

ECCE, SCOTI!

Letter from Chair



READ ABOUT...

THE JOINT ANNUAL
MEETING OF THE
ILLINOIS CLASSICAL
AND THE CLASSICAL
ASSOCIATION OF IOWA

CLASSICS DEPARTMENT
TRIP TO GREECE

THE ETA SIGMA PHI
NATIONAL CONVENTION,
INCLUDING
TRANSCRIPTS OF THE
ALUMNI PANEL &
RECIPES OF THE CENA
CLASSICA

SECOND ANNUAL
CLASSICS DAY

SCHEDULE OF EVENTS
FOR 2016-2017



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Monmouth College
Classics Department

Monmouth College
Classics Club

Eta Sigma Phi –
Gamma Omicron
Chapter

Monmouth College
Archaeology Lab



Salvete, Omnes!

Probably you never thought it would happen, but, after thirty two years, I decided last spring to resign as chair of the Classics Dept. No, I still have no specific plans for retirement, but I enjoyed my sabbatical in the spring so much that realized that my “golden” years as a professor would be much more fun if I put aside all the hassles of being a department chair and focused all my energies, instead, on three things: my students, research, and my position as Secretary-Treasurer of the Classical Association of the Middle West and South (CAMWS).

It has been a good run as chair, however, in large part because of all the great students I have had over the years and all the things we have done together, like driving long distances to Eta Sigma Phi conventions, visiting classical sites in Italy, Greece, Turkey and Spain, attending many archaeology and Fox lectures, etc. It is difficult to list them all. You alumni would make my day if this message led you to email me some of your most memorable moments as a Classics student at Monmouth. Perhaps we could even publish them in the next issue of this newsletter! I will try to spark your memory by sharing two recollections of my own: First of all, the year that the Classics picnic was interrupted by a tornado warning and everyone wound up in the basement of my house. I also vividly remember meeting one of my Directed Readings classes regularly in my dining room but having one of the classes interrupted by my cat which had caught a mouse and wanted to show it to everyone in the class.

You will be happy to know that the department is thriving and that we have a long and growing list of majors. I am especially pleased that several of them are planning to carry on the torch and to become Latin teachers, but I am also proud of the wide diversity of careers you have all pursued following your graduation. During the past thirty odd years Classics majors have left Monmouth to become doctors, lawyers, ministers, librarians, psychologists, social workers, as well as high school Latin teachers and professors of Classics, music history and other fields. Believe it or not there are even strippers, beer brewers, and professional drummers among you. I am also proud that so many of you enriched your studies at Monmouth with a study-abroad experience, and I also rejoice when I hear about a marriage, the birth of a child, or even one of your pets.

During these “golden years” before my retirement I hope to see many of you back on campus for Homecoming or other events. I would also like to hear from you via email (toms@monm.edu or tjsienkewicz@gmail.com). Or you can even stop by my office or the house. The doors to both are always open for you. *Quid datur a divis felici optatius hora?* (Catullus 62.30).

LETTER FROM INCOMING CHAIR

Alumni,

First, let me thank senior Latin and History major Emma Vanderpool for doing the vast majority of the work on this second annual newsletter, including all of the layout; she did the same with last year's newsletter as well. In both cases, she volunteered to do it, I swear. This year, in late June, I sheepishly asked Emma for the first time if she would be willing to contribute to the construction of this newsletter again; her response was that it was already 95% done. That's Emma.

Second, I want to credit Tom Sienkewicz, who is the only chair of Classics at Monmouth College that the vast majority of you have ever known. After serving as Classics Department chair for the entirety of his time at the College (since 1984), other than during sabbaticals, he has chosen to turn over chair duties to me for the foreseeable future. I served as interim chair this past spring, while he was on sabbatical, and became even more aware than I was before of all of the things that he has done to make this department vibrant, and to contribute to the field of Classics. Most of those things will be apparent in the account of the year's activities that is laid out below. But there is much, much more that he has done behind the scenes to keep the department visible and respected within the College and across the country, and to promote Classics and the teaching of Latin both locally and nationally.

As for me, it was an enjoyable and productive second year at Monmouth. I taught a variety of language, drama, and history classes. I contributed to some promotion of Monmouth Classics and the field in general (in addition to events noted within, I served as a judge at the Monmouth-Roseville Classics Bee). Archaeologist Kris Lorenzo and I took some students to Greece over spring break. I took part in the organization and execution of the Illinois Classical Conference (ICC) and Eta Sigma Phi (ESP) annual meetings that we hosted. I gave a few talks, most of which are listed within. I went to several conferences and meetings across the nation. In general, I tried to represent Monmouth well, and to follow in the tradition of vigor and outreach that Tom Sienkewicz has long established.

There are many more things about the Classics program about which you can also read within. I look forward to seeing many of you at Homecoming, I hope that some of you can make it to Classics Day on Oct. 22 from 1-4, and I will always be happy to speak with any of you when you return to campus.

Sincerely,
Robert Holschuh Simmons
Assistant Professor and Chair

CLASSICS DEPARTMENT WELCOMES NEW FACULTY MEMBERS



The department was delighted to have Kris Lorenzo join us for a second tour of duty as our archaeologist in 2015-16. Dr. Lorenzo was an ACM-Mellon Fellow in Classical Archaeology at Monmouth from 2012-2014, then returned as a visiting assistant professor after a year at the University of Richmond (VA). This past year, he taught a host of courses: Greek History; Roman History; Greek Heroic Age Archaeology; Classical and Hellenistic Greek Archaeology; Classical Mythology: Hercules; Latin II; Archaeology of Ancient Technology; Classics Seminar: Art and Text; and Classical Mythology: Creation Myths. He also directed the popular Archaeology Lab both semesters, and advised Emma Vanderpool on her Honors thesis project, "A Digital Bridge to Authentic Latin: Eutropius for a New Generation." He also had two articles come out in the course of the year: "Tirremes on land: First-fruits for the Battle of Salamis," in *Autopsy in Athens. Recent Archaeological Research on Athens and*

published by Oxbow Books, and “East defeats West: Naval warfare and cross-cultural adaptation in Classical Cyprus,” in the conference proceedings for the Postgraduate Cypriot Archaeology (POCA) Symposium, Nuremburg, Germany, October 2012, plus a review of *The Age of Titans: The Rise and Fall of the Great Hellenistic Navies*, by W. M. Murray, for the Society of Ancient Military Historians. He also delivered two talks at Monmouth, which are noted within. Dr. Lorenzo is teaching for 2016-17 at Hollins University in Roanoke Virginia. He will return to Monmouth to give an invited AIA lecture in April 2017.

Below are Dr. Lorenzo’s own words on himself:



Kris Lorenzo grew up in a small country town where the populations, both four-legged and two-legged, were continuously engaged in a struggle for mental dominance. The outcome of this curious battle was in no way a foregone conclusion. It was in this town that he quickly developed a love of books and reading which remains with him to this day. He first wanted to study archaeology after seeing *Raiders of the Lost Ark*, minus the looting of course. Despite his bitter disappointment upon learning that whip handling, fighting Nazi’s and cavorting with fiesty brunettes would most likely not be occupational necessities, Kris persevered in his desire and after a lengthy sojourn in the non-academic world began to study Greek archaeology, Roman archaeology, Latin and ancient Greek. Not content with just classroom or library work, he soon enrolled in his first field school at Old Fort Niagara, New York. After a fantastic experience at Old Fort Niagara he would go on to excavate in Salemi, Sicily, ancient Corinth with the American School of Classical Studies and in the summer of 2011 he completed his sixth season with the American School’s Agora Excavation, the last three spent as an assistant trench supervisor. So while Kris can in no way lay claim to the title of maritime archaeologist, his completed dissertation (May 2011), “Ancient Greek and Roman Naval Victory Monuments,” has as its foci the morphology, iconography and topography of a pan-Mediterranean class of monuments with inherent connections to the waters of the Mediterranean and the battles which at times raged across their surface.

Outside of archaeology and grad school Kris spends his copious amounts of free time wielding sarcasm like a finely honed rapier, socializing with friends and heading up the new products division of Acme Inc. with a specialty in designing fool proof gadgets for one W. E. Coyote.

CLASSICS DEPARTMENT WELCOMES ITS NEW MAJORS

Kathleen Brown '17
Kayla Beadles '17
Daniel Hintzke '18
Quillie Jackson '18
Isaac Jacobs '18

Tyler Bland '19
Maddie Baker '19
John Cotter '19
Kasha Appleton '20
Katie Helme '20

MONMOUTH COLLEGE AT THE 2015 MEETING OF THE AMERICAN CLASSICAL LEAGUE IN STORRS, CONNECTICUT June 25-June 28, 2015

At the beginning of this past summer, Dr. Sienkewicz and Dr. Simmons made the trek out to Storrs, Connecticut for the 96th Annual Meeting of the American Classical League. While out of the way and seeming to be in the middle of nowhere, the middle of nowhere certainly became somewhere when 200+ Latin teachers converged there.

Dr. Sienkewicz gave a talk alongside Mary Pendergraft (Wake Forest University) entitled, “The Seal of Biliteracy.” The panel focused on “a discussion of the growing movement to offer graduating high school seniors a Seal of Biliteracy” for Latin and Greek students. Dr. Sienkewicz later gave another talk entitled “Tracking Student Learning with Clickers in the Latin Classroom.” The presentation demonstrated “the use of clickers in the Latin classroom as a way to introduce new grammatical concepts and vocabulary and to gauge student learning.”

Prof. Simmons gave an interactive presentation, called “Arm Your Students: Methods for Making Convincing Greek and Roman Armature Without Much Money or Skill,” which sought to “lay out straightforward plans for equipping one or more students with what they need to look like [Greek, Roman, and Macedonian] soldiers: tunics, spears, swords, helmets, and, most importantly, shields.”



Pictured on the right: Prof. Simmons presents his talk “Arm Your Students: Methods for Making Convincing Greek and Roman Armature Without Much Money or Skill” with the help of Timothy Morris MC’15.



THE THREE MONMOUTH MUSKETEERS

Pictured from left to right: Prof. Simmons, Timothy Morris MC’15, and Prof. Sienkewicz.

Among the attendees were also Monmouth College alumni: Matthew Katsenes MC'04, who is currently teaching Latin at Moultonborough Academy in Moultonborough, NH; Timothy Morris MC'14, who is teaching Latin at his *alma mater* North Point Christian School in Southaven, MS; and Lisa Walls MC'07, who is teaching Latin at Batavia High School in Batavia, IL.



Pictured from left to right: Matthew Katsenes MC'04, Prof. Sienkewicz, and Timothy Morris 'MC15.

