



Amicitiae immortales,
mortales inimicitiae de-
bent esse—Livy 40.46

Amicitia

New Papyrus Reveals Oldest Greek Poetry Book

During the second century B.C., a mummy-maker took a scroll of poetry and used it as stuffing for a corpse. The roll of papyrus remained hidden inside the mummy's chest cavity until its rediscovery in the early 1990s. Today, what was once treated like trash survives as the oldest surviving example of a Greek poetry book, as well as an important source of information about the past.

It may be because we Classicists deal with "dead languages," and study texts that have been around for so long, that when a papyrus brings to light a new text we tend to get especially excited. The papyrus, which is fragmentary in parts, contains 110 new epigrams by the third-century poet Posidippus of Pella. Even more exciting is that the papyrus dates from the time when Posidippus himself lived--the third century B.C. Given the date of the papyrus, it is possible that Posidippus himself organized these poems, which would make this text the first single-authored collection of epigrams, and a model for important later collections, such as Meleager's *Garland*, which became the source for epigrams preserved in later Byzantine anthologies.

The Milan papyrus (*P. Mil. Vogl. VIII 309*,



Fragment of the Milan Papyrus, courtesy of Posidippo di Pella: *Epigrammi* (Milan 2001)

to be precise) is exciting indeed. Like many of the papyri that have been excavated in the last century or so from the sands of Egypt, this pa-

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Kudos to Pat Burr, Iowa Junior Classical League Chair

After a successful tenure as Chair of the Iowa Junior Classical League, Pat Burr, Bettendorf High School, is passing the torch to a new chair, Jeannette Rowings.

Pat became involved in IJCL in 1978 when he went to the national convention at

North Texas State in Denton, Texas. He evidently made such an impression that he was named Chair of IJCL in 1980, succeeding a pair of University of Iowa law students, Robert Sundberg and Wendy Martin.

The trip to North Texas

was followed by trips to national conventions at Michigan State, University of Oklahoma, University of Tennessee, and Miami University.

"National Conventions were always interesting," Pat reports. "For delegates and

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Did You Know?

"The Roman empire at its greatest extent included all the peoples living around the Mediterranean Sea and the widely disparate cultures of not only Europe, but also Asia, the Near East, and North Africa. Rome was thus a cultural melting pot and the lessons we can learn from the world of Rome are invaluable to us in America today."
Richard LaFleur

Cedar Rapids Museum Announces Major Exhibit Art in Roman Life: From Villa to Grave

Beginning in September 2003, the Cedar Rapids Museum of Art will install a five-gallery exhibition entitled *Art In Roman Life: From Villa to Grave*. Together with the Museum's important collection of twenty-one Roman portrait busts, donated to the museum by Tom and Nan Riley, this exhibition features 150 objects--sculpture, frescoes, jewelry, furniture, coins and other decorative art objects--borrowed from Toledo Museum of Art, The Detroit Institute of Arts, the Field Museum of Natural History, and the University of Iowa.

"Our exhibit will be the first in the Midwest to present an extensive collection of Roman sculptural busts in both a Roman architectural setting and a domestic context and to be on view for such an extended period of time," explains Terence Pitts, executive director of the museum.

This two-year installation presents these spectacular objects in a recreated Roman

architectural setting and domestic context. The installation includes an exterior courtyard and interior rooms of a Roman villa, providing audiences with a unique opportunity to view and appreciate these works in their original context.

According to Richard De Puma, Professor of Art History at the University of Iowa and senior consultant for the exhibit, "We are trying very hard to create the ambience of an ancient Roman town-house or villa, including an atrium, dining room, kitchen, bedroom, and courtyard.

This exhibit will allow visitors to view the Riley Collection of Roman busts in the proper context, which is how portraits would have been used and displayed in an ancient Roman household."

"Three grants we've received from the Museum Loan Network over the past two years, totaling more than \$75,000, have enabled us to organize this exhibition,"



Young Girl, Riley Collection of Roman Sculpture, Cedar Rapids Museum of Art

says Jane Milosch, curator of the exhibit. "Many of these works are available for this exhibition due to gallery renovation or building projects at the three lending museums. Works not normally allowed to travel are being lent, plus a number of pieces that have not been exhibited for decades."

