



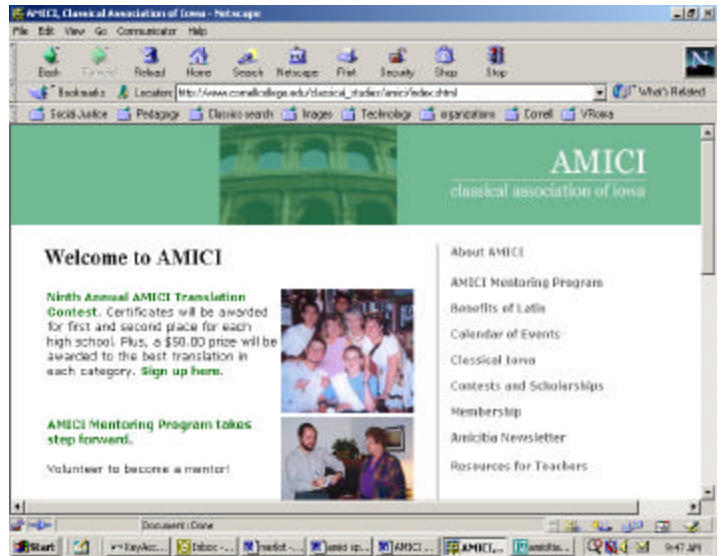
Amicitiae immortales,  
mortales inimicitiae de-  
bent esse—Livy 40.46

# Amicitia

## Cyberspace Meets Classics in Iowa

Iowa Classicists have long been in the forefront of using technology to make the ancient world more accessible to their students and the general public. Now Latin students and web surfers can come to Iowa to see Roman sculpture, explore how the ancient world continues to shape the modern, study ancient Greek, and more. Meet five new classical websites with Iowa connections.

First, **AMICI** has a brand new look and home at ([cornellcollege.edu/classical\\_studies/amici](http://cornellcollege.edu/classical_studies/amici)). The new website has been reorganized to make more information available to AMICI members and to people interested in Latin and the ancient world. The Benefits of Latin page, for example, includes Top Ten Reasons to Study Classics, Latin and the SAT, and links to reproducible brochures



touting the benefits of Latin that can be shared with students, parents, and administrators. Contests and Scholarships permits teachers to register on-line for the AMICI Translation Contest and brings together information about other contests and scholarships of interest to

high school, college, and graduate students, and teachers. Calendar of Events offers one-stop shopping for all lectures, performances, and events related to Classics in the state. Resources for Teachers offers over sixty links to help make the class-

*(Continued on page 6)*



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### Did You Know

Latin helps your SAT scores? The answer once again is a definitive YES! The scores of students who took the SAT II in various languages are listed below so that one might see a correlation between language studied and verbal scores.

The mean Verbal SAT scores for 2000 were:  
All students: 505  
LATIN: 665  
Spanish: 589  
French: 636 German: 621

## Ninth Annual AMICI Latin Translation Contest

AMICI proudly announces its annual Latin Translation Contests for high school students in Iowa. Once again there will be three test levels: one for students in Latin I, another for those in Latin II, and a third for those in Latin III and above. Each test will consist

of a single prose Latin passage to be translated by the student. The passage will be approximately seventy-five words long, and difficult or unusual words will be glossed. The students will have 45 minutes to complete their translation. The contest

should be administered by someone other than the Latin instructor. The translations will be sent to Cindy Smith at Loras College for grading. Certificates will be awarded for first and second place for each high school. In addition,

*(Continued on page 7)*

## Latin Classes volunteer at Head Start Program

One student reflected on the visit saying, "It made me glad to see how happy little kids get when they have the 'privilege' of doing something with older people."

On February 14, 2002, the Latin Classes from Valley High School and Valley Southwoods volunteered at the Head Start Program at Phenix Elementary School. The Latin students have been helping at Phenix for nineteen years. Over the years they have given an assortment of gifts for classroom use and to give older and younger students the opportunity to interact with each other.

This year Valley students found the visit a refreshing experience. The high school students arrived at the ele-



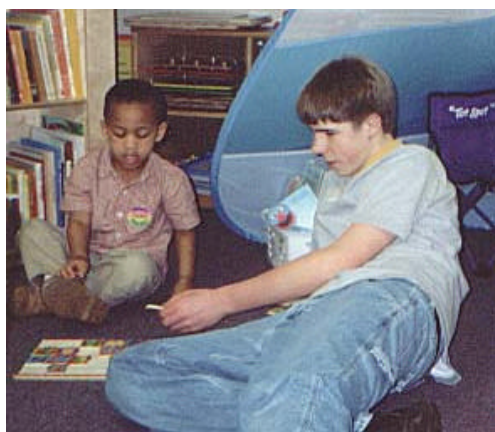
mentary school and were soon paired with one of the preschool students. The pairs then participated in a variety of activities, including reading, drawing, building blocks.