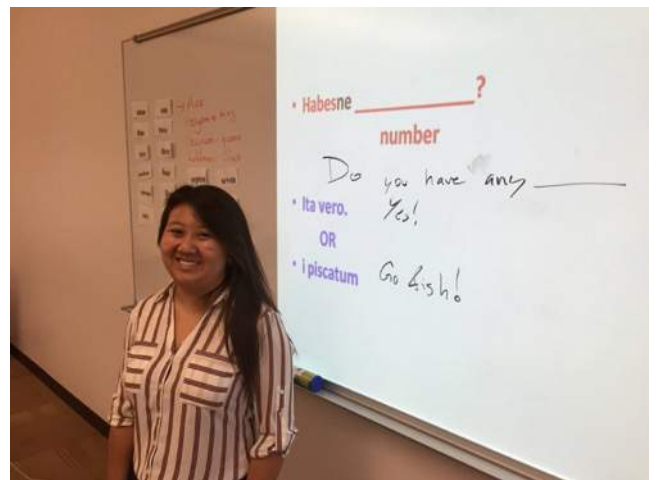
Pictured on the right: Lisa Walls MC'07 at the beginning of her talk, "Addicting Games and Apps for Students." She discussed online tools such as Zondle, Quizlet, and Socrative.



COLLEGE FOR KIDS

In the summer of 2015, Prof. Simmons and Emma Vanderpool '17 taught courses for College for Kids, which is a program hosted by Monmouth College for talented and/or gifted children. Utilizing teaching methods appropriate to a college classroom, College for Kids provides students from across western Illinois the opportunity to use their outstanding abilities and to meet other talented/gifted children.

Vanderpool taught a Latin course for 5th-8th graders as well as Greek/Roman mythology courses for 3rd-5th graders. Simmons taught Ancient Greek and Roman Sports to 3rd-8th-graders.



ARCHAEOLOGY LECTURES HOSTED BY THE WESTERN ILLINOIS SOCIETY OF AIA 2015-2016

Monday, September 28, 2015

"The Road Less Traveled By? History, Archaeology, and Landscape in Southern Greece"

Dimitri Nakassis, Associate Professor, University of Toronto (nakassis@gmail.com) 7:30 P.M., Pattee Auditorium, Center for Science and Business, Monmouth College, Monmouth, Illinois

Tuesday, September 29, 2015

"Rethinking the Mycenaean World"

Dimitri Nakassis, Associate Professor, University of Toronto (nakassis@gmail.com) 7:30 P.M., Hanson Hall of Science 102, Augustana College, Rock Island, Illinois

Saturday, October 3, 2015

"Ares' Dedication to Timagoras: The Curious Case of an Inscription, Powerful Poetics, and Naval Victory"

Kristian L. Lorenzo, Visiting Assistant Professor of Archaeology, Monmouth College (klorenzo@monmouthcollege.edu) 3:00 P.M., Pattee Auditorium, Center for Science and Business, Monmouth College, Monmouth, Illinois

Saturday, October 17, 2015 International Archaeology Day

Trip to North American Artifact Collection in Beardstown, Illinois

For details, contact Kris Lorenzo at klorenzo@monmouthcollege.edu

Thursday, October 22, 2015

"Archaeology in Mexico"

Lawrence Conrad, Professor Emeritus of Anthropology, Western Illinois University (LA-Conrad@wiu.edu) 7:30 P.M., Pattee Auditorium, Center for Science and Business, Monmouth College, Monmouth, Illinois

Wednesday, November 4, 2015

"Ritual Immersion Baths of the Early Rabbinic Period"

Danielle Fatkin, Assistant Professor of History, Knox College (dfatkin@knox.edu)

7:30 P.M., Pattee Auditorium, Center for Science and Business, Monmouth College, Monmouth, Illinois

Monday, November 23, 2015

"Report on Summer Archaeological Work on the Palatine East Pottery Project"

Mackenzie Davis MC'18 (mdavis@monmouthcollege.edu) and Victor Martinez, Visiting Assistant Professor of Art History, Arkansas State University (vmmartinez001@gmail.com)

7:30 P.M., Pattee Auditorium, Center for Science and Business, Monmouth College, Monmouth, Illinois

Thursday, February 18, 2016

"A Loud Silence: Greek Kouroi and Human Sacrifice"

James Terry, Associate Professor, Stephens College (JTerry@stephens.edu) 7:30 P.M., Pattee Auditorium, Center for Science and Business, Monmouth College, Monmouth, Illinois

Monday, April 18, 2016

"Hauarra: A Trajanic Auxiliary Fort on the Arabian Frontier in Jordan"

John Oleson, Professor of Greek and Roman Studies, University of Victoria (jpoleson@uvic.ca)

7:30 P.M., Knox College, Galesburg, Illinois

Tuesday, April 19, 2016

"Sand without lime: Building Disasters, Incompetent Architects, and Construction Fraud in Ancient Rome"

John Oleson, Professor of Greek and Roman Studies, University of Victoria (jpoleson@uvic.ca)

7:30 P.M., Pattee Auditorium, Center for Science and Business, Monmouth College, Monmouth, Illinois

Saturday, April 23, 2016

Classics Day at Monmouth College

Thursday, April 28, 2016

"The Past, Present and Future of the Monmouth College Archaeology Research Laboratory"

Kristian L. Lorenzo, Visiting Assistant Professor of Archaeology, Monmouth College (klorenzo@monmouthcollege.edu)

7:30 P.M., Pattee Auditorium, Center for Science and Business, Monmouth College, Monmouth, Illinois

INFORMATION FLUENCY IN CLASSICS: A WORK SHOP FOR UNDERGRADUATES IN WASHINGTON, D.C. July 7-16, 2015

For two weeks in July, Emma Vanderpool MC'17 headed out to Washington, D.C. for a workshop hosted by the Center for Hellenic Studies on information fluency. Topics included subjects from library science to research methods, from archival science to digital humanities.

The Center for Hellenic Studies in Washington, DC offers a workshop to introduce undergraduates to important sources of information for the study of classics and develop their ability to access, evaluate, and manage resources in a variety of formats. Workshop participants also explore the broader landscape of scholarly communication and how it is currently evolving. Through work as individuals and as a team, the participants develop research guides for use by other undergraduates in a variety of academic contexts. Ultimately, the workshop provides students with the necessary background and skills to play a supportive role in the work of their departments and to help build cooperative relationships between faculty members and librarians.

SUMMER OPPORTUNITIES FOR INTELLECTUAL ACTIVITY (SOflA) August 2-23, 2015

In the summer of 2010, Monmouth College initiated SOflA, an innovative three-week program that allows select new and returning students to conduct in-depth research and inquiry with Monmouth faculty. This past summer, Dr. Simmons ran a project entitled, “Friends’ in High Places: Politicians Making Constituents Feel Like They’re Friends, From Ancient Athens to the Contemporary U.S.” His students were Carlyn Clarke ’19, Simone Johnson ’19, and Charity Rendleman ’19 and Steven Mastin ’17.

Emma Vanderpool ’17 worked with incoming freshman Saloman Perez ’19 and Prof. Christine Myers, an Assistant Professor of History, on her project “Steampunk Fiction vs. Victorian Fact.”

Pictured on the right:
Prof. Simmons’
SOflA group
presenting at the last
weekly colloquium.
From left to right:
Prof. Simmons,
Mastin ’17,
Rendleman ’19,
Clarke ’19, and
Johnson ’19.



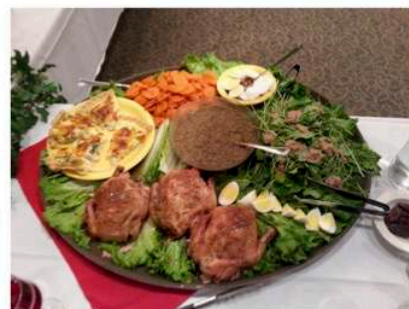
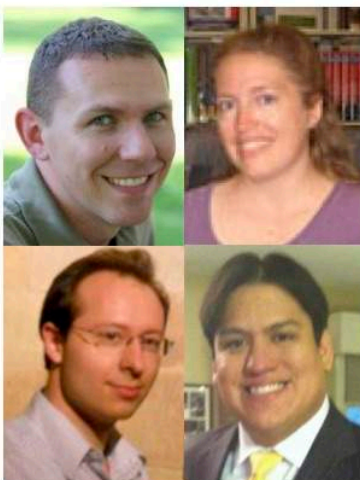


**TO COME TO
THE 88TH
ANNUAL
CONVENTION
OF ΗΣΦ, AT
MONMOUTH
COLLEGE**

HOSTED BY THE GAMMA OMICRON CHAPTER OF ΗΣΦ, this year's convention will feature... a pool party – bring your swimsuits!; *certamen*; presentations of student research; a panel of alumni full of beauty and wisdom; a banquet replete with authentic Old World food and a costume contest; a Latin declamation contest; and a wide variety of presentations on topics from Roman/Greek clothing to ancient military techniques, from archival science to archaeology.

The convention will begin with a reception on Friday evening, April 1, 2016, and end with a final business meeting at 12 o'clock on Sunday, April 3, 2016. Mark your calendars because this will be a convention that you will not want to miss.

The AmericInn and Suites at 1 AmericInn Way, Monmouth, IL 61462 will serve as the hotel for the convention. Rooms will cost from \$89 per night, if staying both Friday and Saturday nights at the hotel. Registration forms and further travel information will be available at www.etasigmaphi.org/conventions soon; hotel reservations may be made even while you read this announcement. Just mention **Eta Sigma Phi!**



The Saturday night banquet featuring Old World food and a costume contest for the best dressed *vir et femina*.

A panel of alumni full of wisdom and beauty featuring Neil Dahlstrom, Richard Harrod, Sylvia Shults, and Matthew Katsenes.

ACADEMIC LEGACIES

Every year, the academic calendar at Monmouth College picks a theme. This year's theme was "academic legacies." This legacy of excellence teaching and scholarship, established by faculty no longer with us, is carried on by more seasoned faculty and newer faculty. Pictured below are Dr. Simmons and Dr. Sienkewicz with a picture of the inimitable Bernice L. Fox.



THE LEGACY CONTINUES...

Already studying at Monmouth College are Emma Vanderpool MC'17, student of Matthew Katsenes MC'04; Mackenzie Davis MC'18, student of Mathew Underwood MC'04; Tia Graham, student of Marcene Farley MC'84; and Ian Salvesson, student of Jennifer Mitten, MC'02. Joining the ranks this year of "academic legacies" is Simone Johnson MC'19, student of Dawn Strauss MC'03. Simone is a biology major and a Latin Performance Scholar.



AIA LECTURE: "THE ROAD LESS TRAVELED BY? HISTORY, ARCHAEOLOGY, AND LANDSCAPE IN SOUTHERN GREECE."

DIMITRI NAKASSIS

The 2015-16 edition of Monmouth College's archaeology lecture series kicked off on Sept. 28 with a lecture by Dr. Dimitri Nakassis, associate professor of classics at the University of Toronto. Sponsored by the Monmouth College Classics Department, in cooperation with the Western Illinois Society of the Archaeological Institute of America (AIA). The free lecture was held in the Pattee Auditorium (Monmouth College), on the lower level of the college's Center for Science and Business.