"Our exhibit will be the first in the Midwest to present an extensive collection of Roman sculpture in a Roman architectural setting." Terence Pitts, executive director of the Cedar Rapids Museum of Art



Iowa Governor Tom Vilsack and Lt. Governor Sally Pederson

Governor Vilsack Lauds Language Teachers

At the annual meeting of the Iowa World Language Association, Governor Tom Vilsack and Lt. Governor Sally Pederson issued a proclamation praising Iowa's language teachers. What follows is an excerpt. The entire text can be found on the AMICI home page (http://cornellcollege.edu/classical_studies/amici).

"Education is the pride of Iowa, and our teachers are the reason for our long history of

excellence and achievement. Today, with the growing globalization of the economy, and the increasing complexity of our world, the ability to communicate with people from other cultures and other parts of the world is more important than ever before. Iowa's World Language Teachers play a crucial role in preparing Iowa's students to become better world citizens. We want to thank Iowa's language teachers for all they do

to help students become more engaged with the world and develop a more thorough understanding of other cultures. Iowa's language teachers help kids learn to bridge boundaries, break down barriers, and forge lasting friendships with people all over the world...

"World languages are essential for the continued success of Iowa students. Thank you for all that you do to open the eyes, ears, and minds of Iowa students to the world."

Helping Latin Programs Survive and Thrive

According to Latin teachers across the country, here are some ways to strengthen your Latin program and to garner the support of students, parents, teachers, administrators, and the community.

- A. Build networks in the local community to develop a broad base of public support for your program.
1. Get to know parents of students (not just Latin students!) in your school.
 - Go to athletic events that have high parent involvement but low spectator turnout: e.g., swimming, wrestling, tennis, hockey, lacrosse, soccer, etc.
 - Invite parents of current students and former students and parents to Latin club programs such as plays, banquets, and field trips.
 - If you do not have a Latin Club, start one. We must become cheerleaders to a certain extent in order to be seen and heard.
 2. Miss no chance to gain publicity for your program, your students, and yourself.
 - Award prizes to the best students and give names to local media.
 - Get your students to enter the national Latin contest, state Latin contest, state Latin Day, writing contests, etc., and give names of those who receive certification and awards to local media.
 - Invite reporters for local free “shoppers” and local newspapers and stringers for big newspapers to events like plays and banquets.
 - Send out a press release when you go to a professional meeting, take a workshop or a seminar, or put on a workshop or program of your own.
 - Seek advice from state and regional classical organizations on how to put out press releases.
 3. Education is too important to leave communication with local school boards solely in the hands of local administrators.
 - Attend the meetings of the school board in the town where you teach and the one where you live if it is not the same. Give positive advice on issues and show a commitment to quality education. It will be harder for a board to eliminate such a teacher’s job even if the administration is not supportive.
 4. Make friends with important local people and create an advisory board of community leaders for your program.
 - A good way to make contacts is by offering to give illustrated lectures on Greece and Rome to local service clubs such as the Rotary, Lions, Masons, Kiwanis, Junior Chamber of Commerce, Junior League, etc.
 - Approach prominent parents of former students or prominent former students if you have any.
 - Do not be afraid to approach directly such people as bank managers, heads of companies, media personalities, doctors, and lawyers. The worst someone can say is no. You will probably uncover several enthusiastic supporters if you ask enough people.
- B. Build professional networks that can be called upon to support your program in the face of threats. For example:
- Invite college professors of ancient history, ancient art, Greek, Latin, Mythology, etc., to talk to classes.

“Build networks in both the school and the local community to develop a broad base of public support for your Latin program.”



