



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

Amicitia

Latin is For Everyone: Special Issue on Outreach

Following on the great success of the exhibit, *Art in Roman Life: Villa to Grave*, at the Cedar Rapids Museum of Art, to bring the Romans to life, local schools and universities have been reaching out to make Latin and the ancient world more accessible to all.

In this issue, read how two major state universities are doing what they can to make it easier to study Latin. Iowa State's Classical Studies Program has received a grant to teach Latin online so that people who want to learn Latin can do it from the comfort of their own home. And the University of Iowa will be offering evening classes in Latin for the first time next fall.

Local colleges, Augustana College and Cornell College are reaching out, too. Learn about Augustana's two innovative programs, Ecclesia and Latin Omnibus, helping make connections in the Quad Cities between the community and their students. And Cornell College celebrated 2005 as The Year of Languages with a multicultural conference that attracted more than 270 high school students to learn about languages,

cultures, and human rights. Finally, local Classicists are making a difference nationally. Carin Green, Professor of Classics at the University of Iowa, is national Chair of the Committee for the Promotion of Latin. Read about her initiative, Caristia, to give Latin a human face on the web.



The Caristia website features this photo of University of Iowa students who are members of Eta Sigma Phi, the Classics Honorary Society

Inside this issue:

| | |
|---|---|
| Meet Jonathan Clark, new AMICI consul | 2 |
| Caristia Puts a Human Face on Latin | 2 |
| Classical Studies at ISU Receives Grant | 3 |
| Flexible Formats for Studying Latin at U of I | 3 |
| Ekklesia and Latin Om- nibus at Augustana | 4 |
| New Exhibition on Pompeii at Field Museum | 5 |
| Cornell College Cele- brates 2005 The Year of Languages | 7 |
| Join AMICI Membership Form | 7 |

Did You Know?

HBO's *Rome*, renewed for a second season, is garnering kudos.

The show has received two Golden Globe nominations, including Best Television Series - Drama. The Washington Post described the series as "a feast for the senses that includes generous portions of food for thought."

The Lights Are On, But Nobody's Home: Helping Latin Students Make Connections

Following in the footsteps of last year's AMICI meeting when Tom Sienkewicz shared his thoughts about Latin in the 21st Century, this year's featured speaker was Marcia Lindgren, Director of the Latin Program at the University of Iowa. What follows is a condensed version of her talk.

It seems to me that we Latin teachers have several interrelated, predictable roadblocks that prevent many of our students from really learning Latin. Further, the language itself and

the way we teach it may actually exacerbate the problems. How can we help our students learn to read, really read, Latin when the tool we depend so heavily upon is transforming it into English? How can we get our students to see an entire sentence or paragraph as an organic whole while encouraging them to hear or see the sentence unfold in the order the Romans did? How can we help our students appreciate both the structural patterns and the

(Continued on page 6)

Meet Jonathan Clark, new AMICI Middle/High School Consul



Jonathan Clark, new AMICI
middle/high school consul

I am the Latin teacher at Christ Lutheran High School in Davenport. This is my second year there, and I am teaching Latin I, II, and III. My wife and I moved to Iowa from Oregon in order to be closer to family. I grew up primarily in North Carolina, and I also lived there while earning a PhD in Classics from UNC-Chapel Hill. My first formal exposure to Classics, however, was in Iowa at Grinnell College.

Before I went to college my dad had planted the notion in me that no American should consider himself well educated unless he had studied at least some Latin. My father had taken Latin in high school and would refer to the Latin roots of medical and scientific terms.

At Grinnell I began my study of Latin with Professor Edward Phillips. When it came time for me to think about classes for my sophomore year, Professor Phillips made the convincing remark that has probably been repeated by many Latin professors: "It would be a shame for you to have worked so hard on the grammar in first-year Latin and not to reap the rewards in a Latin literature course." Professor Phillips subsequently became my advisor. While at Grinnell I also had the privilege of taking courses in Classics from Professors Joseph Cummins and Dennis Hughes, who, along with Professor Phillips, are still fostering an interest in the classical world.