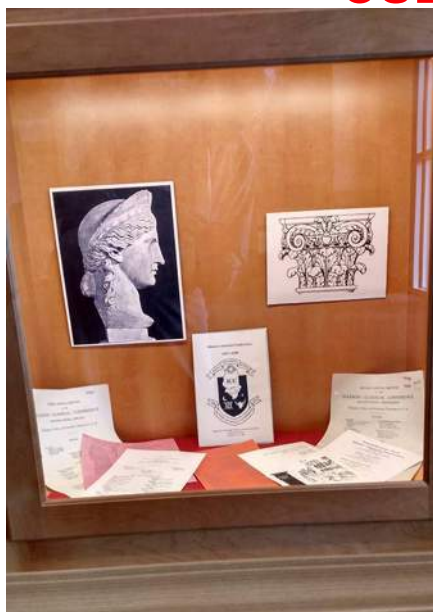
Titled "The Road Less Traveled By?," Nakassis's lecture examined the history, archaeology and landscape in southern Greece. At first glance, the tranquil valleys and mountain passes of the western Argolid give the appearance of being a rather isolated and unremarkable region. In reality, says Nakassis, the fertile area is crisscrossed by ancient roads and dotted with ruins that testify to its importance to the major powers of Greece from classical antiquity to the Ottoman Empire.

Nakassis received his master's degree in Greek and Ph.D. in classical archaeology from the University of Texas. He completed his undergraduate work in classical archaeology at the University of Michigan.

Classics faculty and students welcomed Dimitri Nakassis, fourth from left, as the opening speaker in this year's archaeology lecture series at Monmouth College on Monday night. The evening before the lecture, he was named one of 24 recipients of this year's prestigious MacArthur Fellowship, popularly known as the "genius grant." Pictured l. to r. are Kristopher Bloomberg, Dakota Laing, Nick Mainz, Nikassis, Dr. Tom Sienkewicz, Dr. Kristian Lorenzo and Jovan Petrovich.



CSB DISPLAY CABINET FOR ICC



Professor Lynn Daw (Monmouth archivist and History Professor) prepared this display case in preparation for the Joint Annual Meeting of the Illinois Classical Conference & the Classical Association of Iowa, which was hosted at Monmouth College this year by Dr. Simmons and Dr. Sienkewicz.

**Joint Annual Meeting of the
Illinois Classical Conference & the Classical
Association of Iowa**

October 2-4, 2015



at the invitation of
Monmouth College
Bob Holschuh Simmons and Tom Sienkewicz,
Local Host Chairs

**7:30–9:00 p.m. Highlander Room (top floor of the Stockdale Center)
Banquet (*Cena Classica*) and Awards Ceremony**

President: Yasuko Taoka, ICC President
Invoker: Tom Sienkewicz
Entertainment: Plautine comedy by Monmouth's Roman Comedy Alive class
Memorator: Alice Mulberry
Awards Committee Chair: Jennifer Jordt

SUNDAY, October 4

9:00 a.m.–12:00 p.m. Mellinger Commons
Book Exhibit & Book Exchange

9:00–10:30 a.m. Pattee Auditorium
Session IV: Pedagogy II & Technology
*Intelligence in the Classroom: Applying the Theory of Multiple
Intelligences in the Latin Classroom*
Hillary Richards (University of Iowa College of Education)

Latina Vivacior: Latin Dialogue Composition in the High School
Will Nifong (Northside College Preparatory High School)

Preview of the Tech Pedagogy Workshop
Rickie Crown [or other REP]

11:00 a.m.–12:00 p.m. Pattee Auditorium
Session V: Beyond the Classroom
A Latin Seal of Bilingualism? Quo Vadamus?
Thomas Sienkewicz (Monmouth College)

What Can Classics Day at Monmouth College Do for You?
Robert Holschuh Simmons (Monmouth College)

12:00–1:00 p.m. Mellinger Commons
Lunch & Business Meeting
President: Yasuko Taoka, ICC President

FRIDAY, October 2

8:00–10:00 p.m. AmericInn Lodge
Social Hour
Registration
1 AmericInn Way
Monmouth

SATURDAY, October 3

**8:00–9:30 a.m. Mellinger Commons (bottom level of the
the Center for Science and Business, CSB)**
Registration

8:00 a.m.–5:00 p.m. Mellinger Commons
Book Exhibit & Book Exchange
Organizers: Christopher Mural and Marilyn Brusherd

Throughout the day both days Lobby on the main floor of CSB
Display of artifacts from the ICC archives
Organized and displayed by MC librarian Lynn Daw and students in
her Archives class

8:30–9:30 a.m. CSB 246
ICC Advisory Council Meeting
President: Yasuko Taoka, ICC President

AMICI Business Meeting CSB 346
President: Marcia Lindgren, AMICI President

9:30–9:45 a.m. Pattee Auditorium (CSB 100)
Welcoming remarks by Monmouth College Dean David Timmerman

9:45–10:45 a.m. Pattee Auditorium
Session I: Literature & Philosophy
Tales of Brave Ulysses: Rationalized Sea Adventures in The Odyssey
Matthew Horrell (University of Iowa)

What Geometry Did Thales Learn from the Egyptians?
Robert Hahn (Southern Illinois University-Carbondale)

11:00 a.m.–12 p.m. Pattee Auditorium
**Keynote address: *Missing the Boat to the Past: Our Ever-Elusive
Foreign Country.***
Ann Ellis Hanson (Yale University)
President: Will Nifong, ICC Vice President

12–1:00 p.m. Mellinger Commons
Joint ICC-AMICI Luncheon

1:30–2:00 p.m. Pattee Auditorium
Session II: Pedagogy I
Latin Raises the Bar in AP English
Laurie Edge Jolicoeur (Lyons Township High School)

2:00–3:00 p.m. Mellinger Commons
Session III: Activity Exchange

3:00–4:00 p.m. Pattee Auditorium
Session IV: Joint Session of the AIA, ICC & AMICI
*Ares' Dedication to Timagoras: The Curious Case of an Inscription,
Powerful Poetics and Naval Victory*
Kris Lorenzo (Monmouth College)

4:30–6:00 p.m. Pattee Auditorium
ICC Business Meeting
President: Yasuko Taoka, ICC President

6:00–7:00 p.m. Dahl Chapel
Latin Catholic Mass
Father Tom Ott (Immaculate Conception Church), celebrant
Nancy St. Ledger, organist
Kathy Mainz, cantor
Mackenzie Davis '18, Kathleen Brown '17, and Rachel Masch '17, lectors

7:00–7:30 p.m. Stockdale Center Private Dining Room
Social Hour

(see the back page for more Saturday events)

JOINT ANNUAL MEETING OF THE ILLINOIS CLASSICAL CONFERENCE AND THE CLASSICAL ASSOCIATION OF IOWA

October 2-4, 2015

**Monmouth College to host conference, lecture, Latin mass
Barry McNamara**

09/29/2015

Highlighted by the third meeting of the Illinois Classical Conference (ICC) at Monmouth College, Oct. 2-4 will be a busy weekend for the college's classics department.

The ICC, which is the statewide organization of K-16 teachers of Latin and ancient Greek, has met at Monmouth twice before, in 1964 and 2002. This year's ICC will meet jointly with AMICI, the classical association of Iowa.

"The program includes a variety of scholarly and pedagogical papers on the classical languages and the ancient world, as well as book displays, a Catholic Mass in Latin, an archaeology lecture by our own Kristian Lorenzo, and a Roman banquet consisting only of Old World foods," said Tom Sienkewicz, Monmouth's Capron Professor of Classics.

Titled "Ares' Dedication to Timagoras: The Curious Case of an Inscription, Powerful Poetics and Naval Victory," Lorenzo's archaeology lecture will be presented on Oct. 3 at 3 p.m. in the



Pattee Auditorium of the Center for Science and Business. It is free and open to the public. A former member of the classics faculty, Lorenzo returned to Monmouth this fall after a year at the University of Richmond. After completing his undergraduate work in Mediterranean archaeology at SUNY-Buffalo, he earned his master's degree and Ph.D. in classics from the University of Wisconsin. Also presenting at the meeting will be Sienkewicz and assistant professor of classics Robert Simmons, who are serving as co-chairs of the event. Sienkewicz will give a presentation titled "A Latin Seal of Bilingualism? Quo Vadamus (Whither We Goeth)?," while Simmons's presentation is titled "What Can Classics Day at Monmouth College Do for You?"

The Catholic Mass will be celebrated Oct. 3 at 6 p.m. in Dahl Chapel.

"This will be the Novus Ordo (New Order) liturgy celebrated every Sunday, but entirely in Latin," reported Sienkewicz. Celebrant will be Fr. Thomas Otto of Immaculate Conception Church; organist, Nancy St. Ledger; cantor, Kathy Mainz; altar servers, Nick Mainz and Dario Fuller; lectors, Rachel Masch, Kathleen Brown and Mackenzie Davis. The Mass fulfills the Catholic Sunday obligation, and all are welcome.

Monmouth College has one of the leading departments of Classics in the region, serving as headquarters of the Classical Association of the Middle West and South (CAMWS). Recent graduate Tim Morris served as the national president of Eta Sigma Phi, the national classics honor society. Sienkewicz, who is the Executive Secretary-Treasurer of CAMWS, has been honored with multiple lifetime achievement awards in classics, while Simmons was recently honored by CAMWS for the Classics Day program, which debuted at Monmouth last spring.



Pictured on the left is the display of the Classical Association of the Middle West and South (CAMWS). On the right is the gathering of students and gathered members of the Illinois Classical Conference & the Classical Association of Iowa.



ICC Vice President Will Nifong (Northside College Prep High School) introducing his former professor Ann Ellis Hanson (Yale University) as keynote speaker at ICC 2015. Prof Hanson was the second MacArthur fellow to speak at Monmouth College this week.

Pictured to the right are the various members of the Illinois Classical Conference & the Classical Association of Iowa as they listen to Prof. Ellison's keynote lecture: "Missing the Boat to the Past: Our Ever-Elusive Foreign Country."





Catholic mass was celebrated in ¹⁴
Dahl Hall by Father Tom Ott
(Immaculate Conception
Church) in Latin.

The organist was Nancy St.
Ledger; the cantor Kathy Mainz;
lectors Mackenzie Davis MC'18,
Kathleen Brown MC'17, and
Rachel Masch MC'17. Dario
Fuller MC'17 and Nick Mainz
MC'17 served as altar servers.



At the Saturday night banquet, the guests were treated to a special performance of Plautine comedy by Monmouth's Roman Comedy Alive class, which was taught by Prof. Simmons as well as a bagpipe tune played by Kathleen Brown '17.

Also on Saturday night, the attendees were able to experience a dinner in the style of the *Cena Classica*, which is held annually before the Bernice Fox Lecture and features only Old World recipes.



HOMEcoming October 10, 2015



Visiting alumni were treated to biographies written by current Monmouth College Classics students.



At the homecoming parade, the Monmouth College Classics Club, accompanied by four little Monmouth-ians, was in proud form as they marched down Broadway in full military regalia.



WELCOME BACK, ALUMNI!