This year we also experimented with a parachute toy and baked Valentine cookies. One student reflected on the visit saying, "It made me glad to see how happy little kids get when they have the 'privilege' of doing something

with older people." Another student was charmed by the response of one girl after the student told the young girl she was pretty. The head Start student replied, "I know. I get that a lot."

This volunteer experience is a lot of fun for both high school students and preschool students. The kids at Head Start are very open to meeting and playing with high school students. All in all, this year's visit was a huge success.

Written by Latin students at Valley High School



## AMICI Mentoring Program Takes Step Forward

Since last fall when the AMICI Mentoring Program was first announced, six members of AMICI have generously volunteered to serve as mentors to schools with only one Latin teacher. New mentors and their mentees are Joe Cummins (Grinnell) and Vicki Campbell (Dowling); Carin Green (U of I) and Jane Smith (Iowa City FLES Program); John Gruber-Miller (Cornell) and Jacqueline Nif-fenegger (Xavier); Mary Ann

Harness (Valley) and Lincoln High School; Geoff Harrison (Loras) and Pat Burr (Bettendorf); and Cindy Smith (Loras) and Jeannette Rowings (Rivermont).

The AMICI mentoring program is designed to

- Encourage Iowa classicists to network, especially secondary and post-secondary
- Support healthy Latin programs
- Ascertain the health of

Latin in Iowa.

- Learn where AMICI can intervene to re-instate Latin programs or save endangered programs.
- Promote high school teaching as a career to undergraduate majors and graduate students.

Being a mentor is easy. If you are willing to contact a high school teacher a couple of times per year, you can become a mentor, too. Visit the AMICI website to sign up.



## Learning Latin and Greek in 1750: The Founders and the Classics

Although we frequently say that the Founders of our country were influenced by the Classics, i.e., Latin and Greek literature, I for one had little knowledge just to what extent this was true until I read Carl Richard's *The Founders and the Classics* (Harvard 1994). Richard's book not only explains the connection between classical models and the Declaration of Independence, U.S. Constitution and Bill of Rights, but it is also a goldmine of information about the classical education in our country at the time of the founders. Here are just a sampling of facts and quotations about the founders' attitudes about studying Latin and Greek, excerpted from the book's first chapter.

- Training in Latin frequently began at age eight. Grammar school students commonly studied classics every morning from eight to eleven and every afternoon from one until dark.
- A typical lesson plan: the first day the pupil translated a given passage, the second he wrote out the translation, and the third he translated it back into Latin in another tense.
- Not until after the Revolution was English taught as a formal subject in school.
- College entrance requirements mandated a basic knowledge of the classical languages. When John Adams attended college, Harvard's entrance requirements, like most other colleges, demanded that he be able "extempore to read, construe, and parse Tully, Virgil, or such like common classical authors, and to write Latin in prose, and to be skilled in making Latin verse, or at least the rules of the Prosodia, and to read, construe, and parse ordinary Greek, as in the New Testament, Isocrates, or such like, and decline the paradigms of Greek nouns and verbs."

Classical education was a source of status, good taste, wisdom, and virtue. Through a classical education, middle-class figures like John Adams gained social mobility and political power. "John Adams never forgot the lesson: knowledge of the classics produced a glorious life of upward mobility, their neglect a wretched life of manual labor" (30).

The classics gave the founders a sense of iden-

tity and purpose, binding them with one another and with their ancestors in a common struggle. It also supplied them with the intellectual tools to face a violent and uncertain world with some degree of confidence.

- After the Stamp Act of 1765, many bachelor's and master's theses applied the principles of Aristotle, Cicero, and Polybius to the debates concerning independence and the Constitution.
- Samuel Adams anticipated these issues in his own master's thesis, delivered in flawless Latin in 1743, "Whether It Be Lawful to Resist the Supreme Magistrate, if the Commonwealth Cannot Be Otherwise Preserved." Of course, he declared in the affirmative.

One can see what the founders valued most in their "commonplace books," books in which they copied literary passages that most interested them.

