves as the enemy, rushing down a hillside and over a vegetation-covered wall, constructed just for this special event. Arminius and his conspirators had drawn the Roman troops into the narrows—on one side a steep hilly area, at the base of which Arminius' forces had constructed a protective boundary for his men, while on the other side was the swampy marsh. And all around was the dense forest, unfamiliar to the Romans, but quite familiar

to the native Germans. Add to this the heavy rainfall, making footing even more uncertain, as well as the heavy wagons and baggage train of the Roman army, which made nimble movement virtually impossible. And because the troops had been building roads and bridging difficult territory as they went along, they were also unarmed.

Thus, in the course of three days, Sept. 18-20, 9 A.D., three legions of the Roman army (at least 15,000 men) were killed by the forces of Arminius and his allies. And so, you ask, why such eagerness to commemorate this incredibly bloody victory? Florus gives the most concise answer: *Hac clade factum, ut imperium, quod in litore Oceani non steterat, in ripa Rheni fluminis staret.* "The result of this disaster was that the empire, which had not stopped on the shores of the Ocean, was checked on the banks of the Rhine." (*Epitomae Historiae Romanae Flori* 2.30) In fact, Rome withdrew its forces from much of German territory and would suffer incursions from this quarter for centuries to come. And Roman forces would never again occupy territory east of the Rhine.

And Arminius, aka Hermann? Tacitus gives the best eulogy, after the chieftain is murdered by his own compatriots in 19 A.D., ten years after the Roman disaster in the Teutoburg forest.

liberator haud dubie Germaniae et qui non primordia populi Romani, sicut alii reges ducesque, sed florentissimum imperium lacessierit, proeliis ambiguus, bello non victus. septem et triginta annos vitae, duodecim potentiae explevit, caniturque adhuc barbaras apud gentis, Graecorum annalibus ignotus, qui sua tantum mirantur, Romanis haud perinde celebris, dum vetera extollimus recentium incuriosi.

The liberator of Germany without doubt, and one who challenged not the formative stages of the Roman people, like other kings and leaders, but the empire at its most flourishing, equivocal in battles but not defeated in war, he consummated thirty-seven years of life, twelve in power, and is still sung among barbarian races, though unknown to the annals of the Greeks, who marvel only at their own, and not celebrated duly in the Roman, since we extol the distant past, indifferent to the recent. (Tac., *Ann.* 2.88)

The exhibitions currently on display in Germany focus on three primary elements in this story: Imperium, Conflict, and Myth. "Imperium," at Haltern am See, the Roman administrative and military center in Germania east of the Rhine, is an impressive collection of Roman art and sculpture, on loan from museums around the world. I was delighted to see familiar favorites, both originals, such as the Barberini togata, numerous other statues and reliefs, as well as several important inscriptions, including the *Laudatio Turiae* and the *Tabula Siarensis*. And there were also replicas of important, iconic works of art, including plaster casts of reliefs from the Ara Pacis and a scale replica of the Gemma Augustea. While the focus of the exhibition is on the art, culture, and propaganda of Augustan Rome, a number of the objects on display place this era in a wider context, both chronologically and culturally. I was impressed to see a room dedicated to Roman influence on the Near Eastern provinces and North Africa and vice versa. Included here was a film illustrating a reconstruction of Jerusalem under Roman rule. The curators of this exhibition did a terrific job of crystallizing in one place so many elements of material culture integral to understanding the art, history, and culture of Rome at its height of power.

"Conflict" is on temporary exhibition at Kalkriese, the site now commonly acknowledged to have been the physical location for the battle in the Teutoburg Forest. As the title suggests, the theme is conflicts in the Germanic world, their causes, the course they took, as well as their defining features. Particularly instructive are the maps outlined on the floors, showing the breadth of the Germanic invasions in Europe. This exhibition is certainly not for the faint of heart or stomach, as many of the details are grisly, horrific, and profoundly unsettling. Still, it provides a point of contemplation for the question of why war exists.

Also at Kalkriese is a permanent exhibition, which I highly recommend. On one's way to this modernistic structure with its rusted metal facade, one encounters a forest of replicas of the Roman standards lost in the conflict 2,000 years ago. Although each is identical in form, the decoration and the coloring of each is different. The artistic display is the collective effort of the 27 member countries of the European Union, who each dedicated their own embellishment of the standard, but this time, in the cause of peace. From the top of the structure housing the permanent exhibition, one is able to look down on the surrounding countryside, which includes a view of the battlefield, still under excavation.



In the permanent exhibition at Kalkriese are many features which are excellent models of pedagogy, especially for children and adolescents. Among the highlights is an area where one can pore through all of the scholarship written on the topic of the location of the battlefield, in another area, a wonderful explanation of how archaeology, science, and classical philology work hand in hand to uncover as full a picture as we can obtain for what happened there so many years ago. However, one of the best areas was a beautifully illustrated exhibition demonstrating how the figure of Arminius, called "Hermann" by Martin Luther, was used and re-used in art and literature as a catalyst for German nationalism and unification, from the 15th century, then through various epochs until the early 20th century.

I did not visit the exhibition at Detmold, "Myth," as I felt I had received such a great run-down at Kalkriese. In the 19th century, the colossal statue of Hermann was erected at Detmold, as Theodor Mommsen, the pre-eminent historian and philologist of that time period, maintained that it was at this location that the Battle in the Teutoburg Forest had taken place. And here in south central Minnesota, in the city of New Ulm, not far from St. Peter, one can visit a version of that statue at Detmold, which represents so well the influence of the myth of Arminius on German history and culture. And in fact, this fall, New Ulm had its own victory celebrations, commemorating the Cheruscan defeat of Roman forces, against overwhelming odds.

Websites recommended for more information about Varusschlacht and related exhibitions: Livius.org – "The Battle in the Teutoburg Forest," with illustrations, maps, commentary, and links to English translations of ancient sources on the battle: livius.org/te-tg/teutoburg/teutoburg01. Website for exhibitions: imperium-konflikt-mythos.de. Kalkriese: "Konflikt" exhibition and Permanent Varus Battle Exhibition –

kalkriese-varusschlacht.de. Celebrations in New Ulm, MN to celebrate the 2000th anniversary of Hermann's defeat of Varus' legions: hermannmonument.com.

HONORS AND AWARDS

Eta Sigma Phi

Eta Sigma Phi is the national honor society of students of Latin and Greek in colleges and universities. It hosts a national conference, publishes a quarterly magazine, and sponsors a number of student scholarships. Its chapters on campuses across the country sponsor classically related events. Our chapter has been particularly active this past year, thanks to the strong leadership of this year's Eta Sigma Phi officers: **Ahna Gilbertson** (President), **Sybylla Yeoman Hendrix** (Vice President), **Sarah Hulke** (Treasurer), **Nick Harper** (Sergeant at Arms), **Laura Ofstad** (Secretary) and the support and encouragement of **Mary McHugh** (Faculty Sponsor). In March, fourteen new members were initiated into the chapter: **Brad Abell, Dan Barthell, Karl Boettcher, Colleen Javorina, Emily Johnson, Katie Jorgensen, Carissa Keith, Emily Kuenker, Molly McBride, Rachel Peters, Tanya Rupp, Harry Youngvorst, Katie Webster, and Jericho Westendorf**.

Eta Sigma Phi president Ahna Gilbertson writes: The Epsilon Xi chapter at Gustavus Adolphus College was busy once again during the 2008-2009 school year. Before Halloween, Eta Sigma Phi hosted a toga party, and all members of the Gustavus campus were invited, via Facebook and other media, to attend. Pin the Laurel on Caesar, Plato's Play-Doh station, and a toga costume contest were the highlights of the evening, with nearly fifty students attending. A trip to the Minneapolis Institute of Arts and dining at It's Greek to Me restaurant was an excursion to remember for a few classicists in November. Of course, who could forget the annual Romans vs. Greeks broomball game in December? The winter season started off heartily with Eta Sigma Phi's endorsement of Professor Mary McHugh's Cuisines of Ancient Cultures Banquet, for which her January Term Roman Food and Culture class prepared a sumptuous feast. In February, seven Gustavus students participated in the Eta Sigma Phi Greek and Latin translation exam contests. On the Ides of March fourteen new members were proudly

accepted into the Epsilon Xi chapter and a formal ceremony was held at the Interpretive Center on the Gustavus campus. At the beginning of April, one of our seniors, Laura Regal, volunteered at the Eta Sigma Phi table at the CAMWS annual meeting, in Minneapolis this year, and she took advantage of her presence at the conference to attend several paper sessions and network with graduate students. Later in April, the Epsilon Xi chapter hosted a kickball tournament pitting the Classicists against the Philosophy Department, to which we had also invited the St. Olaf Classicists. Due to bad weather, the Oles were not able to attend, and without our back-ups we were at the mercy of the Philosophers. The month of May should keep everyone on their toes with our campuswide sponsorship of a classics trivia night. All in all, it's been an eventful year.

President's Honor List

The President's Honor List comprises those students who have a cumulative grade point average of 3.7 or better through January. Classics majors on this list in 2008 were: **Daniel T. Barthell, Henry A. Boeh, Karl M. Boettcher, Shayla K. Gibbens, Ahna L. Gilbertson, Sarah C. Hulke, Laura A. Luce, Laura E. Regal, Kathryn L. Webster, Paula E. Wiggam, and Sybylla R. Yeoman Hendrix**. Also making the list were Eta Sigma Phi members **Bradley C. Abell, Amara A. Berthelson, Lisa A. Gruenisen, Emily C. Johnson, Katherine B. Jorgensen, Carissa A. Keith, Angela L. Larson, Molly L. McBride, Emily E. Nelson, Laura M. Ofstad, Elizabeth K. Olson, and Margaret K. Sotos**.

Phi Beta Kappa

Phi Beta Kappa is the nation's oldest and most prestigious academic honor society. Students are elected by a faculty committee of local chapter members based on their academic performance in fields of liberal learning (foreign language and math are basic prerequisites).

This year, four of our seniors were inducted: **Dan Barthell, Ahna Gilbertson, Sarah Hulke, and Laura Luce**. By my calculation, that means that classics majors are represented at nine times the Gustavus average!

Guild of Saint Ansgar

This year **Henry Boeh**, **Ahna Gilbertson**, **Laura Luce**, and **Laura Regal** were elected to the Guild of St. Ansgar, an honorary society for scholarship, leadership, and participation in extra-curricular activities.

J.A. Youngquist Award in Classics

This award, established in honor of Professor J.A. Youngquist, a member of Gustavus's first graduating class and a longtime classics professor here, was jointly won in 2009 by **Emma Ellingson** and **Emily Kuenker**, *hominibus summe omnium doctrinarum studiosis*, in the words of the award itself. It is awarded at the end of the junior year to the classics major with the highest grades in classics.

Youngquist Scholarship

The J.A. and Hilda Youngquist, Adeline Andreen and Ruth Youngquist Memorial Scholarship in Classics is awarded to the major with the highest grade point average after the second year. This year's winner was **Katie Webster**.

American Philological Association Award

The American Philological Association is the leading professional classical association in the U.S. Beginning in 2008, it has invited member colleges and universities to recognize a student for outstanding achievement in classics. The first award of its kind was made last year to Jonathan Peasley. This year, the award went to **Laura Regal**.

TEACHING MAXINE HONG KINGSTON'S "WOMAN WARRIOR" IN A COURSE ON GREEK AND ROMAN MYTHOLOGY

by Seán Easton

Last year was Gustavus Adolphus College's Global Insight Year of China. For professors, this new curriculum wide initiative encourages us to think about and, if possible, include in our courses some aspect of the culture of the particular Global Insight Year's country or region.