At the Classics-History reception, many alumni joined in for snacks and fellowship at the Classics/History reception at Homecoming. Pictured below left: Dr. Tom Sienkewicz with alumnus Bill Myers, one of his first two Greek students at Monmouth. Below right: Russell Bold studied both Latin and Greek. Below bottom: Samie Bundy was a Psychology and Classics double major.



MENTORING DAY October 29, 2015

A rather recent tradition, Mentoring Day allows students to gather together with the faculty of their prospective departments to discuss upcoming classes, the requirements of the major, *et cetera*. Here are the students gathered for the Classics Department session.

ETA SIGMA PHI INITIATION November 20, 2015

Welcome (pictured left to right) to DJ Jones '17, Matthew Bersell '16, Cassidy Neely '16, Tori Behm '18, Kayla Beadles '17, Simone Johnson '18, and Quillie Jackson '18 to the Gamma Omicron chapter!. We are proud to have you amongst our ranks!



REPORT ON SUMMER ARCHAEOLOGICAL WORK ON THE PALATINE EAST POTTERY PROJECT November 23, 2015

Classics major, Mackenzie Davis '18, alongside Dr. Victor Martinez, a visiting professor of art history at the Arkansas State University, presented a talk as part of the series of archaeology lectures hosted by the Western Illinois Society of the Archaeological Institute of America.

The Palatine East Potter Project (PEPP) is a long-term research program aimed at documenting the Roman-period pottery assemblage recovered from the American Academy in Rome excavation conducted on the Palatine Hill in downtown Rome. As associated director, Prof. Martinez's role is the day-to-day management of the project as well as the processing of the amphorae, including identifying, quantifying, characterizing, and publishing them.

In the summer of 2015, Martinez and Davis worked on clarifying and characterizing the fish sauce amphorae from the Iberian Peninsula through detailed documentation, XRF analysis, and 3D modeling. Along with the AAR Roman Pottery Summer Program, they organized a workshop on Portuguese fish products in order to understand this complex class of materials. This talk gave highlights from their summer work



TRAVELS OF EMMA

Emma Vanderpool's report from Italy during her semester abroad in Fall 2015:

I'm currently studying abroad in Florence, Italy through the ACM Program, Florence: Arts, Humanities, and Culture. Thanks to the Mary Bartling Crow Prize, I was able to go to the National Archaeological Museum of Florence, where I saw a special exhibit on Mesoamerica as well as the Etruscan, Greek, and Roman collections. I even had the opportunity to see the famous Chimera of Arezzo, which I studied in a previous history course, HIST 140: Archaeology of Rome (Fall 2013), with Dr. Lorenzo. As was the case with many of the site visits that I have taken through the ACM program, there was something undeniably special about studying the artifacts themselves rather than photographs or images.

Over fall break, thanks again to the Crow prize, I was able to visit the Etruscan necropolises and museums in Tarquinia and in Cerveteri, which I had also studied in HIST 140: Archaeology of Rome (Fall 2013). It was really amazing to wander amongst the *tumulus* tombs of the Etruscans at Cerveteri and the beautiful frescoes *insitu* at Tarquinia. I also was able to tour the inside of Nero's *Domus Aurea* or Golden House, which was recently reopened to the public, as well as Trajan's Market and the standing Greek temples at Paestum. These experiences were particularly moving for me as a history student because these structures are standing almost in their entirety. I could not help but marvel at these grand structures.

With the help of the Mary Bartling Crow Prize, I was able to further supplement my studies in Italy and visit sites pertinent to the study of ancient Etrusco-Roman history. These museum and site visits helped to supplement my studies of the art, architecture, and history of the Italian Renaissance by placing the Renaissance within a broader historical context. Moreover, the element of experiential learning greatly complemented and enhanced my past classroom experiences at Monmouth.



In the 2016-17 academic year, several Classics majors are studying abroad. Rachel Masch MC'17 is studying abroad through the ACM India: Culture, Traditions, & Globalization program and. Amanda Bowman MC'17 is studying abroad through University of Highlands and Islands (UHI) at Inverness.



KATHLEEN BROWN '17 EARNS AWARD ON COLLEGE GREEK EXAM

Classics major Kathleen Brown '17 displays her award for top-scoring Monmouth student on the College Greek Exam. Her proud Greek teacher, Prof. Simmons, presented her the award.

CLASSICS/HISTORY HOLIDAY PARTY IN DECEMBER 9, 2015



MONMOUTH AT THE 147th ANNUAL MEETING OF THE SOCIETY FOR CLASSICAL STUDIES IN San Francisco, CA January 6-9, 2016



At the 147th Annual Meeting of the Society for Classical Studies in San Francisco, California, several members of the Monmouth College Classics Department were in attendance. Dr. Sienkewicz was there representing the Classical Association of the Middle West and South (CAMWS) as Executive Secretary Treasurer. Emma Vanderpool MC'17 read a paper entitled, "The Sparrow Before Catullus," on the Eta Sigma Phi panel, "The Next Generation."

VALENTINE'S DAY CELEBRATION February 12, 2016

In February, at the monthly Cider with the Classics, students gathered together to decorate cookies with Latin phrases to share with their valentine.



CLASSICS CLUB GOES TO CHICAGO February 20, 2016

Thanks to funds from ASMC (Associated Students of Monmouth College), members of the Monmouth College Classics Club journeyed down to the Field Museum to examine the exhibit, "The Greeks: From Agamemnon to Alexander the Great" with Dr. Lorenzo and Dr. Sienkewicz.



MONMOUTH AT THE ILLINOIS JUNIOR CLASSICAL LEAGUE NORTH MEETING FEBRUARY 26-27, 2016



Led by Dr. Simmons, a contingent of Monmouth College students journeyed to Itasca, Illinois for the 53rd Annual Convention of the Illinois Junior Classical League. They helped Dr. Simmons present a colloquium, entitled "REAL Olympics (Except for the Competing Naked Part), Ancient Greek-Style," in which they demonstrated a variety of events including discus throwing, long jump, and hoplitodromia (a race in armor) in which they demonstrated a variety of events including discus throwing ...

NATIONAL LATIN TEACHER RECRUITMENT WEEK

March 2016

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The first full week of March is recognized by the National Committee for Latin and Greek (NCLG) as National Latin Teacher Recruitment Week. Emma Vanderpool MC'17 organized the Classics Department Bulletin board to prominently feature the iconic poster of Dr. Sienkewicz, created in the early 2000's. Thanks to the efforts and mentorship of Dr. Sienkewicz, Monmouth College has gained much renown as an institution that produces high school Latin teachers – as shown on the geographical map in the center of the board. Monmouth College has produced Latin teachers, who teach across the country. As Matthew Katsenes MC'04 puts it, "As everyone in the business knows, there's no better place to become a Latin teacher than Monmouth College, and no better mentor than Tom Sienkewicz."

Starting in the upper right hand corner and going clockwise, one can see some of the teachers Monmouth has sent out. As Dr. Sienkewicz says, "As long as you're willing to be geographically mobile, you'll always have a job!"

Matthew Katsenes MC'04, Moultonborough Academy, Moultonborough, NH
Mathew Underwood MC'04, Cherokee High School, Marlton, NJ
Tim Morris MC'16, Northpoint Christian School, Southaven, MS
Zina B. Lewis MC'01, Thomas Jefferson Independent Day School, Joplin, MO
Marlene Farley MC'84, Pekin High School, Pekin, IL
Jennifer Mitten MC'02
Anna Reiff MC'99, IL, Amos Alonzo Stagg High School, Palos Hills, IL
Lisa Walls MC'07, Batavia High School, Batavia IL
Dawn Strauss MC'03, Kenwood Academy, Chicago, IL

CENA CLASSICA & THE 31ST BERNICE FOX LECTURE

February 29, 2016

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America a New Rome? Reflections on Decline and Fall

by William L. Urban
Professor Emeritus of History
Monmouth College

Members and friends of the Classics Department gathered for the annual feast of only foods of which there is evidence in the ancient world, followed by a talk by long-time Monmouth History professor Bill Urban. The abstract of Dr. Urban's talk is as follows:

Three great events occurred in 1776: the first edition of the *Encyclopedia Britannica*, the American Revolution, and the publication of Edward Gibbon's *Decline and Fall of the Roman Empire*. All three are related to the most important question any historian can ask, "Why do nations rise and fall?" As Romans and Americans alike saw their history, they rose quickly from small settlements to great states, both became great military powers and centers of culture, and their languages became spoken across the known world. In recent years the decline of American influence in the world has invited comparisons with Gibbon's model. Is this justified?

MONMOUTH AT THE 112th ANNUAL MEETING OF CAMWS

WILLIAMSBURG, VIRGINIA

March 16-19, 2016

Dr. Sienkewicz, in addition to serving as Department Chair, serves as Executive Secretary Treasurer of the Classical Association of the Middle West and South, a regional organization across 32 states and 3 Canadian provinces. One of his many duties includes diligently working to organize the 112th Annual Meeting of CAMWS.



At this meeting, Emma Vanderpool MC'17 was recognized as one of the recipients of the Inaugural NLE New Latin Educator Scholarships. Here she is, pictured above with members of the Scholarship Committee.



MONMOUTH GOES TO GREECE MARCH 4-13, 2016

Professors Lorenzo and Simmons led a group of eighteen total travelers to a variety of sites in Greece over spring break. Besides the trip leaders, the travelers were Prof. Simmons' wife (Michelle) and kids (Ben, David, Marc, and Alex), and eleven students: John Cotter '19, Rebecca Daleiden '16, Mackenzie Davis '17, Raquel Emeterio Flores '17, Quillie Jackson '17, Simone Johnson '18, Myles Olson '19, Jeffrey Ricketts-Hagan '18, Hannah Rillie '17, Mercedes Rivera '18, and Jameyrae Valdivia '18. The group soaked in many sites in Athens, Corinth, Nemea, Nauplion, Mycenae, Tiryns, Epidauros, Aegina, Eleusis, Delphi, Samos, Nemea, Daphni, Lavri, and Sounion. The cultural experience was phenomenal, the food was tremendous, and just about everyone on the trip swore at some point that she/he was simply going to find a way to make life work in Greece and never return to the US. We all eventually came to our senses, but that was how powerful an experience the trip was.



The group learns about the site at Delphi, where the ancient Oracle operated.



The group lines up in appropriate formation to start a running race at the stadium in Nemea (above).

The students and faculty stand at the Lions Gate, the entrance to the Citadel of Mycenae (left).



88th ANNUAL CONVENTION OF ETA SIGMA PHI

MONMOUTH, ILLINOIS

April 1-3, 2016

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"This is the fourth time Monmouth has hosted the national convention," said Tom Sienkewicz, Monmouth's Minnie Billings Capron Professor of Classics. "The previous times were in 1983, 1992 and 2001. Marcene Holverson Farley (a 1984 Monmouth graduate), who served as the local chair of the 1983 meeting, will be in attendance."