- James Madison, for example, quoted Plato on slander and Aristotle on bashfulness: "Plato, being slandered, said I shall behave as Nobody shall believe it. . . . Bashfulness, says Aristotle, is an Ornament to Youth, but a reproach to old Age."
- Alexander Hamilton copied large extracts from Plutarch's lives of Theseus, Romulus, Lycurgus, and Numa Pompilius, all founders of republics.
- John Dickinson was particularly fond of Memmius' declaration in Sallust's

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Thomas Jefferson and some of the founders of our country.

"The classics gave the founders a sense of identity and purpose, binding them with one another and with their ancestors in a common struggle. It also supplied them with the intellectual tools to face a violent and uncertain world with some degree of confidence."

## Three AMICI Honored at CAMWS



Congratulations to Jim Ruebel, Helena Dettmer, and John Gruber-Miller

Three members of AMICI were honored at the annual meeting of the Classical Association of the Middle West and South in Austin, TX: Jim Ruebel, Helena Dettmer, and John Gruber-Miller.

As CAMWS president, Jim Ruebel participated in numerous committees, organized the program of the annual meeting, and presented the presidential address, "Cursus Honorum." In the address, Jim spoke of his own personal course of offices and the choices we all make as classicists and teachers. In his own case, Jim discussed the turning points in his own intellectual journey as he moved from teaching at Minnesota to Iowa State where he established a thriving program to his current position as Dean of the Honors College at Ball State University. In particular, he showed the

connection between teaching Honors Courses and the classical tradition and the importance of understanding the great writers and thinkers of the ancient world to understand the modern world.

Helena Dettmer received an Ovatio honoring her for her outstanding service to CAMWS and to the Classics profession. As you know, Helena served as President of CAMWS in 1996-97 and has since continued to serve on various committees as the Executive Board, Program Committee, Nominating Committee, and Development Committee.

Finally, our Newsletter, *Amicitia*, edited by John Gruber-Miller, was honored by the Committee for the Promotion of Latin as the Best Newsletter in the CAMWS region. Congratulations to all three AMICI for a job well done.

## Founders and the Classics (cont.)

(Continued from page 3)

*Jugurtha*: "I shall certainly aim at the freedom handed down from my forebears; whether I am successful or not in doing so is in your control, my fellow countrymen." He used the line to begin a 1764 speech and to end his famous and influential *Letters from a Pennsylvania Farmer*.

- Forty percent of Jefferson's literary commonplace book was copied from classical works. His favorite language was Greek, and his favorite author Homer. Jefferson quoted the *Iliad* twenty-nine times in his literary commonplace book. Jefferson was so fond of quoting Greek passages in his letters that John Adams finally protested, "Lord! Lord! What can I do with so much Greek?"

Jefferson emphasized the value of the classics as 'models of pure taste in writing,' as entertainment, and as 'stores of real science,' 'science' being a derivative of the Latin word for 'knowledge.'

- From classical rhetoric Jefferson learned the three qualities which he deemed essential to good republican oratory. These were simplicity, brevity, and rationality.
- In his literary commonplace book, Jeffer-

son copied the fifth century tragedian Euripides, "The words of truth are simple, and justice needs no subtle interpretations, for it has fitness in itself; but the words of injustice, being rotten in themselves, require clever treatment."

The founders' passion for the classical heritage produced an intense desire to ensure that future generations were not deprived of it. Steeped in the classics, the founders were determined that their children should be, too.

- George Washington, who lacked formal classical training, saw to it that his stepson, Jack Custis, was not similarly deprived.
- Aaron Burr made certain that his daughter Theodosia learned the classical languages.
- And George Wythe, a signer of the Declaration of Independence and a member of the Second Continental Congress, the Virginia House of Burgesses, and Virginia High Court of Chancery, never attended college. Instead, he learned classical languages from his mother. She instilled such a love and knowledge of the classics in Wythe that he was revered by his law students for his classical prowess.

Written and compiled by John Gruber-Miller

"Thomas Jefferson's grandchildren attested his love of classics in this manner: "If he had to decide between the pleasure derived from the classical education which his father had given him, and the estate left him, he would decide in favor of the former."

## Mixing Culture and Food: An Edible Roman Road

I made the edible Roman Road with my classes the last week of classes this term and thought I would pass on what I learned in case any of you want to give it a try. The lesson went well; the kids really enjoyed it and I think actually learned something about roads, too! I tie the Road lesson into Chapter 5 "Market Day" (*OLC*) and talk about the importance of roads for trade, not just for farmers like Flaccus but how roads also impacted trade and the spread of ideas for the whole Roman/Mediterranean world. We also talk about moving the army and review a bit on the establishment of *coloniae* and the spread of Roman power and influence.