An opportunity to align my teaching with the Global Insight Year project came in last spring's "Myth and Meaning" course. The alignment, I must stress, was at best partial, insofar as I chose, among the course's other texts, not a Chinese but a U.S. novel centering on Chinese American experiences. Maxine Hong Kingston's classic, *Woman Warrior: Memoir of a Girlhood Among Ghosts*, tells of a first-generation Chinese American character's attempts to find a path of access, through storytelling and a mythologizing perspective, to the thoughts, feelings, and experiences of her mother and her aunts.

My interest in *Woman Warrior* in the context of this course was threefold. It served as a model for the application of myth (not specifically Greek) to lived and imaginative experience. It is always my hope not just to prompt students to see the relevance of a subject or text to their own lives, but also to make their own lives relevant to the subject. Hence, one assignment asked students for a brief interpretation of some event or experience from their own lives in light of a particular myth account. This exercise asked the student to do on a small scale what Kingston does on a much broader canvas.

Secondly, and controversially from the standpoint of several critics, Kingston's narrator changes well-known traditional Chinese stories from their received form. This aspect of the book and its reception helped to illustrate two things. It served as a caution against thinking about myth, Greek or otherwise, only in terms of specific received accounts, whether in literature, film, or any other medium. This is a point difficult to overemphasize in such a course, since the impulse to favor this or that account prompts first readers to develop or grow more attached to the view that mythology operates in terms of fixed content with right and wrong versions. At the same time, the sharp response from some quarters to

Kingston's changes to traditional accounts raises the valuable point that, whether academics like it or not, audiences are invested in traditional versions and do evaluate the stories they encounter, whether in terms of a particular sense of propriety or some other metric. At the popular or critical level, such evaluation is an ever-present part in the loom of myth.

The third point of connection between the novel and the course began with an anxiety. A liberal arts perspective suggests an inherent value in the dialogue of texts and ideas. Although I am greatly interested in comparative and cross-cultural approaches to myth and literature, how best to undertake this sort of dialogue proved a challenge. I do not believe that a set of archetypal myths (à la Joseph Campbell or C. G. Jung) binds together all the world's stories or that Greek myth can serve as a master key to the thought worlds of other cultures (whether multicultural American, Chinese American specifically, or any other group). I do agree that the "atmospheric" influence of Greco-Roman narratives on an author writing in the modern U.S. is an important consideration and a potentially valuable way to read such literature—how, in other words, might the Greek myths that saturate our society and institutions of formal education shape an author's perspective without she or he necessarily taking note of, or even consenting to, that influence? Yet, I feared (rightly or wrongly) that to grant Greco-Roman texts the authority that comes with source-of-influence status would undermine the dialogue between the different mythologizing perspectives.

So, I looked for another link. While preparing for the course, I noticed a trend in the Greek primary sources that I had ordered for the course. Greek narratives frequently deploy what might be called an "absent father myth" as the point of departure for mortal and semi-mortal protagonists (male or female) on their heroic journeys. The absent father tends to come in three varieties: the missing father whose offspring must find him as part of his heroic maturation (e.g., Odysseus and Telemachus), the father confined to the margins due to age or infirmity, whose offspring must pay him due honor (e.g., Laertes and Odysseus; the elderly Oedipus; perhaps even Sophocles' Ajax, who commits suicide in part to avoid facing his father in disgrace); and the father absent due to wrongful death, whose offspring must avenge him (e.g., Agamemnon and his children).

A similar pattern does not exist for mortal or semi-mortal women in Greek myth. Daughters may perform great deeds in connection with a parent, but always on behalf of their fathers, not their mothers.

The gods, as in many things, are different. Apollo and Artemis, for example, slay the children of Niobe in return for her boast of superiority over their mother Leto. Similarly, Dionysus in Euripides' *Bacchae* declares that he comes to Thebes to avenge the slander of his mother Semele. While the absent or marginal father has a generative role in his offspring's mythic narrative, a mother's condition can only produce socially threatening narratives. Hence, the challenge to patriarchy posed by mothers who press claims of authority over the fate of their children—whether to avenge that fate (e.g., Clytemnestra avenging her daughter Iphigenia by killing Agamemnon) or to decide it (e.g., Medea killing her children and thus depriving their father Jason of his paternal prerogative to receive further honor through begetting his offspring's heroic narratives).

This pattern proved perhaps the most vital point of connection between the Greek texts in the course and *Woman Warrior*. Kingston's narrator is a daughter who must overcome boundaries of language and culture to understand, appreciate, and give account of her mother's life. The processes of understanding and appreciation, I map onto "find" and "honor" respectively in the scheme of the absent father myth. As to revenge, the third part of the scheme, Kingston's narrator herself draws a comparison between speaking poetic truth and revenge against oppressors.

For me, *Woman Warrior*'s creative, critical, and controversial modern reception of patriarchal myth offers an engaging, helpful, and profoundly serious model for thinking about Greek myth. It is my hope that last spring's "Myth and Meaning" fostered a genuinely reciprocal liberal arts dialogue between texts and myths; that Greek myth contributed a useful, non-distorting lens through which to read *Woman Warrior*; and that *Woman Warrior* helped the class to explore the gender-cultural terrain of Greek myth.

CURRENT CLASSICS MAJORS

Karl Boettcher is the latest addition to our stellar line-up of classics majors. Welcome on board, Karl!

Abbie Feenstra is spending the semester in the company of the blind bard of Chios. She also is doing choir and dance this semester, so will be the only person on campus qualified to choreograph a Homeric hymn.

Lauren Guzniczak writes: I am a senior classics and art history double major who spent this last semester in Vienna, Austria studying primarily art history. It was a great experience to travel and learn about other cultures by living and conversing with local Austrians. I was even able to include some classical visits into Italy, Croatia, and Hungary. Next year I am thinking about striving for an art administration degree and hope to continue learning and growing as a student.

Nick Harper is a senior who is completing an independent study this fall on the intersection between myth and politics. Next semester, he is excited to start his political science senior seminar, in which he will be studying democratic theory and its foundations, including its history in ancient Greece. He also hopes to study in Rome this J-Term.

Julie Hayes has many interests, including literature, music and astronomy. If she had lived in the Hellenistic period, she would have been a scholar at the Mouseion at Alexandria.

Colleen Javorina writes: This summer I hung around Gustavus and worked for Dining Services, celebrated my 21st birthday with some of my closest friends, and took advantage of my empty schedule. I enjoyed the feeling of having completed the classics capstone course and am gearing up for another challenging semester of Latin with Sean.

Senior **Emily Kuenker** is full of anticipation for her last year at Gustavus. After spending the summer outside as a camp counselor, she is quickly falling back into the rhythm of studying Latin and Greek. She is hoping to find work next year in the non-profit sector.

Tesia Kubat writes: Over the summer I worked in a memory care unit. I am attempting to take the nursing prerequisites on top of translating Cicero, which is a tricky task.

Yulia Ludwig is a classics major who is juggling her schedule with classics, pre-med, and C-II. In her spare time she likes to sleep.

Robert Miner is currently taking courses in ancient philosophy, literature, language, and history. Like Herodotus, he is intellectually curious and travels far and wide.

Patty O'Connor helps run the Math and Computer Science Club. Her penchant for ancient languages (she studies both Greek and Latin) and mathematics skills make her the perfect person to crack Linear A.

Bryan Pelach spent last semester studying abroad in Sweden, and traveling around Scandinavia, studying the Swedish language as well as politics. He had a brief detour in Romania to visit some friends and see some relics of Trajan's Dacian Wars, then spent the summer in Australia leading tours around Queensland and New South Wales. He's excited to get back to Latin this fall.

Nick Prince is running for Complex hall representative to Student Senate this semester, and is the treasurer for the Diversity Leadership Council and the College Democrats. His Latin name, Publius, is proving prescient—he is destined for success in public office, and could well be our next state senator.

Tanya Rupp is a junior classics and music performance major who enjoys reading fantasy and classical literature along with playing the piano. She is currently stalking Odysseus on his return home and is looking forward to the capstone seminar next spring.

Colin Smith is putting the finishing touches on a new island in Second Life for people like Dikaiopolis's poor Xanthias, who are tired of being forced to follow behind *to arotron* and want to get away from harsh Minnesota winters.

Paula Wiggam spent the previous fall in Sicily, only to return to the States in the January and find herself craving the espressos she found love for. Last spring, she presented a paper on temple decoration in Sicily at the Carleton Classics Symposium. This fall she is diligently working on her thesis, expanding on this topic.

Junior classics and biology major **Katie Webster** spent this last summer enjoying and appreciating nature in her home town of Bozeman, Montana. Additionally

she worked in the pro-shop of one of Bozeman's local golf courses, though she knows nothing about golf. Katie is excited for this coming spring semester in which she will hopefully be familiarizing herself with the great Eternal City and theoretically elucidating a thesis from burial remains of freedmen.

Jericho Westendorf spent the summer at Gustavus working in the campus bookstore, redoing the Womyn's Awareness Center and tutoring a local girl in Latin. This upcoming school year brings with it the excitement of translating Plato, and then a difficult choice between Latin and Greek.

ALUMNI IN THE SPOTLIGHT

People often wonder what you can do with a classics major. The reports sent in by our alumni (see pp. 16–23) give a good sense of the variety of careers that our alumni choose. In this year's edition, we shine the spotlight on two recent graduates who have gone on to teach Latin. Given the shortage of Latin teachers nationwide, it is a career with good job prospects (not to mention the long summer vacation). Although some schools (e.g., private and charter schools) do not require teaching certification, Gustavus does offer a Latin teaching major, one of only three institutions in Minnesota accredited to do so.

Interview with Michael Adkins '02, academic dean, Saint Agnes School, St. Paul

How did you decide to become a Latin teacher? Well, I didn't ever really decide to become a Latin teacher. I loved the history and art part of Classics, but I struggled quite a bit with Latin—partially because I needed to conquer my own intellectual laziness. It was when I encountered Cicero that I fell in love with Latin, and really, learning in general. With Cicero I began to see the logic and beauty of language; from the time I had that course with Will, I really desired to continue in education and pursue the classics after graduating from Gustavus. I knew I was not ready for graduate school at the end of my senior year, and I thought it best to try my hand at teaching both to see if I was up to it and if I would even like it. There was a wonderful opportunity to teach at Trinity School at River Ridge in, at the time, Bloomington, and I was offered a job teaching ancient history, art, and two Latin courses. To be honest, I was afraid to

teach Latin at first, and had interviewed hoping to teach mainly history courses; it was not long before I fell in love with teaching Latin.

Can you describe your teaching set-up? Until this summer, I taught at Trinity School at River Ridge for seven years. I began the fall of 2002 right after graduation from Gustavus. Over the years at Trinity I taught courses in English, Catholic doctrine, ancient history, Old Testament, art, and Latin (levels I–IV). My favorite course to teach was Latin IV because we were done with grammar study and exclusively read primary texts: Caesar's *De Bello Gallico*, Cicero's *Prima Oratio In Catalinam Habita*, and Vergil's *Aeneid*. The entire second semester was dedicated to Vergil and was the highlight of my days at Trinity. Trinity students are segregated boys and girls and the students wear uniforms; this was an enormous blessing for someone who was a product of the public school system. My current position is at Saint Agnes School in St. Paul, where I am the academic dean, head of the guidance office (college planning, etc.), and teach two seventh-grade Latin courses. The daily experience is quite different from the past seven years as I do a lot of administrative work in addition to my two classes. I help students think about college planning, produce transcripts, oversee curriculum, evaluate teachers, help struggling students, oversee the grading process, schedule courses, and meet with parents. My true love is teaching, but as academic dean I have the opportunity to develop and improve the curriculum at a school with a very promising future. A couple weeks ago I was at lunch—missing class—in order to meet with a potential donor about the future of the school's curriculum; the new challenges and opportunities have been a blessing mixed with new anxiety and stress! Saint Agnes is also very different from Trinity because the former was founded in 1888 and the latter in 1987. Another unique aspect of Saint Agnes School is that it is richly diverse with regard to both the ethnic and economic background of its students; with this, I'd love to prove that students of various backgrounds can be challenged and thrive off an education centered in Latin and the classics. I love my new position and the opportunity to bring the timeless wisdom of the Greco-Roman world to young people. I am particularly excited to pick a new text for our required two years of Latin; I'm eyeing the Bolchazy-Carducci series: *Latin for the New Millennium*.