Approximately 80 delegates attended the meeting, coming from a variety of colleges and universities, including the University of Michigan, Wake Forest University, the University of Arkansas, Temple University and the University of Arizona, as well as nearby schools such as Augustana College, Beloit College and the University of Illinois.

"This year's program features a number of unique opportunities for classics students on our campus," said Sienkewicz. "They will be able to see the Canopus Stone, the James Christie Shields Collection of Art and Antiquities and the Archaeology Lab."

The guest speaker at the April 2nd banquet was Marcus Tullius Cicero, otherwise known as Steve Perkins. He is a Latin teacher at West Central High School in Westfield, Ind. A former Latin student of Farley's at Pekin (Ill.) High School, Perkins was named Indiana Teacher of the Year in 2014.

Four students presented papers at the convention, and Monmouth's Emma Vanderpool, a junior from Frankfort, Ill., was among them. The title of her paper is "Sights, Sounds and Smells of Animals in Martial's 'Epigrammata.'"

Other programs at the convention included demonstrations on Greco-Roman costume and ancient military customs. The latter session was led by Robert Holschuh Simmons, assistant professor of classics at Monmouth.

Eta Sigma Phi began in 1914 when a group of students at the University of Chicago organized an undergraduate classical club, where honor students in Greek and Latin were elected to membership. The organization later united with a similar organization at Northwestern University and became Eta Sigma Phi. In 1924 the society became national, and chapters were organized at leading colleges and universities.

The archives of Eta Sigma Phi's national organization reside in Monmouth College's Hewes Library. A link to more information can be found at department.monm.edu/classics/esparchives.

In an era in which classical studies are increasingly disappearing from college catalogs, Monmouth celebrates them with one of the leading college classics programs in the nation. Headquarters of the Classical Association of the Middle West and South, Monmouth is also home to an archaeology research laboratory, an annual classics lecture and a national classics writing contest.

Four Monmouth alumni have been invited to campus to speak about how they used classics in their careers, including Neil Dahlstrom MC'98, Richard Harrod MC'07, Matthew Katsenes MC'04 and Sylvia Shults MC'90. Katsenes remarked, "It was a great honor to be asked back to campus to share my passion for the classics with the next generation at the Eta Sigma Phi convention." Below are transcripts of their talks.



Pictured from left to right: Sylvia Shults MC'90, Neil Dahlstrom MC'98, Emma Vanderpool MC'17 (moderator/organizer of the panel), Matthew Katsenes MC'04, Richard Harrod MC'07, and Thomas Sienkewicz (mentor extraordinaire).



EVERYDAY CLASSICS NEIL DAHLSTROM '98 MANAGER, CORPORATE HISTORY ARCHIVES, JOHN DEERE

It's great to be here. My name is Neil Dahlstrom. I'm the Manager of Corporate Archives and History at John Deere. I'm here as someone that did not make a career out of Classics. I don't teach Latin or Greek. And I'll admit, when I was asked to be here today and talk about the influence that Classics has had on my career, I had to think long and hard—nothing jumped out at me. I do still read the *Odyssey* nearly every year. But that's quite a stretch for making the case that Classics has had a profound influence on my career. I also wanted to get beyond the notion that a Classics education is valuable because it's helpful in trivia contests with my friends.

As I thought more and more, though, it became clear that Classics *has* had a major influence on my career. First, let me talk a bit about my career journey. My first job out of graduate school was working in a start-up archive that was documenting the history of the commercial space industry. Of course, much of my research and many of our collections required knowledge of the American space program. It was not long before I was not only well versed in NASA's Gemini, Mercury, and Apollo programs, but I knew the symbolism of those names. I can't say that this is a compelling reason to study Classics, but it was the beginning of a journey in which common names and references began to hold a deeper meaning for me—just as they did for those naming the projects.

Several years later, I found myself working at John Deere in the corporate archives. Today, I am responsible for Deere & Company's archives. This includes manuscripts, photographs, artifacts, as well as an extensive art collection and a collection of historical equipment dating back to 1853. It's here that I've really looked at my education in Classics in a different perspective. It's here that the Classics have been put to work.

First, the Classics do help me in a very tactical way. For example, the origins of the Deere & Company art collection dates to pieces purchased by our second CEO, Charles Deere, at the World's Columbian Exposition in Chicago in 1893. Not only the site of an amazing assemblage of classically-inspired buildings, but a nice start to our collection. Here Deere purchased large copper deer statues by an artist named Henry Mullins to adorn the company's buildings. We still have a small fleet of these welcoming visitors to buildings around the world. By the way, Mullins' most famous work was an eighteen-foot weathervane of Diana, goddess of the hunt, atop the original Madison Square Garden.

But on an everyday basis, my art minor, and especially my Classics background, go a long way towards recognizing themes, motifs, and stories. It helps me understand metaphor and allegory. And, even more importantly to my personal quality of life, helps me appreciate it. This helps both me and my team better translate our collection into compelling cases to acquire, display and loan art. It's also great fun to look at very American art and recognize timeless, ancient themes.

The second way that I not only see, but leverage the Classics, is in a very strategic way. At the end of the day, my job is to take all of those assets—records, photographs, film, art, equipment—and interpret them and use them to tell compelling stories that reinforce the John Deere brand. Most recently, I've been reading Joseph Campbell quite a bit, thinking about the journey of the hero and how that might explain why John Deere has gained legendary status and become a folk hero in his own right.

Campbell pointed out that myths are not merely about the past — they are meant to invite us into our own adventures. Translated, that means that each of us is the hero of our own story, and we are each called out of our isolation to serve the greater good. Campbell wrote, "When we quit thinking primarily about ourselves and our own self-preservation, we undergo a truly heroic transformation of consciousness."

So how does this translate into real life and John Deere? I've thought about it a lot because of great imagery that was commissioned by Deere & Company in recognition of the company's centennial year in 1937. The art by Walter Haskell Hinton depicts scenes from the life of John Deere and the settlement of the American West. It's littered with idyllic, stereotypical versions of agriculture, about the railroad, about water transportation, and John Deere is inserted into all of it. The images were printed in newspapers, calendars, and continue to be used today to tell the John Deere story. If you look around our Archive, you will see bronze busts of John Deere, wrapped in a toga. If you look at company advertising in the late 19th and early 20th century, you see silhouettes of John Deere, also wrapped in a toga. This was not unique to John Deere at this time, but certainly builds deep associations between John Deere and classical traditions.

If you think about the quest, it's easier to see why a company like John Deere is nearly 180 years old. The quest isn't about one person. It's about thousands of employees, dealers and customers working together over generations. It's about passionate groups who voluntarily collect, organize, gather, and share what they know so that they become collectively more knowledgeable.

The journey of John Deere the man is something that John Deere the company continues today.

Campbell outlined 5 primary parts of the hero's journey. They are:

1. A call to adventure
2. A series of trials at which the hero succeeds or fails
3. Achieving the goal, resulting in self-knowledge
4. A return to the world from which the hero came
5. Applying newly-found self-knowledge

Step 1 is the Call to Adventure

In John Deere's case, it's taking on the frontier in the winter of 1836, leaving behind a pregnant wife and four children in Vermont in search of a better life on the wild, untamed American frontier. He was not moving to a new, lonely place to build plows, but simply to build something better for his family and their future. The plow, almost heroically as farmers began to return east, came after.

Step 2 is a series of trials at which the hero succeeds or fails

At Deere, we celebrate the successes. In 2012, we celebrated 175 years. In 2018, we will celebrate 100 years of the John Deere tractor.

We also remember what it must have been like when Deere built that first plow, and the decision he made to make a second, a third, and more and more. He was not an overnight success. It took decades for John Deere to become the John Deere everyone knows today. He went bankrupt regularly. He failed regularly.

Through this, and just as important as that first plow, we recognize the hard work and commitment it takes to experience success, and then move on from it. This is innovation, and this is courageous.

Step 3 is acquiring self-knowledge through achievement of the goal

This is John Deere building a plow business, not just a single plow. It's Deere believing in its importance. It's why when he got into an argument with partner Robert Tate who saw no need to improve their product, Deere said that customers "haven't got to take what we make, or somebody else will beat us, and we will lose our trade."

Deere stood up for improvement, and lost both partners as a result. He was now in business by himself for the first time in a decade. One can imagine that this must have been a lonely time for him.

Step 4 is a return to the world from which the hero came.

When John Deere moved to Moline in 1848, his job was to generate sales while Robert Tate ran the shop. When his partnership dissolved in 1852, he returned to the shop. He again became the John Deere that neighbors in Grand Detour remembered, "hammerin' until 4 o'clock in the morning..."

John Deere was a family man. He and wife Demarius had ten children. He often visited his sister, Betsy, who lived in a Shaker colony in Ohio. He visited his nephew in California, and spent a great deal of time in his native Vermont. When his wife died in 1865, he returned to Vermont and married her older sister, an old maid. John Deere handled his family responsibilities and never forgot his roots.

And finally, Step 5 is applying newly-found self-knowledge

Deere learned a thing or two over the years, and his time in the field with customers was transformative. He had insights others did not. Now, he combined what he knew with what he learned, and further improved his products based on the suggestions of his customers.

Clearly, I think a lot about John Deere. But it turns out that I also think a lot about the Classics. Trivia is fun, but an ability to think critically, to understand different cultures and different perspectives has fueled my career. I continue to go back to my favorite stories and use them to tell new stories. Classics, I think, gave me the ability to see the world and all that is has to offer. It's also motivated me to continue to expand my universe. I think a lot about Socrates, and how he must have been wiser than other men because he knew he knew nothing. I read this translating Plato—a very painful translation from my perspective because it was not necessarily a strength of mine. But those words still ring true to me today. A little confidence, modesty, and an always open mind go a long way. This I will always carry with me.



LATIN: THE SECRET DECODER RING SYLVIA SHULTS '90 LIBRARIAN & AUTHOR

Salvete omnes, et gratias!

How has the study of Classics impacted my life after college?

Well, I'm a writer. I really wish I could tell you that I publish YA (Young Adult) books, under the pen name Rick Riordan! Alas, I cannot. At first blush, it looks like my life doesn't involve the classics much. I'm a librarian – at a public library, not an academic library – and I write true ghost stories. Not much room for sweaty gladiatorial contests and Greek maidens flitting through fields wearing gauzy dresses there.

But I do use Latin on a regular basis, just by virtue of being a human, and a writer who happens to work in the English language. Latin is all around us. Every time you leave a building and glance up at the EXIT sign, you're using Latin. I realized years ago that by learning Latin in college, I was given one of the world's coolest and most useful secret decoder rings.

My husband and I were watching the Netflix comedy *The Unbreakable Kimmy Schmidt*. In the episode "Kimmy Goes to School", the heroine goes in search of a school, to make up for the education she missed in her earlier years. She traipses along the streets of New York until she finds – a school! With a motto over the door and everything! And the motto is in Latin! And it says "Our school doesn't have a motto!"

I busted up laughing, and my husband (who loves Roman culture just as much as I do, but who never took Latin) begged me to translate. I let him in on the joke.