First the ingredients I used - modified from what was on Latinteach since I thought that contained way too much chocolate - even for a chocaholic like me!

### Ingredients

- coco puffs for the road "bed" - I smashed and ground them up with a wooden meat tenderizer as I "lectured" about Roman roads - the students really paid attention!
- cocoa (like Quik or Swiss Miss) for sand - lots of oooohhhhs and aaahhhhs from the chocolate lovers
- cool whip with M & M's and rice krispy cereal for the concrete with rocks and stones - they really got interested here!
- crushed peppermint candy canes and pretzels for the pottery shards and rock - the candy canes look sort of like shards when crushed; the salt in the pretzels cuts the overly sweetness of the other ingredients; the kids screamed "NO," but trust me the little bit of salt helps and the pretzels add color contrast
- more cocoa for sand
- graham crackers for paving stones

### Tools and Equipment

wood meat tenderizer — a rolling pin would work too but I don't think it is as much fun; large bowl for mixing; large spoons for stirring and serving; a spatula for spreading concrete.

This "recipe" seemed to go over well - there was a little something of a taste treat for everyone - (some kids only wanted graham crackers).

**Tips:** make sure the cool whip thaws in time to mix; crush the candy canes in advance while still wrapped, unwrap and put in a plastic covered container until needed (they kids were really curious about what it was I was putting in....I said "use your nose!" - it has a wonderful scent! ) I bought generic brands to keep the cost down but it still added up – I think I spent somewhere around \$35, that included the spoons and bowls for eating.

I mixed the concrete in a separate bowl but when constructing the road I used a clear plastic "shoe box." It was about the right size, and gave a good view of the layers. I talked about roads and the impact on trade, army, etc. throughout the whole process and kept having them repeat the layers with me each time another was added. When finished, we enjoyed the results. I bought those reusable/disposable bowls and plastic spoons - all went in my dishwasher at home for next year; that way I have to invest in them only once, but they are cheap enough I don't worry if one is ruined. I am too "green" to go totally throw-away! I also brought milk to pour on but found that with the cool whip many didn't want it.

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Carol Sue Carlson, from Latinteach

*Editor's Note: This activity is especially good to use at the end of a semester and fits any unit or chapter on travel or trade, e.g., market day, the army, sending letters.*

"The lesson went well; the kids really enjoyed it and I think actually learned something about roads too!"



## Cyberspace Meets Classics (cont.)

"Jim Ruebel began the trend of Iowans in cyberspace when he created the **Repositories of Classical Texts and Publications** in late 1992.

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room experience a good one: Latin Teaching Resources, Latin Texts, Resources for particular Textbooks, Lesson Plans, and Further Resources for Teaching Ancient Rome. Finally, the site also makes available information about the AMICI Mentoring program, a directory of AMICI members, and a downloadable form to renew one's membership.

One need not travel to Rome to see Roman sculpture. Now it is possible to visit Roman Sculpture here in Iowa both in person and on-line. **The Riley Collection of Roman Portrait Sculptures** (vroma.org/~riley) is a series of web pages on Roman Imperial portrait sculptures at the Cedar Rapids



Museum of Art as well as their historical and cultural context. The website, sponsored by the VRoma Project, features portraits of emperors and senators, as well as men, women and children during the height of the Roman empire: images, descriptions, family trees, lesson plans, additional links and more.

Jack Holtzmark, Professor of Classics Emeritus at the

University of Iowa, now offers his insights on the intersection of the ancient and modern world at **Thinking Classics** (www.gouwen.com). The site presents film reviews that show classical influences on contemporary films, brief articles that show how the ancients can continue to offer insights into today's world, more recent musings on Greek and Roman literature, and his previously published papers on

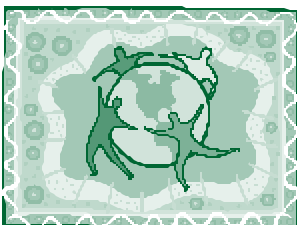
Homer and Ovid, among others.

John Gruber-Miller, Cornell College, announces a new tool for students of Greek: **Let's Review Greek!** (cornellcollege.edu/classical\_studies/reviewgreek), a website designed for beginning and intermediate Greek students who are looking for reading passages easy enough for their level. All reading passages are linked to a dictionary and morphological analyzer and are designed to take only 15-30 minutes to read. A great way to keep up your Greek language skills between courses or over the summer!