To further round out my Classics education I chose to spend my junior year abroad at The College Year in Athens program. Here I was introduced to all things Greek: ancient, Byzantine, and modern. I could not escape the conclusion that the ancient past had relevance for the present.

During my first semester of graduate school at UNC I became more interested in the ancient-modern connections for Roman civilization. The spark was an early medieval Latin literature course with Professor David Ganz. Studying Latin paleography with Professor Ganz and Roman law with Professor Jerzy Linderski confirmed my interest in learning how the culture of ancient Rome had been adopted and adapted by subsequent generations. This led to a dissertation that focused on Jerome's use of Greco-Roman religions in his writings.

One reason why I have enjoyed teaching Latin at Christ Lutheran High School is that the other faculty share the perspective that the past is very relevant to the present. For example, since all the students take Latin, teachers of other subjects encourage the students to draw connections between Latin and the courses they teach even though the teachers themselves do not necessarily know Latin. I hope that AMICI can foster an interest in the classical background to subjects even in schools where Latin is not currently offered.

Since I returned to Iowa in the fall of 2003 I have learned that home schoolers are some of the elementary and secondary educators who have great interest in Latin and the classical world. I believe that AMICI can be a valuable resource for these educators as well as for all others who have an interest in the Classics.

It is an honor to succeed Mary Ann Harness as a consul. I look forward to serving AMICI with my more experienced fellow officers, Cindy Smith, consul, and John Gruber-Miller, secretary-treasurer. Do not hesitate to contact me if you think that I might be of service.

CPL Chair Carin Green Initiates Caristia

This fall I was asked to take over the chair of the Committee for the Promotion of Latin. One of the things that it seems to me that our various associations, like CAMWS, do for us, is to remind us that we are not alone as we teaching Latin and Greek, and our students do wonderful, exciting, funny things as they learn. I have been teaching Roman religion, and a February festival is the Caristia, a time when the Romans came together to reunite and renew their family ties and connections. It in-

involved a potluck dinner. I wanted to bring us together, and to encourage us to celebrate our ties to our students, their families and supporters, and the various people all around us who help us to do the work we do.

Thus was born the Caristia webpage. I consulted with Sam Huskey and he set up the page for CPL on the CAMWS website. It is where we can all place pictures of our students and what they are doing. Already there are

(Continued on page 4)

"Through Caristia, I wanted to bring us together, and to encourage us to celebrate our ties to our [Latin] students, their families and supporters."

Classical Studies at ISU Receives Grant

The Classical Studies Program at Iowa State is proud to announce that Latin will be the first foreign language course offered online at Iowa State.

Madeleine Henry, chair of Classical Studies program at ISU, and Julio Rodriguez, director of the FLLRC at ISU, were awarded an internal grant to develop an online beginning Latin course. Beginning summer 2006, Latin 101 will be offered online. And in Fall 2006 Latin 102 will go online. These courses will not replace traditional on-campus offerings but are designed to make Latin accessible to anyone with a computer any season of the year.

“We have no idea how many people will take it,” says Professor Henry, “but we

want to cast a wide net because we all know Latin is for everybody. Anybody can take the course, ISU student or not, whether precollege or retired folks who want to review those golden moments of Latin study. It can help native speakers of Spanish who are learning English, and vice-versa.”

Each of the two semesters of the sequence will parallel the content and learning objectives of the on-campus versions of the courses. The Classical Studies Program hopes that students will feel free to move between formats. The course will use the same textbook as the traditional day classes, and students who begin their study in one format will be able to switch to the other format if that proves more convenient.

In the future, Classical Studies Program hopes to offer each of the two semesters (Latin I and II) in the fall, spring, and summer terms, so that a student can begin, pause, and resume their study *ad libitum*. The calendar for these courses will at first parallel the regular term calendars, but may become more flexible once the course gets going. Summer 101 will be May 14-August 4. For more information, contact Prof. Henry at mhenry@iastate.edu.