It was my husband, who spotted the Latin in the trailer for *Suicide Squad*, the new DC Comics movie. When Harley Quinn smashes a storefront window to steal a diamond necklace, the camera picks up a bit of Latin graffiti on the adjoining window – *Si vis pacem, para bellum* ("If you wish for peace, prepare for war"). Appropriate for a movie that uses a bunch of criminals to fight crime and keep the city safe from threat.

Latin is all around us, from *Star Trek's* Locutus, chosen to speak for the Borg, to the spells used by Harry Potter in the wizarding world. But again, how did the study of Classics affect me personally, career-wise?

I knew ever since grade school that I wanted to tell stories, and in high school I started to think of myself as a writer. But it was in talking with Dr. Sienkewicz that the idea of writing for publication was planted. I will be forever grateful to Dr. Sienkewicz for pointing out, in his matter-of-fact, "of course you can do this if you want to" way, that yeah, people write for publication *all the time*. No reason I couldn't join them – no reason at all.

But how? I wanted so badly to write fiction, to incorporate all I'd learned over a lifetime of loving the classics, and four years of studying Latin and my beloved Rome. So I started right in, plugging away at fiction. I focused on horror and romance – I know, *fine* line between the two. I wrote short stories, and poured my soul into novels, most of them having something to do with the ancient world. My first novel was a time-travel romance involving Tutankhamen. My second was a straight historical romance set in Pompeii and Roman Britain. (Don't even bother looking for these two books. They are long out of print, and deservedly so.)

As I (thank the gods) got better at writing fiction, my techniques got more refined. One of my later pieces was a collection of four romance novellas, titled *Timeless Embrace*. The four stories involve three ancient cultures – Egypt, Greece, and Rome – with a mythology story thrown in there too. If you like light, frothy, humorous romance, do check it out – *Timeless Embrace* is honestly a bunch of fun. (Find it on Amazon, or at Crossroad Press.)

But despite my best efforts, my fiction wasn't selling as well as I'd wanted it to. I muddled along in fiction for a good many years, hoping my big break would come.

And it *did* come – once I did a one-eighty and started writing nonfiction. A publisher contacted me and asked me to write something for his series of true ghost story books. Being a rabid fan of the supernatural from earliest childhood, I jumped at the chance. That was my first nonfiction book, *Ghosts of the Illinois River*. Writing that not only got me into paranormal investigation, it also led to my infatuation with the Peoria State Hospital in Bartonville, Illinois. With my second nonfiction book, *Fractured Spirits*, this whole “nonfiction” thing really started to take off. I've been privileged to be a guest on over sixty radio shows, as well as appearing on Syfy's *Ghost Hunters* and acting as a consultant for Destination America's *Ghost Asylum*.

It was with my third book of nonfiction that my Classics education came full circle. *Hunting Demons* tells the story of a paranormal investigator, Linda K., who found herself under attack by three demonic entities. She suffered serious torment for a couple of years, even undergoing two exorcisms. (The exorcisms had absolutely no effect, as she wasn't possessed – she just had a serious case of demonic attachment.)

Linda finally found deliverance when she met the monks of the Abbey of St. Benedict, outside Peoria, Illinois. Her story was terrifying and inspiring, and I'm honored she chose me to share her experiences with my readers.

In doing the research for *Hunting Demons*, I realized almost immediately why the monks of St. Benedict were the instruments of Linda's relief. The medal of Saint Benedict has a special meaning for those intrigued by exorcism. The back of the medal is what caught my interest. A cross dominates the scene. In it are the initial letters of a Latin prayer that fairly dances with rhythm: *Crux sacra sit mihi lux! Numquam draco sit mihi dux!* (“May the holy cross be my light – may the dragon never be my guide.”) The angels formed by the cross hold the letters CSPB, for *Crux sancti patris Benedicti* (the Cross of our holy father Benedict). Above the cross is the word *pax* (peace), a Benedictine motto.

Around the edge of the medal's reverse are the initial letters of this ancient prayer: VRSNSMV – SMLIVB. *Vade retro Satana! Numquam suade mihi vana! Sunt mala quae libas. Ipse venena bibas!* The translation of this lilting Latin is equally powerful: “Begone Satan! Never tempt me with your vanities! What you offer me is evil. Drink the poison yourself!” The medal of St. Benedict is the only saint's medal with an exorcism prayer right on it.

So here's where my classical training really kicks in. When I'm doing a radio interview, or giving a talk at a library, and I mention the St. Benedict medal, I don't even have to *think* about what those letters stand for. It's right there, right at the tip of my tongue. And the translation is right behind it, waiting patiently in line in my thoughts. Both Latin and English pour from my brain without hesitation, thanks to the four years I spent marinating it in college. I'm telling ya – secret decoder ring, y'all.



Hello everyone. I'm Matthew Katsenes, Monmouth College Classics Department class of 2004. I'd like to thank everyone here for bringing me back to campus to talk to the classicists of the future. I've been teaching Latin for the last 8 years, in Massachusetts, Illinois, and for the last 4 years at a small school in rural New Hampshire.

You've all seen the poster with Dr. Sienkewicz pointing that accusatory finger and saying, "I want you to become a Latin teacher." Check out the gigantic version outside his office in Wallace Hall next door. Phew! I'm going to let you all in on a secret: he made that in 2003 while I was here. I'm pretty sure he's pointing at me. Don't worry, I'm not here to point my finger at you. Well, maybe a little.

I'm here to tell you about my life in the classics after college, but to get there, we need to go back to my life before the classics appeared on my radar. We have to go back to 1995. I'm a 12 year old nerd with 1 friend, and I've got a vision for my future.

Both my parents are teachers, which is just about the most boring thing I can imagine. I go to school every day. I sit in class and watch the filmstrips. You're all too young to remember those, but that's what we had in the days before teachers could show *motion pictures* easily in class. It was basically a power point presentation with cheesy narration on an audiocassette. It suffices to say that I wanted out of this world.

The path to my future lay at home. We had just got our second computer, and boy was it a big step up from the first one. It had a mouse. And speakers. And color. It also had a modem. A connection to the World Wide Web, and to other nerds like me.

This was the future. This was my future. It took me a few years to fully formulate that thought, but hey, I was 12. By 15, I understood my competitive advantage: I'd spent the last 3 years tearing apart and rebuilding every inch of that computer. My buddy and I had taught ourselves to program in C++ and to write HTML. I'd made a few websites on Geocities (thank God those are lost to the sands of internet time). One of our acquaintances was making grown-up money designing web pages for random strangers on the internet. I even got a summer job doing tech support at the middle school I'd just graduated from.

So.. Latin. Yeah. Where did that come in? My high school didn't have any second language requirement for graduation. They did, however, have 4,000 students, so I, being a relatively low maintenance student met my guidance counselor for about 5 minutes each year to turn in my course selection form. I didn't get any guidance. Nobody ever told me to take a language, so I had no intention of doing so. I didn't need to know Spanish to work in Silicon Valley. The internet spoke English, and the internet spoke code. Those were my languages. But the same buddy who dragged me down the computer rabbit hole had started taking Latin, and he started bringing me to JCL meetings and teaching me Latin after school. So, in my Junior year, I signed up for Latin.

That is where my journey really started, though I didn't know it at the time. This teacher wasn't like all the others I'd ignored. Liz Skoryi, to whom I owe a great debt, recognized my enthusiasm, and allowed me to skip lunch and study hall every day to come to a second Latin class. She encouraged me to help the other students learn, without doing their work for them. She was the one adult in that enormous anonymous place who reached out to me and made a personal connection.

I still didn't have any plans to continue Latin after high school. This was something I did for fun. I also sang 31 in the choir for fun, and that was clearly not going to pave my way to a musical future. Latin fit into the same category for me. I loved JCL convention, dressing up in togas, and couldn't get enough of certamen. It was a hobby.

When I applied to college, I wanted to major in Mathematics. That was my strong suit. By that point, the years I'd spent working on computers and writing code had given me a head start. I ended up admitted to Augustana College just up the road in Rock Island. I went for a day visit in the summer before enrolling to choose classes, see the dorms, that kind of thing. Between scheduled activities, I took a stroll across the quad, imagining myself as a freshman reading a book under that tree, just like all the flyers they'd sent me. All of a sudden, I was pounced upon by an older bearded gentleman who seemed to know who I was. It was very startling.

Professor Tom Banks had apparently gotten a heads up, I still don't know how. Giving me no chance to demur, he marched me straight to a classroom and put a placement test in front of me. Apparently, he misread the results, because he signed me straight up for a semester of Vergil. Perhaps he just needed a warm body. There were only 2 other students in the class. He also signed me up for Greek. Before I knew it, I was registered for classes, without a single math or computer class. I'm still not sure how this happened. But again, the people of the classics world reached out and grabbed me.

After a year at Augustana, I transferred here to Monmouth, and met Tom Sienkewicz. He was another teacher who showed tremendous interest in me. He got me engaged in the liberal arts in a way I had never been before. He gets all of his students to work harder and start to become scholars. It's what teachers are supposed to do for their students, and all through my education, it is what classicists did for me.

Despite Tom's best efforts, and his finger pointing at me, I did end up with that Math degree, and even went to graduate school for Math. It's what I discovered there that finally brought me home to the classics for good. In my grad program, my peers were wonderful, supportive people, but the professors simply did not engage with us. Their priority was clearly their own academic research, and we mattered only inasmuch as we could help them. So, basically, until you passed your exams at the end of year 2, you were useless.. or at least uninteresting.

In those 2 years, I found myself struggling to stay afloat in the math classes, but absolutely loving my other responsibility: as a teacher. I taught undergrad math courses a few days a week, and was having more fun there than in the classes I took. I also found myself missing classics, so after 1 semester of nothing but math, I wandered over to the classics department and started sitting in on classes there. In my second year of grad school (please don't tell the University of Iowa this) I was taking more Classics courses than Math. It seems nobody was really paying attention. It was great.

I moved on to UMass Amherst for my MAT (a program I cannot recommend highly enough), and ended up teaching high school Latin.

So this is my life in the classics now: teaching. It's a path many of you may be considering, so I want to take this opportunity to let you know what's in store. There are plenty of other issues facing teachers, especially when they first start out. Recruiting students into the program, dealing with bizarre and illogical demands from administration, just working with kids every day can be exhausting. All the stressors add up, and that's why nearly half of us leave the profession within 5 years. Let's set those things aside, though, because they're really not what teaching is about. Teaching is bringing kids into contact with new ideas and being a part of their process of growing up. A teacher of Classics has so many different ways to engage kids with diverse backgrounds and interests. Unlike teaching.. say, Math (which I've also done on occasion), Latin is *new* to students, so none of them come to my classroom believing they can't do it. It's my job to convince them they can do it, and it can be fun.