John Thomas, Iowa State University, is Classics editor for **MERLOT** (www.merlot.org). MERLOT stands for "Multimedia Educational Resource (for) Learning (and) Online Teaching." MERLOT offers peer-reviewed websites and provides an excellent starting point for all students and teachers in their online research. Membership will allow you to submit resources you find helpful (your own creations or those of others) and to leave your own user comments or teaching tips on any site in the collection. MERLOT currently has a variety of resources for Classics, but it is by no means comprehensive. If a site is n't listed that should be, please submit it!

Jim Ruebel began the trend of Iowans in cyberspace when he created the **Repositories of Classical Texts and Publications** in late 1992. In the summer of 1997, Jim and John Gruber-Miller (Cornell College) participated in the first summer workshop of **VRoma: A Virtual Community for Teaching and Learning Classics** (vroma.org). In 1999, both Iowa State and Cornell College hosted VRoma builders workshops to help create virtual Rome on-line.

## Mark Your Calendar! AMICI's Fall meeting October 4-5



At our meeting last Fall, AMICI members approved holding our Fall meeting in Cedar Rapids in conjunction with the Iowa World Language Association. IWLA meets every year on the first weekend in October. The IWLA conference is a great meeting for foreign language educators, featuring book exhibits,

lively and practical conference presentations, and a chance to meet with your AMICI colleagues.

If you would like to present at the conference, contact Heather Wacha (hgwacha@aol.com) for more information. Deadline for proposals is June 17, 2002.

## Renaissance Music, Terence's Phormio on Stage

Gods and mortals, nymphs and shepherds, tragedy and comedy all played on the same world stage during the Renaissance. Poetry from ancient Greece and Rome, including the sad love story of Dido and the wit of Horace and Seneca, was the inspiration for many Renaissance composers. Two a cappella super-groups, Anonymous 4 and Lionheart, breathe new life into many of these pieces

in a dazzling musical program entitled *Gods and Mortals*. The two ensembles will join forces on the Clapp Recital Hall stage on Tuesday, April 16, at 8 p.m. Subtitled "Renaissance Masters on Classical Themes," the performance will feature a number of classical texts — including the tragedy of Dido from the Aeneid.

On May 26 at 6:15 and May 27 at noon, Cornell Col-

lege Latin students will perform Terence's comedy *Phormio*. Even though Phormio is a hanger-on and a moocher, he takes great risks to help his friends. In the process, his machinations deceive two fathers into letting their sons get the women they love and at the same time provide much comic relief.

Visit the AMICI website for more Iowa classical events.



(Continued from page 1)

a \$50.00 prize will be awarded to the best translation in the state in each category.

To enter your students in this contest, please fill out the

application form below or sign up on-line at the AMICI website. Remember to indicate the number of students who will be participating. Send your completed application to

Cindy Smith (see below). The contest will be administered in April. Results will be mailed to the Latin teacher in May. Teachers who wish to participate must be AMICI members.



## Read a Book, Share it with AMICI

Summer is fast approaching. If you read a good book, visit a cool website, or see Classics in Iowa, share your finds with the rest of AMICI. Send your news, book review, or photos to John Gruber-Miller, AMICI Secretary-Treasurer, (address on back) to include in the next *Amicitia*.

### AMICI Latin Translation Contest, 2002

Teacher's Name _____	Preferred Date in April for administering the Exam _____
Person Administering the Exam _____	
School _____	Date of Exam _____
Address _____	
Phone _____	
E-mail _____	
Number of Students taking _____	Mail completed form to:
	Cindy Smith
	Dept. of Classics
	Loras College
	1450 Alta Vista
	Dubuque, IA 52004
	563-588-7953
	Latin I Exam _____
	Latin II Exam _____
	Latin III Exam _____

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CLASSICAL\_STUDIES/AMICI/

Exploring our past in order to  
understand the present

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Cornell College

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](mailto:csmith@loras.edu))
- Mary Ann Harness, high school consul (515-226-2600; [Harnessm@home.wdm.k12.ia.us](mailto:Harnessm@home.wdm.k12.ia.us))
- John Gruber-Miller, secretary-treasurer (319-895-4326; [jgruber-miller@cornellcollege.edu](mailto:jgruber-miller@cornellcollege.edu))