When you started teaching at age 22, you were not much older than your students. What was that like?

I was teaching tenth-grade boys my first year, and many of them looked older and bigger than me! Immediately, I realized that although they knew I was a rookie and young, there was an understanding that I had a B.A. and they didn't; they seemed to respect that. The key for me was to walk away from the tendency to relate to "youth culture" and some of the immaturity that comes from college life in general. I found that students respected me more when I shepherded them into the adult world away from juvenile immaturity. When I acted professional, had well defined terms of discipline, demanded excellence from them, classes always went very smoothly. I remembered how the Florys and the Freierts ran their classrooms so well, and I recalled my time with both Professor Eric Dugdale and Professor Eric Eliason, who also inspired me immensely. I guess to wrap up my answer, I had to "grow up" quite a bit myself in order to become a better teacher and model for those young men, and I became a better man myself for it; teaching, and aspiring to become a better teacher, has taught me a lot about being a good person: a friend, a father, a brother, and a mentor.

What are some of the things that you most like about teaching? Any amusing stories about things that have happened in class?

What do I most like? I love it when students in Latin class make connections between things in history and culture to the language itself. As St. Isidore said, "Languages do not come from people, but people from languages." Getting "off topic" in Latin is easy, but really Latin is connected to everything, and so I always love that and students do too—they think we're getting off track, but in reality they learn important things in those discussions that augment the learning experience in a dynamic way. Funny story? My very first day of teaching, I brought in one of my ancient coins; I had intended to show this coin from the Roman Republic only to my small class of seventh graders—from afar. In my zeal I decided on the spot during my first class, with the tenth-grade Latin students, that I would pass around this 2,300 year old coin while I lectured about the life of Gaius Julius Caesar. When I finished, the coin was passed back around to the front of the room where I was standing. As I looked down, I noticed something very disturbing: the coin was cleanly broken in two! I had purchased this near-mint condition silver denarius for about \$300; it was one of a kind. I was fuming inside, but outside calmly asked: "What just happened here?!" All of the boys were dead silent

and looking around. One boy was dark red and slowly raised his hand saying, "It was an accident. I was just testing its durability." At the time, I was not amused, but now it makes for a very funny story. I glued it back together and whenever I see the guys from that class we laugh about it. It is a classic first-day horror story. As a teacher, you have to step back and laugh sometimes because you can do some really dumb and funny things that the students often do not catch—of course, the misadventures and foolish remarks of students can provide hours of entertainment too!

What are the greatest challenges? The greatest challenge is to always keep things fresh. I think Trinity's phrase "community of learners" is excellent; the teacher should always see himself/herself as continually learning with the students and always open to a better pedagogy or method of explanation. I never completely re-use old lesson plans or old tests, but this can create a lot of extra work. No one is ever done learning. This is better for the students as I teach according to the needs of each class, but at times it gets tiring to rewrite worksheets on the gerund and ablative usage!

Do you have a life beyond teaching and grading?

What kinds of things do you do for fun? Absolutely: I love spending time with my family, especially my little ones, baby Jude and my 15-month-old Faustina. (No, I didn't name her after Marcus Aurelius's wife!) Cynthia and I love traveling—especially road trips. I love playing/watching sports, watching movies, following current events, reading, and being involved in the Catholic faith. Another of my loves is high liturgy—in Latin to boot! I love the sense of the sacred, the reverence, smells, bells, and artwork. Latin is, as Pope John XXIII once said, a language that is "immutable, universal, and dignified" for the worship of God.

How are you, as a Latin teacher, seen by your colleagues and students? Don't know!

How would you characterize the state of Latin in the schools? Is it a dying subject?

My impression is that Latin is getting a second chance, and there is a window of opportunity to wake the primary and secondary educational community to the benefits and importance of the Latin language. I am currently writing my master's essay on this very topic of importance. I believe Latin has the tools to reform education and give students the necessary tools needed before college or university. So, no it is not a dying subject—that was the case years ago; right now



it is experiencing resurgence, and it is up to teachers of Latin today to keep this resurgence strong and turn Latin into the mainstay and core of liberal education that it was for thousands of years.

How do you stay connected as a classicist? After my first year I signed up with The American Classical League, and also got involved in the Classical Association of Minnesota; I am still a member of both. In particular, I earned a scholarship to go the ACL summer institute in Ohio for the week-long conference; I learned a lot there and met many wonderful professors and teachers of the Classics. I subscribed to both *Archaeology Odyssey* and *The Celator: a Journal of Ancient Numismatics*. During my senior year at Gustavus, I applied to be an intern at the American Numismatic Association's Money Museum in Colorado Springs; I got the position and catalogued the ancient coin collection there during the summer of 2002, and I also learned about how to create museum displays. In addition, I have exhibited ancient coins and been an exhibit judge for the ANA. With regard to Latin, I have purchased just about every Latin textbook that exists, and I have even authored my own edition of Caesar's *De Bello Gallico* which is currently in use at all three Trinity Schools. Over the last three years, I have completed a master of arts degree in Catholic studies; I will graduate this December. Taking courses at this level has really helped me as an educator; it really kept me fresh and some of my best teaching has occurred over these years. I have also learned much from seeing excellent professors in action, and sitting on the other side of the classroom as a student again. I could go on and on: there are a lot of ways to stay connected, and one simply has to have the desire and be entrepreneurial.

What advice would you give to someone thinking of becoming a Latin teacher? First of all, take as many upper-level Latin courses as possible at the undergraduate level. Know your grammar very, very well. Become a tutor or professor's assistant and try teaching the language yourself. I am sure it is still required, but take Latin prose composition. Look at summer Latin programs such as those at Colorado College. Take Greek or another ancient language; this will really augment your abilities in language study, and some graduate schools require it too. Try to intern at a high school and sit in on some language classes (being in a Latin classroom is the best, but availability in some locations may be difficult). Many

schools require certification or degrees in education, and competition is tight; any experience or affiliations will set one apart from another. Studying abroad with "Reginaldus" Foster is something that I urge, although he is still recovering from health issues—he is the world's greatest Latinist. Learn Medieval Latin and attempt to translate post-antique Latin texts; this is one way to set yourself apart. Each day visit *Nuntii Latini*, the online Latin news out of Finland, and see if you can understand. Get involved with related fields such as museum work, archaeology, and research assistantships. Plan to do the honors thesis at Gustavus your senior year; this is a great experience. Begin thinking during your junior year about the future and forming relationships with schools or graduate programs early. These are just some ideas to pad one's resume.

What are your memories of being a classics major at Gustavus? I will always have fond memories of the tight-knit community in the basement of Old Main. My favorite course was Marleen Flory's Roman Art & Archaeology; at the end of each class, my friend Bryan Rolfes and I would be tempted to give a standing ovation. I can remember Will telling about how Hermes was "a guide-god" in the Myth & Meaning Course (something which became the stuff of legend because one of my friends who was an English major insisted that Will was himself a Greek god), and taking trips to the MIA followed by dinner at Christos. Many hours were spent late in the evening "tutoring" with my future wife, Cynthia. I'll always remember the trip Susan Schumcher and I took down to Whitewater to deliver our papers at NCUR; she delivered her paper on Euripides' *Bacchae*, and a little old lady left shocked at the things Susan said; we discovered she came to the wrong lecture! Of course, the parties at the Freierts' and the Florys' and Pat's memories of Japan and her lovely shibori work. I also played soccer at Gustavus, but this was overshadowed by my experiences in the Classics Department; I think in many ways an ontological and metaphysical sense of the universal was transmitted to me much like the synthesis of Aristotle through Aquinas, and I would attribute my true conversion to the Christian faith in part to my encounter with providential wisdom of the ancients.

Anything else that you would like to share? *Cari amici*, take advantage of this wonderful time at Gustavus to learn as much as possible. Get to know your professors and find out all of the exciting opportunities that lay



ahead with a major in the classics—you really can go into just about any field with a B.A. in classics, but education is a natural fit. The classics have always been at the heart of the liberal arts, so you have a particularly unique opportunity to “get out of the cave,” so to speak! *Bonam fortunam! Interea, studete ferociter et curate ut valeatis!*



Interview with Amy Sommer '02, Latin teacher, Cherry Creek High School, Greenwood Village, CO.

How did you decide to become a Latin teacher? I went to Gustavus planning to major in biology and become a geneticist. But sometime in my first semester, I had an epiphany of sorts during a chemistry lecture, and I realized that I couldn't see myself in a lab for the rest of my life. I knew I needed to work more directly with people, and I started to think more seriously about teaching. At the same time, I came to appreciate just how much I loved Latin and how much my high school Latin experience had influenced my personal and intellectual development. I decided that I wanted to be a part of that tradition and to introduce the next generation to Latin and the classics. Soon after my little epiphany, I went to Pat Freiert's office, since she was teaching my Latin course that semester, and I talked to her about what I would need to do to become a high school Latin teacher.

Can you describe your teaching set-up? I am just starting my sixth year at Cherry Creek High School in the Denver area. It's a large suburban public school with about 3,600 students. I am the only Latin teacher in the school, so I teach all of the levels, I through AP. This year I have 110 students.

When you started teaching at age 24, you were not much older than your students. What was that like? It was a little bit intimidating. I wouldn't tell the kids how old I was when they asked, just because I didn't want them to think that being young would make me a pushover. Then I realized that 24 is actually old to 14- and 15-year-olds, so I stopped being so secretive about my age. Now that I'm 29, they think I'm ancient!

In truth, one of the hardest things about being a new Latin teacher in a school that already has a Latin program is walking into a classroom where all of the kids already know each other and I was the stranger. It took a long time to earn the trust and respect of my Latin II and III classes that first year and to get them on board with my expectations.

What are some of the things that you most like about teaching? Any amusing stories about things that have happened in class? The absolute best thing about teaching high school is getting to work with kids every day. I know that a lot of people think teenagers are scary, but I find them completely hilarious and ridiculous (most of the time, anyway). I never know what's going to happen when I go to work every day, and I love that. I also love that I get to teach the same kids year after year, some of them for their entire high school career, watching them grow up from nervous little freshmen into young adults ready to go off to college. By the time they get to AP, they really do become a “happy Latin family,” as some of my students have called it, and it's really a blessing to be a part of that.

I have more amusing stories than I know what to do with. Teachers are great at cocktail parties, because non-teachers are always fascinated by what goes on in the classroom. I guess one of favorite stories comes from last year's eighth-period Latin I class. Now, a class of mostly freshmen at the end of the day is usually a recipe for disaster, but this class was amazing. They LOVED Latin class more than any Latin I class I've taught thus far. (Now they're in Latin II and SO EXCITED to be back!) Anyway, in my level I and II classes I like to use a lot of songs, all of which I've picked up here and there from other teachers. Eighth-hour Latin I, of course, LOVED these songs. They especially loved the imperfect tense song, set to the tune of the Beach Boys' “Barbara Ann” (instead of “Ba Ba Ba, Ba Barbara Ann,” you sing “Bam Bas Bat, Bamus Batis Bant”—you get the idea). This class thought they were so good at singing this song that they should make a recording for all posterity. So they practiced hard, and then they all gathered around my laptop and laid down their vocals. They appointed me the conductor, since this is a two-part song and they didn't want to sound sloppy. I think it took three takes before they were satisfied. But it was honestly one of those moments that made me so happy to get to do what I do. I still have the audio file on my computer, and I intend to play it for this year's Latin I students when they get to the imperfect tense.