A grant to Classical Studies at ISU makes Latin available for everyone through cyberspace

Flexible Formats For Studying Latin at The University of Iowa

The Department of Classics at the University of Iowa is reaching out to those who want to learn Latin in many different formats. For the first time the Department will offer introductory Latin courses in the evening. Beginning in Fall 2006, 20L:001 Elementary Latin I will be offered Monday, Tuesday, Wednesday, and Thursday evenings from 6:30 until 7:35. (The second semester will be offered at the same time in Spring 2007.) The course offers four semester hours of credit and has no prerequisites. For more information about registering, contact the Division of Continuing Education at the University of Iowa in Spring

2006 (<http://www.continuetolearn.uiowa.edu/ccp/sande/>).

The Department of Classics also offers the option of taking Elementary and Intermediate Latin classes by correspondence. For information about these courses, see the web page for Guided Independent Study: <http://www.continuetolearn.uiowa.edu/ccp/gis/index.html>

Last year's presentation at the Cedar Rapids Museum of Art, “Who Says Latin Is Dead? How to Speak Like a Roman in One Easy Lesson,” was so successful that Marcia Lindgren, director of the Latin Program at the University of

Iowa, and some of her TA's decided to do a reprise. In March 2006 several Classics graduate students will be giving the same presentation at the Iowa City Senior Center. The interactive presentation will include segments on conversational Latin, inscriptions, and graffiti.



The University of Iowa will be offering beginning Latin at night

Augustana College Reaches Out to the Community with *Ekklesia* and *Latin Omnibus*

The Classics Department at Augustana College is involved in two projects that are building relationships between the College and the local community.

Ekklesia, a program that brings together local clergy and Augustana students to read the Greek New Testament, is currently in its third year. *Ekklesia* was inspired, and continues to be funded, by a grant the college received from the Lilly Foundation for the promotion of vocational reflection; this grant was used to establish the college's Center for Vocational Reflection (CVR). Classics received the first departmental grant from the CVR to establish *Ekklesia*, with the expressed purpose of the program being to support those considering a pastoral vocation.

Interest in the program within the community was surprisingly strong--over thirty local clergy attended the opening meeting in the fall of 2003 (a larger group than was feasible). A core group of clergy developed during the program's first year, and most of those, six to ten each year, are still actively involved. Around four to five students are regular participants each year, and since the program's beginning three students who participated in *Ekklesia* have gone on to seminary, and two of the students currently participating plan to attend seminary. Faculty from the college's Religion Department have also contributed their expertise to *Ekklesia*.

At each weekly meeting we begin by reading a selected text (presently Paul's Letter to the Romans) in its original Greek, and then we translate the passage into English. Discussion follows on lexical and grammatical issues, matters of textual criticism, and meaning. The clergy often will also address, for the sake of those students considering a pastoral vocation, the homiletic possibilities of a particular pas-

sage. Classics intends to maintain *Ekklesia* as long as there is interest, and we hope the program will continue to foster both personal and institutional bonds with the clergy of the Quad Cities area for many years to come.

The Department's newest program, *Latin Omnibus* (Latin for All), addresses a need we wish our community did not have. An Augustana alumna working as the youth director at a local church contacted the department last summer with a problem: she was working with high school students who wanted to learn Latin but did not have access to a Latin program at their schools.

Knowing that we had at least one major who was planning on becoming a high school Latin teacher, we suggested that perhaps that student (and possibly others) would agree to teach these high school students Latin.

"When we approached our students with the proposal," reports Prof. Emil Kramer, "they were extremely enthusiastic about the idea. Indeed, that was all it took. Aside from making the initial contacts and arranging for funds to cover purchasing our students' textbooks (provided through the Center for Vocational Reflection), Classics faculty have had to do very little to support the new program."

Four Augustana students committed themselves to undertaking this year-long project. They meet once each week by themselves to plan their class, and meet with their Latin students every Wednesday evening during the regular term. Five high school students and two adults are currently taking advantage of the program; if all goes well this year, we may consider offering this service to any in the community--adults or students--who would like to learn Latin but do not have access to a program.