With the younger students (I teach 7th – 12th grade), the biggest challenge is often a developmental one. They need to learn how to be students, and how to be.. people. The best tool we can use is their own enthusiasm. In classics, we have so many ways to tap into that enthusiasm. Last week, one of my 7th graders had a rare moment to shine academically when she made a bio-pic of a *bestiarius*, starring an doll and her cat. She managed to share her knowledge and engage in a conversation about sports and

violence in a way she shies away from in class. She earned the respect of her peers in a new way that day.

With older students, teachers participate more in their academic development. This is what keeps me learning more about the classics every year. In fact, last year, I went to ACL, stole/borrowed a project idea, and now my students are writing a collection Roman short stories. All year, students have been doing small research projects on every detail they want to include in their stories. They've looked into all sorts of things: the construction of Nero's Domus Aurea, Sullan proscriptions, mob violence in the late Republic, even riots in 6th century Constantinople. I've learned more from this project than I anticipated.

Remember all those teachers that reached out and touched my life? Through high school and college, they took an interest in me and pushed me to become a better student, scholar, teacher, and person. That's what I try to do for my own students now.

Those teachers are still part of my life as well. That's another thing about classics: it's a small, closely knit community. I see those teachers again at conferences like this one and ACL. They are helpful and supportive to this day. The community of classics offers further opportunities to learn beyond college. Other than the traditional grad school route, there are many summer programs, workshops, and conventicula to attend. In fact, Sister Therese Marie Dougherty brought me to Italy for the first time on one of those summer programs.

My life in classics now is as vibrant as ever. I have the responsibility of bringing the classics to my students. In doing so, I continue learning more about the ancient world every day. I participate in the classical community, often at the prompting of members like Professor Sienkewicz, and recently at the prompting of my former student, Emma Vanderpool. I never thought I'd find myself here, having turned a hobby into a passion into a career. Many people in the classical world have pushed me here, and now I find myself one of those people pushing you to stay engaged in classics after college, whether it be through teaching, or in another way. There's a lot more to learn, and believe it or not, *you* have a great deal to contribute to the classical community. So, I'll point my finger at you with these words: "I want you to engaged in the Classical community."

Matthew Katsenes MC'04 previously taught at Lincoln-Way East/North High School in Frankfort, Illinois. There he taught Emma Vanderpool MC'17. Vanderpool explained, "Matt humbly embodies all the virtues of the teachers that he so admired as a student. Having the opportunity to learn from both him *and* Dr. Sienkewicz as mentors has been an experience that I wouldn't trade for the world."





THOUGHTS ON GRADUATE SCHOOL RICHARD HARROD '07

Good Afternoon.

It is an honor, a privilege and a pleasure to be back here at Monmouth College, a place very dear to my heart. I'd like to thank Professor Sienkewicz, Emma Vanderpool, Eta Sigma Phi in general and the Gamma Omicron Chapter in particular for the invitation to speak with you today.

It is an honor, a privilege and a pleasure to be back here at Monmouth College, a place very dear to my heart. I'd like to thank Professor Sienkewicz, Emma Vanderpool, Eta Sigma Phi in general and the Gamma Omicron Chapter in particular for the invitation to speak with you today.

Last year I completed a Master's Degree in Middle Eastern Studies at the University of Chicago. As my experience has been relatively recent, I was asked to speak with you on the topic graduate school. What I hope I can share is how Classics prepared me for an advanced degree as well as offer my perspective on school selection; the application process and what you can expect while you are working on your MA or PhD.

However, let's start with the most important question up front: "should I go to graduate school?" Now I must admit that I am biased in my answer. I feel that more education is never a bad idea. Knowledge, after all, is to some extent its own reward. Aside from that, there is ample evidence to suggest that education and lifetime income are closely linked. Add to this the unfortunate fact that the Master's Degree is becoming the "new Bachelor's Degree" and I think the case for doing a little more schooling is pretty sound.

Next, I think we should examine the fact that although many of you may be thinking of soldiering on in Latin, Greek and the study of their respective ancient communities, some of you may be eyeing other disciplines altogether. A background in Classics will likely help you regardless which path you choose. Classics, unlike some other fields, is a thoroughly integrated discipline. As Classicists we learn critical thinking from Plato and Aristotle, pathos and drama from Aeschylus and Sophocles, science from Lucretius and Ptolemy, satire and comedy from Aristophanes and Plautus, international relations from Thucydides and the art of historical narrative from Tacitus. This solid knowledge base, coupled with our systematic approach towards mastering language, make Classicists thoroughly prepared to succeed in a variety of academic fields and disciplines.

Speaking from experience I can tell you that, having studied Latin and Greek in college, I was much better prepared to tackle Arabic in grad school. Furthermore, the holistic approach I had become accustomed to in Classics made studying a totally new civilization far less intimidating than one might expect.

So, assuming you've decided to try graduate school, let's turn to some practical concerns, starting with the question: when should you apply? Is it okay to take a year off or maybe even multiple years off? The short answer is "yes," but I personally recommend applying sooner, rather than later. That being said, I stand before you as living proof that someone can return to academia even at the advanced age of 29.

Next don't be too intimidated by the Graduate Record Exam or "GRE." Yes, it's an awful test and an annoying obstacle to graduate studies, but like all tests, if you study you have the chance of doing better. Obviously you cannot know what is on the actual test itself, but there are ample test prep materials and, in some cases, courses available for you to study the "form" of the test. Also, while you should never take this as a given, many graduate programs place greater emphasis on the quality of your personal statement, your letters of recommendation and your college coursework than they do on the GRE. So, at the end of the day, do your best, but know that a mediocre GRE score won't necessarily prohibit you from going to grad school.

Now, let's consider how sure you are about your chosen field of study. Applying for a PhD may not always be the best choice for you. For instance, if you feel like you're pretty sure you want to study Poly-Sci, but are not sure you want to commit half a decade or more to the endeavor, look for schools that offer a free-standing MA or MS program in the field. This will give you a chance to get your feet wet in your discipline and decide if more advanced study is right for you.

When it comes to applications, do not be afraid to aim high and wide. Obviously some schools are very competitive, but this should not dissuade you from applying to your dream university. While Harvard or Princeton or Stanford may like to tout their tiny acceptance rates for college, many graduate programs within such universities are more interested in individuals and what they can bring to the department or division. Aside from an application fee, you lose nothing by applying to an elite institution and may have a lot to gain.

On the flip side, do not be discouraged from applying to public institutions or ones that are less well known. Do the research and determine what school fits you best and seek out universities that have a strong program in your field, even if they don't have the instant name recognition of a Harvard or Yale.

So what can you expect in a graduate education? Well, obviously every program is different, but there are a few commonalities. Here are some. In undergrad we took a lot of lecture courses and a handful of seminars. In graduate school, you can expect the opposite to be true. You will have a few lecture courses, probably for your core requirements, but many of your classes will be reading and discussion based. Speaking of reading, you can expect to read A LOT. Frequently your seminar courses will require each student to take turns making presentations on the readings or leading the discussion. You can also expect to write A LOT. Typically the majority of your grade in these seminar classes will be based on a final paper, usually 25 to 50 pages in length. There will also be the specter of your Master's Thesis and/or PhD Dissertation hanging over your head, although this pressure is usually bearable so long as you manage your time well.

While we are on the topic, let's briefly talk about these requirements. The thesis is your opportunity to take some aspect of your discipline and make it your own. The direction of your research and overall goal of your project will be discussed and decided upon by you and your advisor. Every institution does things differently, but some may require you to defend your thesis before a committee. When it comes to the PhD dissertation, it will definitely be defended before a committee. The topic is also usually far more specific and in depth and typically includes some original research on your part. This can take the form of translating and exploring some previously un-translated manuscript or utilizing some heretofore unexplored archival material. The finished product attempts to make a new and meaningful contribution to your discipline.

Finally, keep this in mind: graduate school is generally a narrowing of focus. There are many programs that are fairly interdisciplinary and you will have some electives. However, the point is ultimately to develop a specialization in your chosen field.

So let me return to our fundamental question. Should you go to graduate school? Well, to paraphrase Aristotle, "the mark of an educated mind is to entertain a thought, even without necessarily accepting it." Thus, in that spirit, I encourage you to give graduate studies a fair consideration.

ALUMNI BIOS

Neil Dahlstrom earned a B.A. in History and Classics from Monmouth College in 1998, M.A. in Historical Administration from Eastern Illinois University (2000), and is currently working towards an M.B.A. at the University of Iowa. He currently works as Manager of Corporate Archives and History at John Deere in East Moline. He is responsible for overseeing the Archives, Art Collection, Historical Equipment Collection and History Communications for John Deere worldwide, and manages John Deere's sponsorship of the American Enterprise exhibit at the Smithsonian National Museum of American History. He has spent 15 years at John Deere.

He is the author of two books *The John Deere Story: A Biography of Plowmakers John and Charles Deere* (2005), and *Lincoln's Wrath: Fierce Mobs, Brilliant Scoundrels, and a President's Mission to Destroy the Press* (2005). He has appeared on National Geographic, the *History Detectives* on PBS and CSPAN's *Book TV*. He currently serves on the Illinois State Historical Records Advisory Board, the Corporate History Affinity Committee for the American Association for State & Local History, and on the Kitchen Cabinet, which advises the Smithsonian Museum of American History on Food and Agriculture related programming. He was also a former member of the Alumni Board and Board of Trustees at Monmouth College. Dahlstrom is currently married with a six-year-old son.

Sylvia Shults earned a B.A. in Classics from Monmouth College in 1990, and followed it up with a M.A. in History from Illinois State University two years later. She is the author of several fiction books (available from Crossroad Press). She is also the author of *Ghosts of the Illinois River* (Quixote Press), *Fractured Spirits: Hauntings at the Peoria State Hospital* (Crossroad Press), and *Hunting Demons: A True Story of the Dark Side of the Supernatural* (Whitechapel Press). All are available on Amazon. She is currently working on *44 Years in Darkness: The Rhoda Derry Story* (Whitechapel Press), about one of the patients at the Peoria State Hospital. She lives in Illinois with her husband, a certifiably insane husky dog, and way too many books. Please feel free to visit her at www.sylviasults.com, or listen to her true ghost story podcast, Lights Out!, on YouTube and iTunes.

Richard Harrod earned a B.A. in Classics and History from Monmouth College in 2007 and a M.A. in Middle Eastern Studies from the University of Chicago in 2015. His focus was development of Arab identity and nationalism in the 19th and 20th centuries. At the time he was a temporary employee at City Staffing in Chicago, though he was considering a career in government or pursuing a PhD. He was a former Megas Chrysophalax and Megas Hyparchos of Eta Sigma Phi.

Matthew Katsenes earned a B.A. in Mathematics and Classics from Monmouth College in 2004, a M.S. in Classics and Mathematics from the University of Iowa in 2006, and a M.A.T. in Latin and Classical Humanities from the University of Massachusetts at Amherst. He previously taught Latin at Pentucket Regional High School in West Newbury, MA from 2008-2010 and at Lincoln-Way East & North High Schools from 2010-2012 in Frankfort, IL. He currently teaches 7th through 12th grade at Moultonborough Academy, a small public school in Moultonborough, NH. Having encouraged Emma Vanderpool MC'17 to study Classics in college, he is now excited to help her with "A Digital Bridge to Authentic Latin – Eutropi.us for a New Generation" for presentation at ACL this past summer.