What are the greatest challenges? This job, though very satisfying most of the time, can also be exhausting. Prepping for four different levels of Latin every day, keeping up with the grading, meeting with students who need extra help, and communicating with parents and counselors can sometimes feel overwhelming. So I guess I would say my greatest challenge is staying energized throughout the school year and trying to always do the best I can for my students, even when I feel like I'm at the end of my rope.

Like most Latin teachers, I also face the challenge of feeling like a bit of an island in my school. There are days when I see the Spanish teachers in my department sharing activities, collaborating on tests, or talking about curriculum, and I get insanely jealous, because I'm totally on my own. That has its perks, too, of course, because I have a tremendous amount of autonomy. But there are times I would really love to have a Latin colleague at my school.

Do you have a life beyond teaching and grading? What kinds of things do you do for fun? That's a funny question. I swear, the kids think their teachers live at the school. They're completely shocked when they see me in the real world. It's almost like they've caught me doing something wrong! I do try to have a life, and I think it's important for teachers to know when to put the work away and relax a little. Otherwise, we'll all burn out in less than ten years and have to find new jobs, or just become more of those checked-out teachers that show movies every day. So I try to stay active in things that I enjoy: I play viola in a local orchestra called the Arapahoe Philharmonic. I try to get outside to enjoy the beautiful Colorado weather as often as possible, even if it's just a walk in the park or a bike ride. I like to cook and drink wine with friends. And I love traveling, so having a summer vacation is ideal.

How are you, as a Latin teacher, seen by your colleagues and students? I think that my colleagues are probably split between the ones that have a lot of respect for me and the ones who don't really know what I do. There are a lot of misconceptions about Latin—I have actually been asked by colleagues if all I teach is mottos and word roots—so I know that there are teachers at my school who probably don't have any idea what I do on a daily basis. But I also have a lot of colleagues who are incredibly supportive of me and who think it's wonderful that we have such a strong Latin program at our school. One of our assistant principals likes to call me “the most

important teacher at Cherry Creek High School” because of how central Latin is to all other academic pursuits.

As for the students, they start out in Latin I thinking I'm a little weird, because I teach something so unusual. Then again, they're a little weird. And as we get to know each other throughout the year and then into subsequent years, I think they start to feel like we're all kindred spirits, spending 51 minutes a day in the Latin room, learning something that most of the school doesn't know. My AP class that graduated two years ago called me their den mother, and I took that as a great compliment. I do feel very motherly toward them, and it's fun when they get to a certain state of maturity where they can appreciate how much I really do care about them.

How would you characterize the state of Latin in the schools? Is it a dying subject? Not at all. At least not if you look at the national trends. Some schools are getting rid of their Latin programs, but more schools are trying to start them. As public schools are searching for new ways to improve their standardized test scores in math and English, they are realizing that Latin has a place in helping students develop academic skills across the board. Of course, Latin teachers still have to do more marketing and recruiting than teachers of other subjects to keep our programs healthy. That's just the way it is.

How do you stay connected as a classicist? I've been attending the American Classical League Institute since the summer after my junior year at Gustavus, and it's truly one of the highlights of my year. I get to travel to new cities, reconnect with Latin teacher friends from all over the country, and take back all kinds of ideas to enliven my teaching. I'm also a member of CAMWS and have attended a couple of their meetings, including the most recent one in Minneapolis. I was the co-president of the Colorado Classics Association for two years (when I was young and innocent and couldn't say no!), but now I'm happy to attend their meetings without being on the board. And serving as a co-chair for the Colorado Junior Classical League also keeps me in regular contact with the other Latin teachers in my state. A few years ago I participated in an NEH Summer Institute that took me to Italy for a month with 25 other Latin teachers, reading Latin *in situ* and visiting sites in and around Rome and Campania. It was a truly amazing experience!



What advice would you give to someone thinking of becoming a Latin teacher? I think the advice that Pat gave me as a freshman at Gustavus was good: double major in Latin and something else (I did English), so that you could teach two subjects if the school you want to work at doesn't have a full-time Latin position. She also advised me to get my M.A. straight out of college, and I'm very glad to have done that. I was able to teach two Latin classes while I was working on my M.A. at the University of Colorado, and that gave me a chance to develop my teaching strategies. Still, though, it was a shock to step into a high school classroom for the first time and have to learn about classroom management on the fly. I didn't have a teaching license when I started out; the district gave an emergency license (which I found very funny, because it didn't seem like much of an emergency to me), and then I had to go through an alternative licensure program over the course of my second year. That worked out well for me, but it was pretty risky, in retrospect. So I would strongly encourage someone who wants to teach high school Latin to get a teaching license, either during their undergraduate or graduate career. It may take a little longer, and it may involve some tedious classes, but it will make you more marketable. You will also get to student teach, which is something I wish I had done. Then again, my friends who student taught said you don't really learn how to teach until you're doing it for real, so take my advice with a grain of salt.

What are your memories of being a classics major at Gustavus? I have so many memories about being a classics major at Gustavus! I loved the dinners at the professors' homes, and I felt very privileged to have been entrusted with preparing the Greek salad at the Freierts' house my senior year (I still use their recipe!). I have a very fond memory of Marleen pulling me aside after a Roman art and archaeology class and telling me that I had the potential to do anything I wanted to do with my life. I can't tell you how influential that moment was for me. I have another fond memory of Will teasing me about my unwavering commitment to playing bar trivia at Patrick's every Tuesday night my senior year. I also am very grateful for the independent studies I did in my senior year—drinking tea and reading Catullus with Eric, reading Horace and learning how to be a quirky/cool Latin teacher with Chris Brunelle, and then working on my Sulpicia thesis with Chris. I learned so much in my time at Gustavus, and I really enjoyed the camaraderie of the classics department. Whenever I talk to my students

about college, I always put in a plug for liberal arts colleges (and Gustavus in particular) because I truly believe in the education and all-around experience that they provide.

Anything else that you would like to share? I don't think you'd want me to! I've already more than filled the newsletter, I'm sure! ☺

NEWS OF OUR ALUMS

Kris Lewis Anderson '78 writes: Let me see...what's new.... We live such a sedate, boring life that I may have to make up stuff so you don't fall asleep reading this. My son, Cody Lewis, took a computer job out in Seattle. He's been there since January and he loves it. He was living at home with us in rural Rosemount so it was quite a shock to his system to change to working and living in downtown Seattle. His office is right on Puget Sound and he lives 3 blocks from there. He's had a love affair with computers ever since he put his fingers on a keyboard at age 3 in preschool. So it's good that he's doing what he loves for a living. We're going to visit him in September. Sally Maija finished her sophomore year over in Madison and decided to switch to the U of M to finish up. I'm very proud of her—she was on the dean's list at Madison. She's headed toward business or economics. She'll be living with us the next couple of years. Just when you start to get the hang of "empty nesting," they come home. She's a high maintenance kid but it's fun to have her home and she's a lot of help around the house and the yard. Steven Paul is working for a printing company in Hastings called Plastic Printers. He's been there a couple of years now. And I'm still at Modernistic—this is my 23rd year. We moved from St. Paul to Stillwater a few years back so it's quite the hike every day. I've discovered books on tape—helps with the commute. Can't listen to MPR all the time you know. Steve and I do a lot of golfing. Lousy at it, of course, but I have new clubs so I "look good" even if I don't "play good." And both of us are pretty involved with church and community activities. The two Labs still rule the roost at our house. It's nice to have a smiling, wagging creature meet me at the door after a long day at work."

Professor Mary Jaeger '82 writes: Seth, Malcolm, and I are all fine. The road trip to the Midwest and back went smoothly and left one member of the family very

smug about the performance of the 1989 Volvo. The Dakotas are beautiful in early summer. Our front yard “urban farm” is doing well producing basil, tomatoes, beans, mixed greens, and way too many pumpkins for the space. I am looking into raising quail.

Jacqueline Lundberg Rose '86 writes: We are fully moved into our new house in town. It's been very nice having only a seven-minute commute of over an hour each way. We're spending the extra time each day with extra-curricular activities. My kids now have dance, piano, martial arts, and swimming lessons, and cub scout and brownie meetings. I wanted to decrease my volunteering this year because I was a bit overwhelmed last year, but I found most people don't do much on committees, and if I want something done a certain way, I have to either do it or help with it. So.... I still have all my volunteer positions from last year plus I'm developing the website for our cub scout pack along with the one I already do for my church, and I started a semi-annual newsletter for my kids' school. (Can anyone troubleshoot getting a form in Dreamweaver to send data to an e-mail address? I followed the directions exactly, and it still doesn't work.) Luckily, we don't have access to television, and ever since I disconnected it, we have more time to get everything accomplished.

My oldest son, Cameron, decided he was an adult and set up his own residence last year. This year he is repeating his senior year in high school. My other son, Forrest, has started fourth grade. Last year in third grade he won the Magna Cum Laude award in the exploratory Latin exam and a silver medal in the national mythology exam. Look at his award [see photo]! I'm very excited. He's taking fifth-grade level math this year. Sophia is in second grade this year. Last year she had her first ballet performances at the Performing Arts Center. This year she's in ballet and jazz. They are both taking piano lessons from a Russian couple. It's a constant battle to get them to practice every day, but I keep telling them it will be worth it when they're older. I'm hoping I can hold out until then.

I'm still working as an environmental regulatory consultant for industry. Work is starting to slow, and so I want the oil prices to go back up which will create more work for me. (Sorry, everyone!)



Kyle G. Updegrove '86 writes: Last year saw the birth of our second child, Kaori Arden, on December 30th. I am now completely surrounded by girls, but fortunately both children like to play with trucks and airplanes more than dolls, so I'm somewhat mollified. My wife's father was able to make one last journey from Guam to the continental United States (he's 78) to join us shortly after the birth. However the cold Georgia winter (!?!) soon drove him home to that tropical paradise. Okay, it was one of the coldest winters on record for Georgia, but that's not saying much when you've been to Minnesota!

The family spent 4 weeks in Japan and Guam this summer where I was able to join them for the last week. It always stuns me to leave this country and experience the levels of customer service and government efficiency in Japan as compared to almost complete lack of customer service and efficiency in the U.S. For instance at the Osaka Kansai airport. Total time to deplane, ride the tram, go through immigration, claim bags, go through customs: 15 minutes. In Atlanta: 4 hours.

I am amazed at the ability of young children to learn languages. Our three year old, Kai-Li, now speaks far more Japanese than I do. Not to mention the bits of Spanish and Chinese she's learned from watching *Dora the Explorer* and *Ni Hao Kai-Lan*. I can't tell what language she's even speaking sometimes and it reminds me of the street language that they used in the movie *Blade Runner* that was a mixture of English, Japanese, and Spanish (reflecting the mix of ethnic groups in future Los Angeles). I wonder if it could really happen?

Business has been affected by the recession since we rely primarily on discretionary spending. Fortunately with the new-year orders began to

pickup and have returned to a more comfortable, if somewhat reduced, level. Our truck-racing plans for the year were reduced accordingly, but we are now planning to start a new racing series in October and hope that the economy will soon start to recover. Look for updates next year.

Professor Pedar Foss '88 writes: We are well; the three boys, Simon, Jakob and Micah, are doing fine. Simon went with my Winter Term (J-Term) trip with students to Tunisia, and got to see all of the wonderful Punic and Roman sites there. He even had to suffer through a little song I made up to summarize some of the history:

There was a Punic War, and then there was One More,
Followed by a Third One, but it didn't change the score.
There was no doubt, three strikes and out,
The toga beat the tunic...
And that is why we don't speak Punic.