"An Augustana alumna working as a youth director at a local church contacted the [Classics] Department with a problem: she was working with high school students who wanted to learn Latin, but did not have access to a Latin program at their school."

(Continued from page 2)

several pictures up (scroll down to the bottom to see the Latin students who have Elvis as their patron) and I encourage more from everyone. The address to send them to is webmaster@camws.org. Sam will get the photos up quickly, and your students can see themselves, and their peers around the country.

Good will and community is created by sharing these pictures, but there is also the

opportunity to introduce ourselves to students and faculty who might never know much about any of us. Both high schools and colleges, it seems to me, have much to gain by being known for their students and their activities. So I encourage everyone to get out those digital cameras, take the pictures, and send them to the CAMWS webmaster.

—Carin Green, University of Iowa

Pompeii: Stories from an Eruption, New Exhibition at the Field Museum

“A fearful black cloud was rent by forked and quivering bursts of flame, and parted to reveal great tongues of fire.... Darkness fell, not the dark of a moonless or cloudy night, but as if the lamp had been put out in a dark room.”

One of nature’s most violent cataclysms was vividly described by Pliny the Younger, who survived the eruption of Vesuvius in AD 79. But untold numbers were buried in its volcanic debris, and a vibrant, cosmopolitan society vanished overnight, while other societies sprang up in its place. Now the exhibition *Pompeii: Stories from an Eruption* at the Field Museum in downtown Chicago, October 22, 2005 – March 26, 2006, brings this lost world to life.

Casts made from human remains show real people caught as they fled with their most prized possessions. Past and more recent excavations in the area around Pompeii have revealed hundreds of objects that illuminate the inhabitants’ daily lives: gorgeous room-size frescoes and mosaics, gold coins and precious jewelry, marble and bronze sculptures, and a variety of everyday household objects. Visitors will visit three sites devastated by the eruption, seeing for themselves how the inhabitants lived and died. Visitors will learn how volcanoes are born—and how they wield their destructive power.

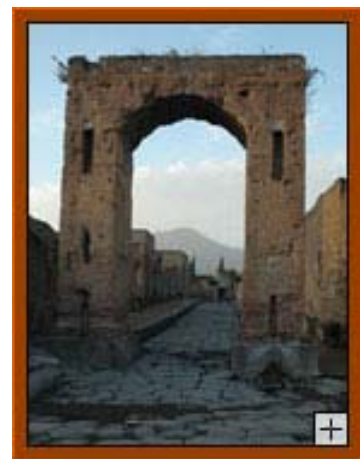
Pompeii may be the city most commonly linked to the eruption of Mount Vesuvius in AD 79, but the cataclysmic events of that year

affected nearby towns just as violently: Herculaneum, Oplontis, and others. These towns were rich in architecture, advanced infrastructures, and exquisite works of art. The artifacts found there tell a vibrant story of an ancient Roman society, advanced in many ways, which simply disappeared. A generation after the eruption, Romans had gone back to their old way of life, and tales of Pompeii had become part of local folklore. Underneath their feet lay the remains of homes and families, works of art and animals, that were so suddenly smothered by Vesuvius.

Pliny the Younger’s accounts of the eruption, sent to the historian Tacitus, tell a grim but detailed tale of destruction. Together with archaeological and volcanological data gathered from the area, Pliny’s text has allowed scientists to reconstruct the events of this catastrophe.

Beginning around noon on August 24, Vesuvius began its assault, and the streets of Pompeii and the surrounding region began accumulating *lapilli*, or small pieces of solidified lava. Residents of the towns began to flee—some further inland, and many towards the sea, which was too turbulent to navigate. By dawn of the following morning, the eruption had poured an avalanche of ash onto Herculaneum, Oplontis, and finally Pompeii.

For more information about the exhibit, go to <http://www.fieldmuseum.org/pompeii/>



Vesuvius seen through a memorial arch on the Via del Foro, just north of the forum, looking northwest.