Headmaster David Stephens (Rivermont Collegiate) testing a Roman catapult

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AMICI Translation Contest Winners

The annual AMICI Translation Contests were held last spring. Four schools participated: Bettendorf, Valley, Dowling, and Rivermont. The winners, who received a certificate of achievement, are as follows:

Bettendorf High School (Teacher: Pat Burr)

Latin I	1st Place	Lucy Sun
	2nd Place	Chelsea Myers
Latin II	1st Place	Dolph Westlund
Advanced	1st Place	Amber Collett

Dowling High School (Vicki Campbell)

Latin I	1st Place	Kristy Baumgarn
	2nd Place	Matthew Brekke
Latin II	1st Place	Guthrie Dolan
	2nd Place	CJ Stark
Advanced	1st Place	Emily Fifield
	2nd Place	Katie Hall

Rivermont School (Jeannette Rowings)

Latin I	1st Place	Chitty Reddy
	2nd Place	Vidya Prabhu

Valley High School (Mary Ann Harness)

Latin I	1st Place	Alex Wyatt
	2nd Place	Hillary Berg
Latin II	1st Place	Aashish Manglik
	2nd Place	Michael Burke
Advanced	1st Place	Elizabeth Beerman
	2nd Place	Scott Beeman

BEST IN IOWA: The winners of the state-wide awards at the three levels received checks for \$50.00:

First-Year Latin: Lucy Sun (Bettendorf)

Second-Year Latin: Dolph Westlund (Bettendorf)

Advanced Latin: Elizabeth Beerman (Valley)
 Congratulations to all participants.

—
 Cindy Smith, Loras College

“Latin has definitely helped me. It implies some skills and character traits: attention to detail, knowledge of how languages work, good vocabulary, good writing skills, worldly outlook ... and maybe even wisdom.”

Medical Editor

Iowa Latin Students Compete in Chariot Race

Last May, Latin students from Rivermont Collegiate learned first hand what it was like to ride an ancient chariot and build a Roman catapult. Rivermont students competed with other Latin students from Moline (IL). Out of eight chariots, Rivermont students placed second.

In addition, a chariot race and catapult throw were added to Rivermont's Imp-Tiger Day later that month. Four chariots, made by different Latin students, competed around the circle in front of the school. Unlike the chariot race in Ben-Hur, several safety precautions were taken. Bike helmets were required to protect the head in case of an accident and charioteers rode sitting rather than standing. The 8th grade boys who won second at Moline came in first. The elementary students cheered the Latin students onto victory.

The catapult was made by the 8th grade students under the guidance of the headmaster and classicist Mr. David Stephens. Likewise,

they made some alterations to ancient practice, this time to protect innocent bystanders. Instead of rocks, they decided to hurl water balloons so that no one would be hurt in case of a misfire. According to Jeannette Rowings, Rivermont Latin teacher, “The elementary children kept clapping for more balloons to be thrown. They liked it.”



Rivermont student in a Roman chariot

Making Connections between Martin Luther King Day and Classics

January and February mark a special time to celebrate Martin Luther King Day and to commemorate Black History Month. Latin teachers on various Latin discussion lists have come up with a lot of suggestions.

Material from Cicero's life is relevant in making connections between Classical Studies and Dr. King:

1. Cicero serving as champion/advocate for an unpopular cause or disfavored persons (case of Roscius) in law cases.
2. Cicero's study of oratory, and a great orator himself (Plutarch's *Lives*).
3. Cicero's belief that natural law is superior to unjust human laws (*De legibus*).

Students can look at both Dr. King's work to seek any references to Cicero, and search Cicero's work for examples of the above three attributes shared with Dr. King.

Also, using quotations from famous ancient Latin authors about virtues that Dr. King exemplified works well in class. Appropriate quotations in Latin can be arranged on paper under the heading of the quality written in English. On a separate piece of paper and in random order can be listed the Latin quotes. Students then cut and paste to match the pairs. One class focused on justice-Horace, equality-Seneca, freedom-Horace, courage-Sallust, eloquence-Tacitus, inspiration-Horace, fame-Seneca, remembrance-Tacitus, and praise-Sallust. Believe it or not, even elementary students can find enough clues to match these sentiments. The quotations were really beautiful in both languages.

To keep it simple, focus on dreams--those of Dr. King's as compared to your students' as compared to characters in your Latin textbook.

There is an interesting essay by Bill Hemminger on "Why Study Ancient World Cultures" at <http://eawc.evansville.edu/index.htm>. To many students, Dr. King and the Civil Rights Era is equivalent to another culture, and it is possible to use this essay as a springboard to recreate the culture of the Civil Rights Era by having the students decide "when" did inequality for African Americans begin? Did it begin in America? Or in Ancient Rome? Or in Ancient Egypt?