That was the first of my two trips this year to Tunisia, with a side-journey to Turkey to work on a new grant opportunity. We are working on a big NSF application jointly with the University of Liverpool, but it is too early to say what will happen there.

Rebecca is taking Jakob to Jerusalem for her next Winter Term trip this coming January. I have to stay home because I've got a new job for the next two years—dean of academic life at DePauw. Basically that means the curriculum, programs (like the First Year Program, international education), advising, grievances, etc., and other aspects of student academic life. We will be searching for a new provost this year, so I'm part of the transitional team to work on these issues as we seek to refresh our mission during tough economic times. It is quite enlightening in many ways, and an interesting challenge, but I will look forward to returning full-time to the classroom when I'm done. At least I will still get to teach one class per term in the meanwhile."

Laura Westby '88 writes: I am in the process of being transferred to Basel, Switzerland, in case anyone finds themselves in the area—would love visitors.

Julie Schmidt '89 writes: I'm teaching Spanish for the South Washington County Schools in Woodbury and Cottage Grove this year. I also enjoyed a vacation in Italy this summer, including a first time visit to Pompeii. Incredible!

Amy Samelian '90 writes: Hello. This summer I had the great fortune of participating in the Fund for Armenian Relief's Young Professionals Trip to all 10 regions of Armenia, the land of my ancestors. After two weeks in Armenia I went to Bulgaria, where I made a special visit to Shumen to visit the town where my Armenian grandfather was raised. It's still so much fun to see ancient architecture, whether in the middle of a bustling, modern town or in the mountains and faraway places. As always, I am grateful for my classics education at Gustavus and am so glad to get the annual newsletter. Keep it up! Amy

Carolyn M. Strug '90 writes: I went to Dublin in February and found out that Harp is old man or "townie" beer and you can't get it in any random bar, you have to seek it out in bars near dockyards and such. (Hello, that's my favorite of the Harp/Bass/Guinness trio.) And this summer I quit my well-paying but soul-crushing Wall Street job to go back and get a second master's degree (got a Lit M.A. back in 1993, you may remember), this time a master's of education: literacy, language and culture. I actually quit May 1 but my last day was July 31 thanks to Barclay's mandatory three-month notice policy. (Yes I worked at Lehman until they went under and fortunately Barclay's bought my division so I still had a job.)"

Juliellen Simpson-Vos '91 attributes the lateness of her report to the newsletter to an addiction to *Rome*. She writes: I'm sorry, Will. If Mark and I weren't so addicted to *Rome*, the HBO series we are now getting on NetFlix, I'd have so much more time on my hands to respond to important e-mails! But given that we have taken to watching two and sometimes three episodes a night over the past two weeks, more free time has been hard to come by. In all seriousness, have you seen that series? It is SO good and SO compelling. As passionate as Marleen was about her Roman history, and as much as I enjoyed the class, I am sorry to say I never lingered in her class just waiting for the next lecture in the same way I wait eagerly for the next delivery of NetFlix to arrive in my mailbox. We have just finished Season One, ending with Caesar's assassination, and will begin Season Two tonight—the rise of Augustus!

I do have a life away from the TV. which consists of work, afternoons spent with my daughter, Sydney Grace (now a first grader) and many early mornings logging many miles in preparation for my first marathon. I'll be running in the Twin Cities

Marathon on October 4th as a way to embrace my 40th birthday. Any former classics majors, Gusties, or running enthusiasts are welcome at any mile marker to cheer me on along the way!

Receiving news of your retirement was a bitter pill to swallow (after having already lost Michael Jackson and John Hughes, '80s teen movie writer/director/producer, this summer) ;). It made turning 40 a harsher reality!

Christopher Tillquist '91 writes: Life is good. Martha has moved closer to full-time paid labor and is now teaching German at a local high school part-time and math at a local community college. Abe and Maggie continue grow and have fun being kids. Oh, and I'm on sabbatical leave working on putting the finishing touches on several article manuscripts.

Professor Kate Bentz '92 writes: I'm about to start my fourth year of teaching at St. Anselm College. This past year was a whirlwind of developing new classes, revising our departmental curriculum, and launching a new "Fine Arts Lecture and Performance Series." I've also revising the art history curriculum of our core Humanities Program, creating new units on medieval and modern architecture and ancient art and architecture. This summer went quickly, but was productive. In July I spent a week at the Center for Hellenic Studies in Washington, D.C. at a seminar on Homer and Hesiod with Greg Nagy of Harvard. The seminar was for non-specialist faculty teaching in humanities programs, and was co-sponsored by the Council of Independent Colleges. It was fascinating, and a lot of fun...and reminded me of my days as a classics major. I also spent an amazing three weeks at the Getty Research Center in Los Angeles for an intensive course in medieval and early modern Italian paleography. The course was in Italian, which helped me shake the rust off my own speaking abilities, and each day we examined original documents in the Getty collections. I learned a great deal and will be able to improve my archival skills when I return to Rome in the future. Plus, three weeks in LA was absolutely fantastic! Great museums, libraries, and of course, the beach.

Anna Heise Gram '93 participated in the Gustavus Commission 150 Task Force. She says: It was a terrific experience, very well organized and a great way for me to reconnect with Gustavus.

Christine M. Sell '94 writes: I am excited to share that I have addition to my family. Last summer, I added a handsome little fellow named Gus. Gus is now about 15 months old and pretty well trained. He is a pure bred Pug and such a great pal to have around the house. He has a curled tail that wags back and forth. It looks like a cinnamon roll to me. He is a very happy puppy and enjoys meeting everyone. He has certainly made it easier to meet the neighbors, who happily come into the yard to pet him. I knew that I would enjoy having a dog, but I had no idea how really awesome it would feel. I have to restrain myself from being 'one of those' dog owners—but I just love him and could talk about him all day long.

This summer I did have to leave him for an extended period of time. I did miss him a lot, but it was a good opportunity for me. I was asked to help chaperone a group of 25 high school students to North Carolina and Washington, DC. And before you are too envious, we traveled by bus! We attended YMCA CONA (Conference on National Affairs) in Black Mountain, NC. Students from about 32 other states attended the conference. The students each had to select a topic of national interest, research the topic prior to the conference, and then be able to debate it in front of the other students. These students are very gifted and talented and it was a pleasure to see them debate with great passion.

The students are very bright and did have to submit an application to attend. However, I do have to share one story that made me shake my head just a bit. This was about a 10-day trip sandwiched by 24-hour or so bus rides on either side. So as you can imagine, we were all a bit tired by the end. However, on our last day in DC we had the opportunity to have a guided tour of the Capitol by an intern on Senator John McCain's staff. The intern had been a student in the program when he was in high school, so he offered his time to us. As we are preparing to go over to our Nation's Capitol, one of our very bright and very tired students said, "Do we have to go to the Capitol? There is like one in every state. This is just the one in DC." Hhhmmm?!?!

My other news of the year that I would like to share is that I finally made a decision after 15 years to go back to school and get my teaching license. After 15 years, this certainly was not a spur of the moment decision, but this last spring I felt the nudge again, so I took a step out in faith and took a seriously look at it. I have felt God's encouragement all along the way and even with serious doubts on the first day of class, I walked away with a feeling of great affirmation

that this pursuit is what God wants for me now. I am attending classes at Crown College, in the Adult & Graduate School program. I will have my teaching certificate for K through 8 in about 2 years. I do feel really good about this and for the first time since I can remember I feel I have a clearer vision for my future. I would like to pick up a license to teach Latin but I am not sure when that will happen. I will keep you posted.

I hope everyone is doing well and I am looking forward to seeing folks next spring for Will's retirement party!!!

Lars Hammar '95 writes: Kristie and I are still enjoying Tucson, Arizona very much. Our kids are now in fourth, second, and pre-school. My work at Our Saviour's Lutheran Church continues to be a joy, as I work with young adults and community outreach programs, including the most recent addition of a new artist and garage band ministry. Kristie has started selling Premier Designs jewelry, and is enjoying it as well.

The Rev. Elizabeth Johnson '95 sends greetings from the northern plains of South Dakota. She writes: The Spirit continues to call me to serve with the people of Groton and surrounding area. Thankful to be here . . . and only three hours from the nephews and niece!

The people here have stuck with me through another surgery, and encouraged me in a time of necessary rest. While travel—all youth trips and servant events this summer—happened without me (which is great! I am not indispensable!), reading Robert Graves' *The Greek Myths, I & II*, 1996 edition fostered global and time travel in my mind. Of all places, I continue to resonate with Brauron...and Epidauros, and yearn to return. And take me back to the Argolid!

More recently, I also desire to return to New Orleans, which hosted an adult group from our congregation in February 2009. The power of story . . . the necessity of oral culture, the graciousness and thankfulness of the people including us in their epic humbles me.

Colleen Mulvihill Pacem '98 writes: Next week we'll head up to Whistler, B.C., for hiking, biking, swimming, and whatever else the weather allows. I'm still working as a nurse practitioner. Jesse is working from home as a consultant.

Dr. Daniel Carlstedt '99 writes: I moved to Denver in February and like it so far. I work at several hospitals in the metro area. Most weekends I'm exploring the outdoors. In the winter it's skiing, and this summer I've biked a lot. Last weekend I went to Crested Butte for mountain

biking and hiking. It's a beautiful mountain town and highly recommended. When you're there, make sure to stop by the "Secret Stash," a local pizza joint.

Cory A. Klecker '99 writes: Almost 10 years after completing my classics major, I finally got to experience a trip to Italy and Greece! I traveled with a group of 50 students, parents, and teachers for a week and a half over Christmas vacation. Highlights of the trip included New Year's fireworks in the Piazza del Popolo, leading a trek up the Janiculum Hill, a ferry to Capri which our students nicknamed the "Barf Barge" for the obvious reasons, ditching the students in Pompeii to explore the Lupanare (which was definitely not on the tour), breathtaking views from Delphi, and yours truly slipping on wet marble steps and falling off the Acropolis. As a teacher, the best parts of the trip were teaching fellow travelers basic Latin and Greek, telling the stories of history and legend, and eating gelato at every opportunity, whether I was hungry or not.

Ryan Pesch '99 writes: Our daughter, Sylvia, is now 4 and our son, Willem, is 2. They are like any kids their age, riding bikes, playing outside, and getting into trouble from using permanent markers where they shouldn't to ripping up plants out the garden, all in the pursuit of good fun.

My day job is still at the University of Minnesota Extension in Community Development. I have a number of projects going in communities to improve business development. One exciting project is working in two communities doing community food assessments to improve access to local foods and jump start the growing of more foods locally to meet the demand. We're also working more in the area of broadband development and eCommerce in communities, trying to lessen the digital divide, improve access, and get businesses to utilize broadband more through all those neat applications available through the internet.

Besides my day job, I am still growing organic produce (whatever grows in MN) at our Farm in northern Otter Tail County. We sell at a farmers market in Detroit Lakes, at a roadside stand at the end of our driveway, and through our small CSA (21 members and growing!). Along with this I'm president of the farmers market, which drives me crazy trying to organize a bunch of highly-independent farmers on a Saturday morning when I have better things to be doing. Follow our blog at lidafarm.com. Looking forward to visiting Boston by train this fall and making

it through another growing season. I also hope the next winter is kinder than the last.

Josie Prchl '00 and Mark Brinda '99 report: Shamore joined our family in March when Mark and I traveled to Ethiopia to accompany him to the US. More pictures and information about our trip and family are on our blog at: eshururu.wordpress.com. Mark is still employed at the City of Minneapolis as their workforce development manager, and I am the Affirmative Action officer for Fairview Health Services. Mark continues to teach adjunct at the U of M in the urban studies department and I am returning to school this fall to complete the pre-reqs for a master's degree in applied economics.