© The Field Museum, Matt Matcuk

Special Lecture at the Field Museum on Stabiae

Luxury and Power in the Seaside Villas of Stabiae

Dr. Thomas Noble Howe, Coordinator General of the Restoring Ancient Stabiae Foundation

Experience the wealth and ostentation of the spectacular seaside resorts near Pompeii. The partially excavated sites at nearby Stabiae feature the best preserved cluster of large seaside villas, homes to the Roman elite, that featured spectacular vistas, shady porticoed courtyards with pools, private baths, and exquisite frescoes. You’ll see how these luxurious homes served as centers of political power in the hot summer months, as senators and businessmen entertained guests with exclusive parties and

transformed Stabiae and the Bay of Naples into the summer capital of the empire. You’ll also learn about the innovative project of the [Restoring Ancient Stabiae Foundation](#), which is preserving, excavating and returning the villas to their former grandeur, while transforming the site into one of the most modern archeological parks to date.

Lecture

For All Ages

Field Museum, 1400 S. Lake Shore Dr., Chicago, Illinois

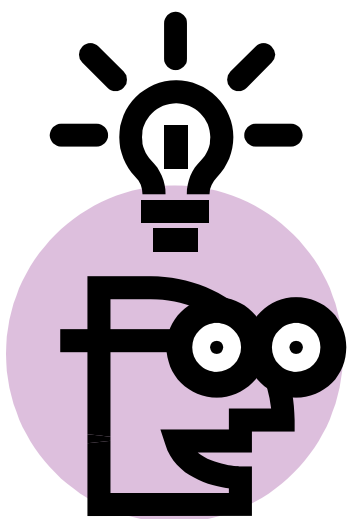
Saturday, March 4, 2006, 2 p.m.

Free with Field Museum admission.

Pre-Registration Not Required



“Because our methodology is so analytical, we must help our students develop effective study habits. They may never have taken a class like this before and they may not understand how important it is to study on a daily basis”



The Lights Are On (cont.)

(Continued from page 1)

flexibility of Latin word order? How can we do all this without imposing another level of abstraction, a new set of terms, that distance the learner even further?

We simply do the best we can, given the constraints. I’m going to offer some suggestions, or at least some ways of thinking, that may lead to solutions.

Get functional!

Think of this category as applied versus theoretical Latin. Theory isn’t very useful to must beginning students in high school or in college.

- Do not assume that mastery of forms or vocabulary automatically equals understanding.

- Deal with the stubborn refusal to believe that *form conveys function* in creative ways. This is one of the most important lessons you can teach, and it may need to be taught more than once. For example, U of I grad student Jared Ervine uses a “Smurf” sentence to show students how to recognize form, even when not using the language: The smurfy smurf smurfily smurfed the smurf.

- In beginning Latin, keep abstract, philosophical sentences to a minimum, and make greater use of passages that tell a story (in other words, less about greed, wisdom, old age and the empty lives of tyrants and more stories based on mythology and Roman history).

- Use basic conversational Latin every day in class (greetings, commonly-asked questions or class instructions) to use the voice and the ear. This also serves as a daily reminder that an important function of any language, even Latin, is communication.

- Use a literal translation as a foundation, then move to a more polished translation. Or, conversely, begin with a paraphrase or “put it into your own words” and then move back to the literal. Encourage the use of the dictionary and vocabulary lists not just for forms but to find the right meaning for the context.

- Have students develop and talk about their own effective strategies and methods for reading Latin.

- On quizzes and exams emphasize context and function, not simply paradigms or form recognition.

Embrace our differences!

A few minutes ago I mentioned how the teaching of Latin differs from the teaching of other languages. I suggest that we thoughtfully accept some of these differences and turn them to our advantage.

- Because our methodology is so different, so analytical, we must help our students develop effective study habits. They may never have taken a class like this before, and they may not understand how important it is to study and actually learn forms and vocabulary on a daily basis, rather than cramming before a test. In Latin 3 and 4, I encourage students to review the previous assignment before they begin the new one. You also can ask students to share their own study tips.