One can also hook up with the social studies teacher. The students can research different classical cultures (the webpage above has links for the Near East, India, Egypt, China, Greece, Rome, and Europe) and give presentations on how these cultures contributed to the acceptance of slavery. The kids can also give a debate or hold a round-table discussion.

The Underground Railway used the Big Dipper (along with a symbolic song) to point the way to freedom up north and even into Canada. The Ursa Major myth fits into this very nicely. It would be a lot of fun to translate the railway song into Latin with students.

Also, Black History Month—occurring in the same month as Presidents Day—provides the opportunity to talk not only about Lincoln's Emancipation Proclamation, but also about the fact that George Washington had a famous slave named Hercules, who owned his own business and was quite a well-known character in his own right. Washington, of course, stated in his will that he wanted all his slaves freed.

Roman influence in Africa and vice versa opens up many mutually illuminating possibilities.

Finally, ask students to do a little research on African American classicists and their writings. Mary Church Terrell, founder and first president of the National Association of Colored Women, taught Latin. Anna Julia Cooper was an educator, a feminist, human rights advocate, and distinguished scholar. Michelle Ronnick has put together two pamphlets about Classics and African Americans available at <http://department.monm.edu/classics/CPL/PromotionalMaterials.htm#>



Mary Church Terrell, first President of the National Association of Colored Women, taught Latin.



W.E.B DuBois, civil rights activist and educator, was chair of the Classics Dept. at Wilberforce University.

“The papyrus is receiving a lot of attention. It was the subject of a standing-room only presentation at the APA. In addition, the University of Cincinnati hosted an international conference on the papyrus in November.”

Papyrus Reveals Greek Poetry Book (cont.)

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papyrus came from a necropolis, probably one situated between the Fayyum, an area southwest of the Nile Delta, and the Nile itself. It is, like most of the other papyri containing texts crucial to our understanding of ancient Greek literature, in effect recycled wastepaper, in this case made into *cartonnage* for mummy wrappings. The papyrus, which has been known for some time but little circulated, has just appeared in a state-of-the-art edition published

by the University of Milan and edited by Guido Bastianini, Claudio Gallazzi, and Colin Austin. The edition comes complete with color reproduction of the papyrus and two CDs with images of the papyrus in its actual condition, as well as infrared images. The URL for the edition is <http://www.lededizioni.it/catalogo.html?catalogo/austinposidippo.html>

The collection. As the editors point out, the papyrus' arrangement of the poems is refined, and designed to appeal to a sophisticated audience. One of the most intriguing aspects of the papyrus is that it is divided into nine (or perhaps ten) sections: stones, bird-omens, dedicatory epigrams, grave epitaphs, statues, horse

racing, shipwrecks, cures, and character/manners. The collection's arrangement may reflect a programme of praise for the Ptolemaic dynasty: poems in the first section speak of the expansive borders of Ptolemy's kingdom [Bing], and many of the equestrian poems

praise Ptolemaic queens for their victories in Olympic and other chariot races. The Ptolemaic queens had, as far as we know, only two precedents for their victories at the games: Cynisca and Euryleonis, both Spartan princesses,

and in one of the equestrian poems, Berenike I is compared to Cynisca.

The papyrus is receiving a lot of attention in the scholarly community. It was the subject of a standing-room-only panel presentation at last January's meeting of the American Philological Association in Philadelphia (<http://www.apaclassics.org/Publications/Posidippus/posidippus.html>). In addition, the University of Cincinnati hosted a major conference on it in November. Presentations at the Cincinnati conference were recorded and can be heard at <http://www.sunokisis.org/posidippus/>.

Written by Mary Depew, University of Iowa, with additional material from UC press release

Here is one of Posidippus' epigrams:

**Lysippus, Sikyonian sculptor, daring hand,
learned artisan,**

Your bronze statue has the look of fire in its eyes,

**that one you made in the form of Alexander. The
Persians deserve**

no blame. We forgive cattle for fleeing a lion.

Helping Latin Programs Thrive (cont.)