Lin Suon '00 writes: I have a baby announcement. I had a baby girl on Jan 2, 2009. Her name is Sofia Emma Bell. She is a beautiful baby. Sorry I didn't respond sooner. We just got back from Washington State. We were there for 2 weeks. Also I don't check this e-mail that often. I hope you and Pat and other Pat are all well.



Kelly Kozicky '01 writes: What's new with me? I have a son!! He's nine months old, his name is Sam, and he is the greatest thing on earth! Motherhood is definitely my biggest accomplishment thus far, I absolutely love every second of it. He's a big kid, he was 9 lbs. 3 oz. at birth and he was two weeks early!! He is a very happy baby who spends most of his day laughing and

smiling (but not a lot of sleeping!) At the moment we are in the process of adding another level onto our house which we're doing ourselves with the help of our amazing families. It's been a long process and will continue to take a lot of time and energy but it will be well worth it in the end to have a house that's big enough for our family of five (we also have two beagles). I currently work at Twin City Grill in the Mall of America but in September will be taking over the general manager position at Big Bowl in Rosedale. My husband is still loving his job working for Apple and is also loving being a dad! So life is crazy and hectic but really really good, I can't believe how lucky I am sometimes.

Michael '02 and Cynthia Lee '03 Adkins write: A couple of "big news" items to report! Professional: After seven years of teaching Latin, English, and Catholic doctrine at Trinity School at River Ridge, I have moved on. I have accepted a position as the academic dean of St. Agnes School in St. Paul, MN. This coming year, I will be teaching one seventh-grade Latin course, helping to revamp the guidance office (post-secondary options etc.), and developing curricula. This is a wonderful and exciting opportunity with a lot of potential to create an excellent K-12 school that is immersed in the Great Tradition and orientated toward the Catholic faith. St. Agnes almost closed a few years ago, but has garnered new vitality, new leadership, new vision, and new donors - the school is on the rise and I am very excited. It is also very likely that I will be teaching more in the future, relinquishing some guidance office duties, and working more with the department heads full time. Cynthia has been babysitting little ones from home this past year, and she loves it. Our daughter, Faustina, is now 15 months (as I write this); it's amazing how time flies. Cynthia watches two other children, and these little people keep her busy full-time during the day. We have been very blessed that she is able to work from home, and it is a great benefit that Faustina can play with friends. The big family news: Cynthia is due with our second this August! We do not know the gender, but we are certain it is a boy (who knows!). In any case we are getting ready for this new addition.

Dr. Margaret Broz '02 writes: It's been a long haul, but here I am! I'm graduating with my Ph. D. in materials science at the end of May! While I haven't kept up my studies of Greek or Latin rigorously, I have found myself re-reading Athenaze and those delightful Oxford Latin Course books on occasion. (OK, mostly looking at the illustrations in the OLC books!) . Unfortunately, neither Greek nor Latin are directly applicable to my current field, but throughout grad school I have used them occasionally and I'd like to share a few anecdotes with you.

My first term here, a professor was describing the terms "hydrophilic" and "hydrophobic." He said, "Coming from the Greek for water-loving, and water-hating." I luckily did not shout this out in class, but I immediately noted his error: phobos means fear, not hate! I was heartily amused, nonetheless.

As a teaching assistant I was in charge of grading students' lab reports. There are numerous variables in chemistry and physics that employ Greek letters, and I was getting tired of seeing students use "e"

instead of “epsilon” (in this specific case, e and epsilon meant two very different things!). I made up a sheet of all the Greek letters and how to type them using the symbol font and distributed it to the class. There was a marked increase in correct letter usage.

My most recent research involves synthesis of nanoparticles, which are notoriously unstable in solution. The term used to describe the process of the particles falling out of solution is “flocculation.” Every time I hear that word I giggle inside my head, because it makes me think of floccinaucinihilipilification . . .”

John W. Lindberg '03 writes: I’m an insurance adviser, financial analyst, and benefits coordinator with MetLife, and have been for four years. Angie Haukebo '02 and I have been together for 3 and 1/2 years, and we’re tying the knot next July on the side of Bad Axe Lake in Park Rapids at her parents’ place. I live just outside of downtown St. Paul (just joined their Rotary Club) and continue to try to be youthful, but feel a bad case of the dulls coming on.

Anne Beschnett '03 writes: I am still at the biomedical library at the University of Minnesota, but in February I started in a new position as a librarian there. I find it a little odd that I am a science librarian, considering science was not exactly my favorite (or strongest) subject in school, but I really love it. I am also starting to take classes this fall in a public health program at the U of M. I thought I was done with school after my MLIS, but I just keep going back.

Last summer I got married (to Josh Becker, a fellow Gustie), bought a house, and got a dog all within about a month, so I am hoping that this next year is a little more uneventful!



John Birkland, '03, writes: Hey everyone, I hope you’re all having a good year. As 2009 draws to a close I still find myself working (and living) up in the Twin Cities for the Minnesota School of Business in the online education department. I hope to complete an M.A. in counseling psychology before the

doors close on this year, however, and I anticipate the additional opportunities this degree will confer. The

closest thing to counseling in the field of educational administration is student advising, which I may choose to pursue, but, if all goes well I hope to relocate to the great state of Iowa within a year to begin work as a provisional therapist.

In other news: Alexis Donath and I ran into Will and Pat Freiert earlier this summer while flying out to Seattle [see photo]! (As luck would have it we had booked the same flight.) They were headed out for a brief working vacation on Whidbey Island, Alexis and I were headed for Bainbridge. During our stay we took a day trip up to see them and had a fantastic time catching up and taking a tour of the island. Thanks again, you guys!

The Rev. Tasha Genck '04 continues to enjoy being the associate pastor of congregational life at St. Andrew Lutheran Church in Eden Prairie. She gets a chance to preach and teach on a regular basis, which has meant that her Greek has stayed fairly sharp though her recollection of Latin leaves something to be desired. In August she will be marrying Adam Morton, a fellow science and classics major (Tasha majored in biology and classics, and Adam majored in physics and classics at Luther College, graduating in '01). They met at Luther Seminary, where Adam is still a graduate student. They look forward to many years of arguing about the translation of obscure Greek words and their meaning in the Bible.

Matt Haugen '04 writes: I’m still living in New York City and working as a catalog librarian and systems assistant at the New York Society Library. I expect to receive my MLS in January, following the completion of an internship in digital special collections at the City of University of New York, funded by the Institute of Museum and Library Services.

Michelle McLean '04 writes: Shortly after I passed the bar exam, I accepted a position as a Public Defender. I can’t believe it has already been two years! When I first started the job, I represented juveniles in delinquency proceedings and parents in child protection cases. Currently, my workload primarily consists of representing adults charged with misdemeanor and gross misdemeanor offenses. It’s certainly not a dull job and every day, I learn something new, whether it be about the law, nature of people, or bizarre scenarios that my clients seem to find themselves in.”

John A. Albertson '06 writes: The classics are broad, offering something for everyone, and for those of us who want a piece of every pie there is satisfaction too. I have spent the last year living, working, and studying in Turkey, in preparation for much postponed master's research. While studying at Gustavus I decided to pursue the field of underwater archeology, and since my graduation in 2006 I have been travelling the world, especially the Mediterranean, gathering information and languages in order to ensure that my future research takes me in the direction that I want to go.

My last year's adventures have included teaching at a private university in Istanbul, working on a recreational diving ship off the east Aegean coast near Lesbos, and playing the vagabond on Turkey's beautiful southern beaches. In short, I've been doing my best to just live here, in the simplest sense of the word. In my opinion, where archeology is concerned an insider's perspective is invaluable. Gained by simply living among them, the viewpoints of the citizens of the modern countries in which we are inspired to excavate ancient things are important. They help us to remember that much as we can interpret finds by the context of their surroundings, so we too are part of a much larger and current context. How we measure up when interpreted through that lens says a lot about who we really are as archeologists, Classicists and human beings. Our work can and does have significant consequences not only in the academic world but for the lives and livelihoods of many people, and to some extent government activity as well. I have often been made aware in my travels of the dangers of becoming involved with the past to the point of sacrificing the present and the people who dwell there: the living history of today. I consider it one of the greatest lessons I have been fortunate enough to learn.

My future plans include a brief stint volunteering at a new underwater "archaeopark" in southern Turkey—a hopefully mutually beneficial alliance between this economically struggling country's archaeologists and the Ministry of Culture. Following a much-needed return home, I will then set off on what may be the last odyssey of this period in my life—that is, before graduate school—an overland journey from Nepal through India, China, Mongolia, Russia, Ukraine, and finally Turkey. For I do sincerely agree with our senior classicist and friend Dr. William Freiart, whose inspiring classes, gentle humour, and unmatched generosity of intellect and open-hearted warmth future Gusties will sorely miss: "Anything worth doing is worth doing badly." These words

have grown on me, until I now consider them quite profound—at least in the context of my own life. Somewhere I embraced the idea that "the ability to objectively compare things is the root of intellectual growth"—and thus believe that any amount of knowledge on worthy topics, no matter how little time we may have to offer the effort of gaining it, is worthwhile.

Brent A. Strom '06, writes: Kathy and I are expecting a baby girl on Oct. 22. Things are going well and we're both quite excited about it.

Andrew Howard '07 writes: I'm starting my third year at the University of Texas at Austin working on my Ph.D. in classics. I picked up my M.A. last May with a thesis examining the influence of Ovid's *Metamorphoses* on Longus's *Daphnis and Chloe* and now I'm beginning to teach my own first-semester Latin class (hopefully the TA experiences I had during my last year at Gustavus will be helpful!). Other than that, I'm living a pretty low-key life down in Austin, enjoying as much of the city as I can, amongst the busy life of a grad student.

Finn C. Kuusisto '07 writes: I'll be starting my second year of grad school this fall and I'm currently wrapping up some cross-departmental summer research with bioinformatics. I've been working on developing novel methods of visualization in comparative genomics. If all goes well, I should be receiving an M.S. in December and from there I plan to work toward my Ph.D. doing research in artificial intelligence. Of course, I still enjoy making use of my classics education in everyday conversation; enough so, apparently, to have earned myself the occasional nickname of "Classics."

Ana Sietsema Hulzebos '08 writes: In case you hadn't heard yet, our beautiful baby girl arrived on Friday! Her name is Kaja Lynn. She was born Friday, April 17, at 11:03 a.m., weighed 7 lbs. 6 oz., and was 20.5 inches long. She is absolutely beautiful and we can't get enough of her!





Some of our classics faculty and family on a recent excursion aboard the Minnehaha steamboat. Left to right: Penelope, Yurie, Susan, Isabel, Ellie, Mary, Stewart, Seán and Matt.

NEWS OF THE FACULTY

Eric Dugdale: This year, everybody in my family seemed to be on the move. After 45 years of missionary work in the Darien jungle of Colombia, my parents are trying to adjust to life in an England that they no longer recognize. My sister and her family packed up and moved to the Roman settlement of Exeter (they now live on the verge of the wild and mysterious Dartmoor where the hound lurked in *The Hound of Baskervilles*, in case you are a Sherlock Holmes aficionado). And my brother and sister-in-law who live in New Haven welcomed their first-born, and Kyle also started a graduate program in architecture. His first seminar, will you believe it, is a course on the architecture of Rome, and his first assignment was a presentation on the archaeology of the hut of Romulus! Brooke and I, after the excitement of sabbatical travels last year, have enjoyed settling back into a routine here, which now include daily walks with our puppy, Java. One day I brought Java into my beginning Latin classes as a stand-in for Argus (those of you who learnt your Latin with the Oxford Latin Course will know who I mean), and she was a big hit. Brooke is growing heirlooms vegetables, so as I write we have a fridge full of orange, yellow, and purple tomatoes of all shapes and sizes.