- Don’t be afraid to teach English grammar when you’re introducing a new concept in Latin. Stress that common grammatical terms and modes of analysis can be applied to any language, not just Latin. If you’re teaching figures of speech and rhetorical devices, be sure to give English examples as well as the Latin ones. We may as well admit that we’re teaching English as well as Latin, and that learning more about English is, in fact, one of the benefits of taking Latin.

While some teachers of Latin believe that translations should never be written down, I think that writing English translations is unavoidable (on tests, for example). In Latin 4, when we’re reading poetry, I drop the pretense and fully embrace the written translation. I bring in examples of many different styles of published translations, and then students complete a translation project.

Go organic!

Let me explain what I mean by this. We need to be aware of the entire organism, whether that organism is a Latin paragraph or a Latin program. We need to see the big picture as well as the individual brush strokes.

- Encourage students to look first at the totality of a passage or a poem and then to go back and examine the parts. There are many different ways to do this. [e.g., kernel, subject and predicate, clauses, transitional words, pronouns]

- Help students understand that although in an inflected language like Latin the words

(Continued on page 7)

Cornell College Celebrates 2005 The Year of Languages

More than 270 high school students spent a day in November at Cornell College learning about the Latin roots of English words, the Greek alphabet, and mythological monsters as part of a multicultural conference celebrating 2005 The Year of Languages.

The conference, *A World of Difference: Languages, Cultures, and Human Rights*, featured international food, live music, hands-on workshops and other presentations to help students of all ages explore the many languages and cultures represented in

eastern Iowa, along with the human rights challenges facing people in local communities and abroad.

In addition to sessions on the ancient world, students participated in more than two dozen workshops. Sessions included topics ranging from beginning Russian and making Japanese Raku pottery to Latinos in the U.S and Women's Rights in a Global Perspective.

Featured events included a lecture Thursday, Nov. 17, by Chris Rossi, former director of human rights on the

National Security Council during the Clinton presidency. His talk was "No Ifs, Ands or Buts: Language as a Human Right."

Kol Shira (Voice of Song), a group consisting of six women, gave a musical performance of traditional Yiddish, Hebrew, Latino and Russian music during lunch. The conference concluded Friday afternoon with "Cultural Kaleidoscope," a fair on the Orange Carpet attended by more than 50 local elementary school students and their parents. The

fair featured games, dances, music, art, language, food, clothing, story-telling, pictures, and traditions from around the world.

The conference goal was to encourage students and other area residents to become more committed to language study, more fluent in global cultures and more aware of how language and culture impact human rights. The conference was funded in part by a grant from Humanities Iowa. To learn more, go to www.cornellcollege.edu/intercultural_life/MCC/

(Continued from page 6)

can theoretically appear in any order, word order is in fact very significant.

As teachers, we must always keep in mind the totality of our "program," our over-

arching goals, instead of getting caught up in the details of our daily lessons. This should be somewhat easier for those of you who teach all levels of Latin. It's a bit harder for those of us who are entrenched

in one level at a time. For example, on the first day of Latin I we should already be thinking about what we can do to help our students make the transition from beginning textbook to actual texts.



Special Offer

If you enjoyed this newsletter and are interested in the ancient world, fill out the form to the right. For just \$5.00 you can keep receiving *Amicitia* 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 at the bottom of the form.

AMICI Membership Form, 2005-06

Yes, I want to join AMICI. Enclosed are:

Annual dues (\$5)

Additional gift

Position:

Administrator

Teacher

Graduate Student

Friend of Classics

Name _____

Address _____

Phone _____

Fax _____

E-mail _____

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

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WE'RE ON THE WEB!
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Exploring our past in order to
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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)
- Jonathan Clark, high school consul (563-391-2190; jonathan.clark@lycos.com)
- John Gruber-Miller, secretary-treasurer (319-895-4326; jgruber-miller@cornellcollege.edu)