(Continued from page 3)



- If not already a member, join and be active in your state and regional classical organizations.
- C. Undertake professional development to obtain, retain, or upgrade, your certification to protect your position. For example:
- Ask to do an independent study course with a college professor in a subject that you want.
 - Attend summer institutes and workshops.
- D. Build interdisciplinary bridges with teachers of other subjects, so that they will have a vested interest in keeping your program

going. For example:

- Offer to do a talk to an English class on Latin roots as a way to improve vocabulary and spelling.
- If an English teacher is reading a Greek tragedy in translation, have the Latin club perform it or show a film version and invite the English class to participate.
- Offer to give a talk on the Roman province relative to a modern language like French, Italian, Spanish, and German.
- Develop a coordinated unit in your school that would involve Latin, History, English, and Modern Languages.

Compiled by Allen Ward, CANE

Mythology Meets the Street in *Polaroid Stories*

Familiar stories from classical mythology are depicted through the lives of homeless young people in "Polaroid Stories," opening Thursday, Dec. 12, at Cornell College.

"The play is a gritty bit of naturalistic theater about tough, homeless street kids. It's remarkably theatrical, and it's poetic because it addresses mythical archetypes and the importance of storytelling in our lives," says di-

rector Mark Hunter, assistant professor of theatre and communications studies.

Performances continue Friday, Saturday and Sunday, Dec. 13-15. All performances are at 8 p.m. in Cornell's new Kimmel Theatre. For tickets, call 895-4293.

Naomi Iizuka's play takes place on an abandoned pier on the outermost edge of a city, a hangout for dreamers, dealers and desperadoes, a no-man's

land where runaways seek camaraderie, refuge and escape. Not all the stories these characters tell are true; some are lies, wild yarns and clever deceptions that help transform a reality in which characters' lives are continually threatened, devalued and effaced. Familiar stories including Echo and Narcissus, Hades and Persephone, and Orpheus and Eurydice take on a modern twist.



To learn more about classics-related events in Iowa, visit www.cornellcollege.edu/classical_studies/amici

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sponsors alike it was a week without sleep. Activities consumed the day and sometimes for into the night. Teenagers can survive on very little sleep

if there is fun to be enjoyed."

Pat has organized numerous successful IJCL meetings in-state over the past two decades, most recently at the Cedar Rapids Museum of Art.

On behalf of all the students who benefitted from Pat's enthusiasm for Latin and the ancient world, *multas gratias tibi agimus*.

Join
AMICI



Special Offer

For just \$5.00 you can join AMICI and know that you are supporting Classics in Iowa. Additional gifts are tax-deductible and support the AMICI Translation Contest and other activities across the state. Please return the form to the right with a check (payable to AMICI) to John Gruber-Miller, AMICI Secretary-Treasurer, at the address below.

AMICI Membership Form, 2002-03

Yes, I want to join AMICI. Enclosed are:

Annual dues (\$5)

Additional gift

Position:

Administrator

Teacher

Graduate Student

Friend of Classics

Yes, I want to volunteer to mentor a Latin program in Iowa.

I want to find out more about the AMICI mentoring program.

If you know of anyone else not on our mailing list who would benefit from receiving a copy of our newsletter (e.g., a principal, guidance counselor, dean, or colleague), please send the person's name and address.

AMICI, CLASSICAL ASSOCIATION OF IOWA

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Classical and Modern Languages

AMICI, CLASSICAL
ASSOCIATION OF IOWA



**AMICI, Classical
Association of Iowa**

AMICI was founded in 1988 as a non-profit organization to promote the study of Latin and the ancient world in Iowa schools, colleges, and communities. The name of the organization is the Latin word *amici*, which means “friends,” and comes from the Latin root for “love.” AMICI sponsors a bi-annual newsletter *Amicitia*, an annual Translation Contest, and a speakers’ bureau. If you are looking for a Latin teacher, are looking for a speaker, or want to know more about Latin or the ancient world, contact one of our officers:

- Cindy Smith, college consul (563-588-7953; csmith@loras.edu)
- Mary Ann Harness, high school consul (515-226-2600; Harnessm@home.wdm.k12.ia.us)
- John Gruber-Miller, secretary-treasurer (319-895-4326; jgruber-miller@cornellcollege.edu)