The series I am co-editing (*Greece and Rome: Texts and Contexts*) is starting to gather momentum. We now have six books out and eight more under contract. I'm currently editing volumes on Homer's *Odyssey* and on Socrates—spending time with Odysseus and Socrates concurrently is quite a treat! Over January, I spent a couple of weeks in New Haven using the Yale library collection. I am working on a

couple of larger projects that I hope will end up as books—an examination of the role of prophecy in the plays of Sophocles, and a study of empathy in Greek tragedy. I was relieved that *Syllecta Classica* agreed to publish in their next volume the APA panel on Classical Drama as Political Drama that I organized back in 2006, since we had told presenters that we were looking to have the papers published and then had to figure out how to deliver!

In April, hundreds of classicists descended on Minnesota for the annual CAMWS conference, held this year in Minneapolis. Our department featured prominently among the presenters and panel presiders. I gave a talk on a panel on ancient drama in performance in which I talked about the biennial Festival of Dionysus. I kicked off the summer by hiking a stretch of the Appalachian trail in Tennessee with a couple of friends from grad school. It was the perfect way to clear my mind and reinvigorate my body at the end of a long academic year. Later in June, I presented at the ACL Institute in Los Angeles—this time on ways to get students to think of Latin as a living language rather than an abstract set of rules, and to develop in them a sense of ownership of the language through assignments such as creative writing in Latin. In July, Brooke and I went down to Georgia, where I presented at the UGA Summer Institute. Most of the participants were high school Latin teachers pursuing an M.A., and I was amazed by their reports of five, six, nay even seven hundred students enrolled in their Latin courses! We turned the trip into a holiday exploring the parks and stately homes of Savannah and relaxing at the beach at Hilton Head. Then for the next fortnight I was a student again, participating in a seminar at Harvard organized by the Lutheran Academy of Scholars. The topic of the seminar was “Secularization, Enchantment and the Divine”; the seminar was led by Ron Thiemann (Harvard Divinity School), and the eight participants were faculty from religion, philosophy, music, creative writing, health and exercise studies, and yours truly representing classics. It was a great opportunity to learn from the perspectives of other disciplines, and helpful to think more broadly about my work on ancient prophecy. And it was fun to be a student again and to have late night conversations about ideas.

Seán Easton: This summer saw a lot of travel for everyone in the house. It began for me with a visit to the University of Notre Dame for a week as part of a Peace Studies seminar. I joined the Peace Studies committee last semester and this year am teaching PCS 211: Introduction to Peace Studies. So, a weeklong seminar at a major research and teaching center in the field was a heaven sent opportunity. For Yurie and myself, there was a long weekend in Oakland to visit family, ten days in Spain for vacation, and in August two weeks in Seattle to visit friends (we just missed the Freierts' Washington state excursion). My mother (who lives with us) saved her travel energy up for one large excursion to trump everyone else's by going to Vietnam on August 26 to teach English language and American literature at An Giang University in Long Xuyen for the academic year. She has settled in nicely and proceeding with a daunting schedule. She mentioned that she hadn't felt so needed since she was nursing me.

Spain was the definite high point of summer travel. I studied Spanish in high school and college and have long wanted to visit, but never did until this summer. The fact that I wrote my dissertation on a Roman poet born in Spain (Cordoba) made the trip all the more exciting. Since we planned it at the last minute, we went with a package that included two days in Madrid, two in Seville, one in Cordoba, three in Torremolinos, and two in Malaga. As it happened, we really didn't like Torremolinos at all, so we left early and spent a day and a night in Granada, where we saw the Moorish palace Alhambra. I discovered that I love Moorish architecture, but perhaps the greatest and most unexpected revelation of the trip was watching a live performance of flamenco. I've only seen it televised and in that medium it never made an impression on me. This particular evening was the most intense instance of live performance I can remember seeing.

Madrid was a sleep-deprived blur with some unbelievably vivid moments. We were fighting jetlag and hundred degree heat, but managed to get to both the Prado and Reina Sophia museums. The highlights of those museums are too many to name, but we saw *Guernica*, to mention just one. It actually wasn't the painting I was most looking forward to seeing, but it is perhaps the most significant instance on the trip of an original painting transforming a prior impression built up through the viewing of reproductions only. What made the difference, I think, was the sheer scale of it. I had never thought what those images might be like spread across such an expanse. However it

may be, though, *Guernica* possesses a new emotional value for me. Cordoba, the hometown of Lucan (my dissertation poet), was especially fascinating. Yurie, I should mention here, was an excellent sport. We were just as hot and not much less tired, but we tracked down Lucan street, Pompey street (Pompey was one of Lucan's main characters as well as a real historical figure), the statue of the philosopher Seneca (Lucan's uncle, also from Cordoba), the statue of Lucan, and the Plaza de Seneca. With the exception of Seneca's statue, none of them were particularly easy to find. In fact, I didn't even know there was a statue of Lucan. We happened on that by accident.

In ancient days, Cordoba's region was called Baetica, after its major river, the Baetis (modern Guadalquivir). Lucan puts a brief mention of his native place in the mouth of his character Pompey, who has for this reason, I think, a street named after him in Cordoba today. It comes as Pompey, a tragic and vainglorious general whom Lucan treats with great sympathy, proclaims all the lands loyal to him, even unto the furthest points of human habitation: *occusus mea iura timent Tethynque fugacem / qui ferit Hesperius post omnia flumina Baetis* ('The land of sunset and the western Baetis, most distant of rivers, which smites the Atlantic's fleeing waters, fear my laws')

Stewart Flory: This has been a year of classical scholarship, interesting travels and a Big Surprise. Please read on. . . patiently.

Keeping up my scholarly reputation or profiting from it, I chaired a session on Homer at the CAMWS meeting in Minneapolis this year. Also, in another, mixed-bag session at that meeting I gave a paper entitled "Thucydides as a Borderline, High-Functioning Autistic." The title occasioned a certain amount of mirth, of the "you must be kidding" variety. Not kidding, folks, just explaining the obvious.

After last year's excursion to Sicily, with its plenitude of ancient theaters and Doric temples, Ellie and I this June visited a part of Italy where classical remains are thin on the ground (barring a few frozen turds from Hannibal's elephants). This is the Dolomiti, an alpine region, up near the Austrian border. We stayed in Ortisei in a typical Tyrolian villa, all wood construction and flowery window boxes. Instead of Sicilian beach swimming for exercise, we had hiking, daily rambles over an intricate network of well-maintained paths, supplemented by cable cars and chair lifts. Ortisei is one of several villages clustered around the base of the snow-capped Sasso Lungo mountain range. The



area is not far from the main road up to the Brenner pass, the only pass that is ploughed open all winter and probably the route for Hannibal's elephants. We made an excursion to neighboring Bolzano to see the Ice Man, that Neolithic gentleman defrosted in the 1990s and now displayed in a museum devoted to mummification of various types.

Is this really Italy? Where is all the garbage? The honking and screaming? Like other regions in Italy the Dolomitiens follow their own way. Most people speak Italian and German but Ladin is their first language. Ladin is the result of contact between the Romans and alpine natives speaking a pre-existing non-Indo-European language. Sicilians speak a version of Italian but in other ways are equally as "un-Italian" as the Alpine dwellers, but differently so.. They are a darkly secretive people, not venturing onto their balconies and keeping shutters closed. Coffee bars are masculine enclaves. Women, girls, and children are rarely seen in public. But in Ortisei, the natives, both men and women are dedicated café sitters and drinkers of white wine and *prosecco*, beginning in the early morning.

Unlike the rest of Italy the Alpine Italians conspicuously display their Catholic piety. The farther off from the Vatican, the more respect for the Pope, apparently. They treat wayside shrines with respect and obviously do not practice birth control. The whole place is overrun with babies and children. Imaginative playgrounds for them are everywhere and featured on hiking maps. We took one hike that was especially marked as negotiable by strollers. So why were Ellie and I taking a special interest in babies, children, strollers, and pregnant women? Well, a few months previously we had discovered we were ourselves PREGNANT. I use capital letters so you don't miss it.

So by this time what had been only a tadpole with a heartbeat was revealed on ultrasounds as a real creature with fingers and toes. Mother and child are doing well, and the father is recovering as well as could be expected. Due date early November. There will obviously be a period of adjustment but we plan to continue our travels, and I'll still be sneaking up to my study in the library to pursue classical researches.

We have tried not to get too snared by the baby industrial complex, but we do have the car seat and a crib. The repainted guest room has become the nursery (with a new skylight). Come for a visit and check out Baby Flory.

Oh yes, on our way home we did stop for several classical days in Verona. Of course we scoped the

local amphitheater, skipping the evening production of *Carmen*. (Remember, I hate opera.) Also of classical interest was the Roman theater and an excellent small museum. Many things not widely illustrated, like a magnificent bronze female Janus head of the Augustan era.

Will Freiert began his preparation for the 2008-09 academic year by attending a conference on Contemplation in the Classroom, sponsored by the Center for Contemplative Mind in Society. For a number of years, meditation has been practiced in a variety of professions, initially as a stress-reduction and healing technique in medicine following the lead of John Kabat-Zinn's Stress Reduction Clinic and the Center for Mindfulness in Medicine, Health Care, and Society at the University of Massachusetts Medical School. There is now a national organization of academics who incorporate meditation in their teaching and Will has experimented with it in classes for a couple of years and will continue to do so in the CII senior seminar that he and Pat will teach in the coming year. As Hanson-Peterson Chair of Liberal Studies, Will brought to campus last year a leader in the academic contemplation movement, Amherst Physics Professor Arthur Zajonc, who spoke in chapel and gave three presentations: one on the contemplation trend in the professions, one for faculty on meditation in the classroom, and one on his work on quantum mechanics with the Dalai Lama. Will also sat in on Professor John Cha's January course on Buddhist meditation.

In September, Will was one of three faculty speakers at a lunch for about a hundred alums participating in Volunteer Leadership Day. In October last year, Will co-chaired the Inauguration Committee for President Jack Ohle's inauguration events and was specifically responsible for the academic program centered around a public lecture by the Phi Beta Kappa national secretary, John Churchill. Will also spoke on behalf of the faculty at the inauguration ceremony itself on October 3. In mid-October Will participated at an external evaluation of the classics department at a liberal arts college on the East Coast. On Election Day, he gave a Chapel Talk on silence, figuring that was the perfect antidote to the campaign season. He only managed to remain quiet for about a minute, though, before Chaplain Rachel made him proceed with his homily.

Will served on the Task Force on Faith of Commission Gustavus 150, the initiative started by the Board of Trustees to plan the college's future, which



involved several days of meetings on campus and in the Twin Cities. Will also served on a faculty member's second-year review committee and mentored a first-year teacher in the Modern Languages and Cultures Department. In January, philosophy professor Peter Shea interviewed Will for his television series, as he had done the previous year. This time Will spoke about the sculpture of Paul Granlund.

In the spring semester Will was on sabbatical, working on a manuscript about the reception of classical thought in American fiction. In April, he chaired a panel on film at the annual meeting of the Classical Association of the Middle-West and South. That month he also gave a talk on Paul Granlund's sculpture to an informal group of Gustavus community members, convened at their home by President Ohle's wife, Kris. April also saw Will back on the East Coast for a meeting at the Jesuit Center near Reading, Pennsylvania.

The highlight of the year, though, for both Pat and Will was their trip to Italy in May. They spent a couple of days at the beginning of the trip in Rome, wandering the streets around the Pantheon and refreshing their memories of favorite churches and classical ruins. Then they were off to Sicily, where Matt and Susan Panciera and their lovely daughters Isabelle and Penelope entertained them too generously in Catania. (Be sure to read Matt's description of his teaching in the new Sicily program run by the Centro). Pat and Will then spent a week in western Sicily, exploring monuments and countryside from a lovely spot in Sciacca that Stewart and Ellie had discovered during their trip the previous fall. Then Pat and Will flew to Sardinia to attend the annual meeting of the Mediterranean Studies Society, where Will gave a paper on the American musical, *Gospel at Colonus*. Back to Rome for a few days to see the "Mind of Leonardo" exhibit at the Palazzo Venezia, as well as a sort of baroque sound and light show at the Gesu, and to enjoy more wonderful Italian food. They returned to the States just in time for Will to attend his fiftieth high-school reunion in Baltimore and then to be a panelist at a faculty retreat on the subject of sabbaticals at Mt. Olivet Retreat Center.



Yurie Hong

Wow. Every year seems to go faster than the last. In addition to teaching introductory Greek, J-Term immersion Greek, Livy, and Greek orators, I was lucky enough to be able to teach the capstone seminar on "Sex and Gender in the Greek and Roman Antiquity," a subject I've always wanted to teach but never had the chance to. I thoroughly enjoyed all of my classes, but the capstone

was particularly invigorating because it provided an opportunity for me to synthesize many of my personal, professional, and pedagogical interests. About a year and a half ago, I attended a conference on "Feminism and Classics," which explored such topics as women in academia, scholarship on sex and gender in classics, feminist pedagogy, etc. Dr. Sharon James, a professor at the University of North Carolina, delivered a paper addressing the issue of how to teach classical texts that represent rape with the knowledge that students themselves may have either experienced sexual assault or know someone who has. This paper has since sparked a huge response within the field and is currently at the center of an ongoing conversation about classical and feminist pedagogy. The capstone class provided a wonderful opportunity to explore the issue in greater depth myself. The students were amazingly dedicated and insightful, and I was so impressed at how seriously they took the charge to be sensitive to one another's perspectives and experiences—particularly when the discussion drifted into uncomfortable territory. The class had such a great mix of personalities and approaches to the material. I hope everyone learned as much as I did about how to navigate difficult classroom conversations in a scholarly way.

After such a busy and intense year, it was a relief to take some time off and visit family in California and Seattle. My niece and nephews are growing up faster than I could have imagined, and it's so much fun to watch them interact with one another now that they're old enough. Seattle was great because I got to visit with professors, get feedback on my research in person, and hang out with friends making cheese, baking bread, and watching TV. The highlight of the summer, though, was when Sean and I took off and went to Spain for a week and a half, which was fantastic. What struck me the most was how much the

trip inadvertently provided me with an opportunity to reflect back on my educational past. I knew very little about Spain before going, but I got a chance to brush off the old high school Spanish and take it for a spin, which was great fun. The museums in Madrid were amazing and I got to revisit my AP art history class from junior year in high school and mentally raise a glass to my teacher, Mr. Citron, who passed away about 12 years ago. Seville was beautiful, and its connection to the U.S. made it all the more fascinating (Christopher Columbus left from there to find the New World). And riding the bus through the Spanish countryside was a somewhat surreal experience because it looked so much like California, with its orange trees, palm trees, and brushy landscape. It made me think of the California missions that dot the coast and wonder what Spanish colonists thought when they stepped off their ships after sailing halfway around the world and encountered a place with landscape and climate so similar to the one they'd just left. As far as antiquities, most of the cities we visited didn't have as many Roman ruins as we'd hoped, but it was actually kind of refreshing and intellectually energizing to be immersed in a non-classics setting for a while. It was a great opportunity to apply what I've learned in classics over the years to a different historical and cultural setting. Here's looking forward to next year's adventures. Let the new year begin!

Mary McHugh: Mary spent last Thanksgiving with three of her brothers and extended family in Austin, TX, where her uncle and his family reside. She met the newest addition to her brother's family, Thomas, the youngest of four children, and enjoyed hanging out with her nieces and nephews, her brothers and sister-in-law, and her cousins and their children. Late summer brought sad family news, Mary's mother is struggling with complications from acute lymphocytic leukemia, which occasioned a trip to visit her parents in WI. Dad's organic garden was at full production in late August, so the time-honored habit of putting produce up for the winter months consumed much of the visit. Work continues on a Tacitus commentary intended for college-level Latin students, as well as various other research projects. Mary is delighted with the terrific students she has in CII this year as well as her beginning Greek students. And she always loves to hear from former students, so please stay in touch, via e-mail, Facebook, or, even better, via an almost extinct literary form, a real letter, sent through the mail.



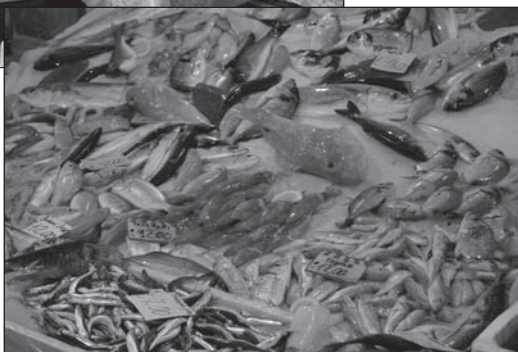
Matt Panciera

What a year we had in Italy! Susan and I had talked about wanting to go abroad at some point. As my sabbatical approached we decided that this would be the ideal time, with the kids 5 and 7, to go for it. So I applied to teach in the new study-abroad program that ICCS was starting in Sicily and was hired.

We arrived in Catania (the second largest city in Sicily, lying at the foot of Mt. Etna) at the beginning of August to the hottest weather I have ever experienced. Our sixth-floor apartment got a bit of a breeze and could be shuttered during the hottest part of the day, but the little portable air conditioning unit, affectionately known as R2D2, cooled us off only when we were huddled in front of it. Meanwhile we were scrambling to learn Italian, meet our neighbors, negotiate the Byzantine bureaucracy of the Italian post office (for our *permessi*, the official paperwork that allowed us to stay), get used to living in a city, figure out where to buy everything we needed, dodge the Vespas and generally acclimate as best we could to living in a city. And since it was a brand new study-abroad program, I had a little work to do as well, scrambling to see the ancient sites of the island in preparation for teaching them and whip my two Latin classes into shape. It was intense and hard, but also a great adventure. Probably the most difficult aspect was putting the kids in Italian school. We felt the cultural differences good and bad most in the schools. On the one hand the Italians were more emotional and intense than the Midwestern reserve we had grown used to in Minnesota. Susan came home from a beginning of the year class meeting with parents in Isabel's class and recounted how, much to her confusion, she had been singled out and yelled at by another mom for 5 minutes. It turned out that this mom was simply explaining that she could not be the class rep again this year and then went on to voice her outrage that Susan would also have to

pay the new fee that everyone was being charged for after-school English lessons. And one day, after all the fervent kissing, hugging and handholding with her classmates that accompanied the end of each school day, Isabel remarked that she was pretty sure none of this would be allowed at South Elementary in St. Peter. Yet the schools were also chaotic and, it seemed to us, rather Spartan—there was little opportunity for creative play, art, music. It was very emotional to say goodbye at the end of the year to the girls' school friends, parents, and teachers—they couldn't get over that we would only come for one year ("you are just learning the language," which was true).

We gradually figured out a routine and how to make a life for ourselves in Catania. We indulged every food desire: gelato, nutella, lemon soda, cappuccino, granite, and brioche, much cheap fizzy white wine, daily stops at the bakery for fresh bread (before we came home we asked for the recipe but the woman who always served us went red in the face and mumbled that we couldn't get the exact ingredients in the USA, "mi dispiace"). I walked through the glorious open air markets every day on the way to work and bought the most delicious and fresh fruits, vegetables, and fish that I will ever see. Our favorite recreation was cooking and we discovered a number of new meals including pasta norma (with sautéed eggplant and salty ricotta), calamari and garlic bread crumbs, tuna-swordfish meatballs, and sage and anchovy fritters.



Without a doubt, the most rewarding and successful part of our experience was spending time with all the people who came to see us (the Freierts and the Florys came over, in addition to Gustavus alumni Kevin and Michelle Lund) and our travel around Sicily and the rest of Italy. Isabel and Penelope became experts in ancient Greek temples and early on declared the temple of Hercules at Agrigento their favorite "because you can climb all over it." I also started telling them Greek myths when we were looking at the amazing reliefs in the archaeological museum in Palermo (I don't know why I had never done this before—what good is it having a classicist dad if he won't tell you about Greek myth?). The images and stories soon became embellished and conflated so that very soon Europa was Penelope's imaginary friend in her battle against Medusa. The powerful effect that Italy, with its rich and ever present history of the pagan and the Christian, can have on a child's imagination is summed up in my favorite kid quote from our time there. One day Penelope looked up and said out of the blue, "You know who could have saved Jesus on the cross? Hercules!"

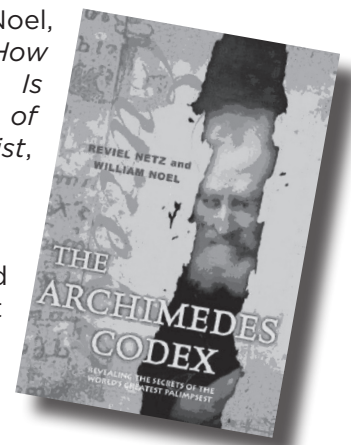
We are very happy to be home to the USA, Minnesota, St. Peter, Gustavus, newly appreciative of everything we have here. But we won't forget our year away anytime soon.

BOOKS

Reviel Netz and William Noel, *The Archimedes Codex: How a Medieval Prayer Book Is Revealing the True Genius of Antiquity's Greatest Scientist*, Da Capo Press, 2007.

Review by Eric Dugdale

Will lent me this book and I couldn't put it down. It reads like a Dan Brown novel, except this thriller is not fiction! It tells the remarkable story of a mold-ridden medieval prayer book that was bought at auction at Christie's for \$2 million by a mysterious anonymous bidder. The prayer book was an early example of recycling: since parchment (made from animal skins) was scarce and expensive, the prayer book had reused the pages of a manuscript,





erasing and writing over the earlier lettering. But this turns out not to be just any manuscript. It is the earliest surviving manuscript of the writings of Archimedes, the greatest mathematician of ancient Greece and perhaps of all time. Not only that, but it contains seven works of Archimedes that had, until now, been lost for good: *The Method of Mechanical Theorems* and the *Stomachion*. Using the latest in technological methods at the Stanford Linear Accelerator Center and the Synchrotron Radiation Laboratory, much of the partially erased text of these Archimedes treatises has been deciphered, and the results are outstanding. In *The Method*, for example, Archimedes uses a form of calculus to calculate the volumes of regions with curved surface—two thousand years before Newton and Leibniz ‘invented’ calculus! The codex, known as Codex C, shows that Archimedes also understood sophisticated notions of actual and potential infinity. And it preserves the diagrams that he used in his mathematical computations. As if that were not enough, the manuscript also contains reused folios (pages) from lost speeches by Hyperides, one of the great Athenian orators of the fourth century. The book is jointly authored by William Noel, curator of the Walters Art Museum in Baltimore, who was entrusted with the restoration of the codex, and Stanford classics and philosophy professor Reviel Netz, who explains the mathematics. Their book is a much easier read than the codex itself, now available in digital form on their website at archimedespalimpsest.org.

Stewart’s reading suggestions: Ellie and I both enjoyed (or maybe were horrified by) Mark Bauerlein’s *The Dumbest Generation. How the Digital Age Stupefies Young Americans and Jeopardizes Our Future. (Or Don’t Trust Anyone Under Thirty.)*. No, not you guys but maybe too many non-classics majors. I am also now gobbling up *Come Ashore and We Will Kill You All and Eat You*. This memoir tells of an American girl from Boston, Christina Thompson, who studies abroad in Melbourne, goes on holiday to New Zealand, and ends up marrying a fascinating Maori man. Her Melbourne profs don’t think much of her, but she is now editor of the *Harvard Review*. Enjoy!



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