President Clarence Wyatt and Dean David Timmerman (VP of Academic Affairs) both took time out of their busy schedules to welcome the delegates to Monmouth College.



Matthew Katsenes MC'04, and his mother, Rose Katsenes, presented an excellent talk on clothing in the ancient world. The previous year, they had donated a generous supply of authentic costumes to the Classics department.





Dr. Simmons gave an interactive demonstration with Roman, Greek, and Macedonian military techniques and weapons.



Students, many of them garbed thanks to Katsenes and his mother, attended the banquet, which was hosted in the style of the *Cena Classica* and only featured Old World recipes. Pictured on the left is Marlene Farley MC'84 and her former student, turned fellow Latin teacher, Steven Perkins.



Vanderpool MC'17 was elected Megale Prytanis, President, of Eta Sigma Phi.



Members of the Local Committee (l to r): Vanderpool MC'17, Mackenzie Davis MC'18, Rachel Masch MC'17, Dr. Simmons, and Tiffany Shaw MC'16. Not pictured: Dr. Sienkewicz.

Thanks to a generous bequest from the late Monmouth College Professor and Eta Sigma Phi Trustee Bernice Fox, the Classics Department at Monmouth College has been able to host a *Cena Classica* every year for its majors. At this *Cena* no foods unknown to the Romans are served. This means no New World foods like tomatoes potatoes, bush beans, chocolate, sugar cane (or refined sugar), coffee or tea can appear on the menu. We also strive as much as possible to follow authentic Roman recipes from authors like Apicius. The *Cena* is always a highlight of the year for both students and faculty and, when Gamma Omicron, our chapter of Eta Sigma Phi, agreed to host the 88th National Convention in 2016, we knew that we wanted to offer the *Cena* to our fellow Eta Sigma Phi members. Since several chapters asked for recipes used at this meal, we decided to offer an overview of the entire *Cena*. Thanks to the folks at Aramark, the Food Service at the college, for annually preparing this meal for us and for helping us share this menu. We confess that we can no longer identify the original sources for these recipes.

Presentation is everything. Our food service serves the main course on large platters shared by a group of diners who have their own plates, knives, and spoons but no forks. We have not yet dared ask diners to bring their own napkins *à la Roma antiqua*, but you might consider giving it a try.

We hope you enjoy these recipes.

The members of Gamma Omicron Chapter at Monmouth College



Bread

Prepared, frozen French bread dough thawed to package directions, stretched, topped with crumpled blue or feta cheese, Kalamata olives, proofed and baked.

Olive Platter

Assorted olives on a platter/bowl

Dried Dates

Hard-Boiled Eggs

Cornish Hen

Seasoned with salt and pepper and roasted until done to taste at 375°
Plum sauce over top or served on side.

Plum Sauce for Roast Duck & Cornish Hen

1 tsp. ground pepper	2 tsp. chopped onion
1 tsp. ground cumin	1 tsp. lovage or celery seed
½ tsp. celery seed	1 ½ lb. damsons or plums
2 cups chicken stock	1 tbs. honey
splash of wine vinegar	½ cup boiled wine
1 tbs. olive oil or butter	

In a mortar, grind together pepper, onion, lovage (or celery seed), cumin and celery seed. Add chopped damsons (or plums). Blend with mead or honey, chicken stock, vinegar, boiled wine and olive oil or butter. Bring to a boil and simmer for 30 minutes over very low heat. Serve with roasted duck, chicken, or Cornish hen. Purée if you prefer a smooth sauce.

Watercress Salad

watercress	1 tbs. fish pickle (See "Mild Fish Pickle" below.)
3 tbs. olive oil	1 tbs. cider vinegar
water	¼ tsp. ground pepper
pinch of cumin	2 tbs. pistachio nuts, chopped

Use fresh watercress and serve it as a salad in a dressing made by combining the fish pickle, olive oil and vinegar.

Alternatively, put the watercress in a pan with a little water, season with pepper, cumin and chopped pistachio nuts, and simmer gently for 2-3 minutes over low heat.

Mild Fish Pickle

3 oz. drained & washed, canned tuna or salmon, or unsalted sardines, or unsalted anchovies	
2 tsp. white wine	1 tbs. vinegar
½ tsp. mustard seed	½ tsp. dried oregano
½ tsp. celery seed	1 tbs. olive oil
½ tsp. honey	pinch of dried basil
¼ tsp. dried thyme	1 mint leaf, finely chopped

In a mixing bowl, thoroughly combine all ingredients. This fish pickle may be stored in the refrigerator in a glass jar for up to 2 weeks, and should then be replaced.

Hot or Cold Spinach Quiche

1 c. spinach	butter
½ c. fresh mushrooms, sliced	1 c. cheddar cheese, grated
1 medium onion, sliced in rings	½ c. flour
1 T. fish pickle	3 raw eggs
1 ½ c. cream	1 t. coriander/cilantro
½ t. pepper, coarsely ground	

Take a bunch of fresh spinach and steam until tender. Drain and chop 1 cup of the spinach. Arrange in a buttered quiche pan. Cover with layers of mushrooms, cheese, and onion. Now blend the flour, fish pickle, well beaten eggs, cream, coriander/cilantro and pepper. Pour the mixture over the dry ingredients in the quiche pan. Bake at 400° F for 35 to 40 minutes and serve hot with a sprinkling of pepper. Alternatively, chill and serve cold.

Carrots Sautéed in Peppered Wine Sauce

8 medium carrots	½ cup white wine
½ cup vegetable stock	2 tsp. olive oil
½ -1 tsp. pepper	

Thinly slice carrots lengthwise, and sauté them in a mixture of the wine, stock, olive oil and pepper until done.

Serve carrots with the sauce in which it was cooked.

Lentils with Coriander

½ lb.. lentils	2 qts water
1 leek, trimmed, washed & finely chopped	2.5 ounces fresh coriander/cilantro
Freshly ground pepper to taste	1 tsp. <i>defructum</i> (see below) or honey
1 ounce mint seed	2.5 ounces fresh pennyroyal, or mint
2.5 ounces rue seed	2 tsp. vinegar
2 tsp. <i>garum</i> (see below)	olive oil to taste

Wash the lentils and put them into a saucepan with the two qts. of cold water. Bring to boil and skim off the scum. Add the leek and half of the fresh coriander/cilantro. Grind the spices and the other herbs and add them with the *garum*, vinegar

Garum

Cook a quart of grape juice down to one-tenth its original volume. Add two tablespoons of anchovy sauce and a pinch of dried oregano. Mix thoroughly.

Defrutum

Boil down grape juice or must (freshly squeezed grapes) in a pot until it had been reduced to half the original volume.

Sarda Ita Fit (Tuna)

1 lb. cooked tuna fillet (fresh or canned)	½ tsp. ground pepper
½ tsp. celery seed	½ tsp. dried thyme
½ tsp. dried oregano	½ tsp. rue
¼- ½ lb. pitted dates	2-3 tbs. olive oil
4 hard boiled eggs	¼ cup white wine
2 tbs. wine vinegar	¼ cup defrutum (see above) or honey

Cook tuna fillet. Mash fillet together with dates, honey, wine, vinegar, defrutum (or honey) and oil. Put mass into a bowl and garnish with egg quarters. Serve.

Mulsum (Spiced Honey Wine)

Since alcohol cannot be served to students on our campus, we use this mulsum recipe in which the alcohol is cooked away.

- 1 bottle of red or white wine
- 1 cup of honey
- 1 tsp pepper
- 1 bay leaf

Place wine and honey in a saucepan. Stir and heat until the honey is dissolved. Add the pepper and bay leaf. Remove from the heat. Let the mixture sit for several hours and serve at room temperature or chilled.

Non-alcoholic Carbonated Fruit Juice

Stewed Pears

Peel and core fresh pears and simmer in a mixture of red wine and honey until soft and tender. Serve with honey.

Globuli (Cheese and Sesame Sweetmeats)

Based on Cato the Elder

This recipe makes about 8 dozen, which was more than enough for 30 people.

Ingredients:

- 1 cup of dry cream of wheat
- 3 ¾ cup milk
- 9 oz. sesame seeds, lightly roasted
- 9 tablespoons of honey
- 12 oz ricotta cheese
- olive oil for deep-frying

Bring milk to boil in microwave. Put milk in saucepan and sprinkle in cream of wheat. Cook to "normal" cream of wheat consistency (a firm paste) and then let it cool in a stainless steel mixing bowl.

When cool, stir in 4 tbs honey and 4 oz. of sesame seeds.

Bring oil to frying temperature. Oil should be deep enough to cover the entire frying ball. Test oil by dropping a little of the mixture in the oil. When it rises and begins to color, the oil is ready.

Form quenelles (uniform, rounded balls or oblongs) using two teaspoons: take a small amount of mixture in one spoon, cup the other spoon around it and pull it off; repeat the action until you have a smooth egg-shaped ball. Drop 2 or 3 balls at a time into the hot fat and turn them occasionally until they are golden-brown. Do not try to fry too many at a time or the balls may stick together while frying. Lift from the oil and drain on paper towels.

Warm the remaining honey and toss the cooked sweetmeats in it, then roll each ball in roasted sesame seeds.

These sweetmeats can be served either hot or cold.

This past spring edition of the Monmouth College magazine highlighted the accomplishments of female Monmouth College students and alumni. Among the featured was Emma Vanderpool MC'17. The newsletter can be read in its entirety [here](#).

CLASSICAL SCHOLAR

EMMA VANDERPOOL '17



Emma Vanderpool considers herself lucky. Born in China and far too young to have a say in her life, the Monmouth College junior was given up for adoption. She credits “a moment of chance, of fate,” for being “adopted into the family that I was,” the home of Dale and Diane Vanderpool of Frankfort, Ill.

From that point on, however, Vanderpool's many successes have not been lucky at all. Rather, they come from an inner drive to “hold myself to an extremely high standard—to not just do good work, but to do my best work.”

The quality of her work was reinforced at last year's Honors Convocation, when Vanderpool was called to the stage repeatedly to claim awards, including the Sam Thompson Prize for an essay in the humanities.

Here's what else happened that day: the Latin and history major received the Dorothy Donald Scholarship, the Mitchell Scholarship for Study Abroad, the Monmouth College Latin Scholarship, the American Philological Association Award, the CAMWS Translation Contest Prize, National Latin Exam honors, the Classics Department Prize, the Mary Bartling Crow History Prize, the Virginia K. Hellenga Prize for excellence in Latin and the Harold Ralston Classics Essay Award. She was also inducted into Eta Sigma Phi, the national honorary society for classical studies, and Phi Alpha Theta, the national history honor society. “I've had strong mentors behind me,” she explained, crediting Monmouth College classics department members **Tom Sienkewicz** and **Kris Lorenzo**, as well as her high school Latin teacher, **Matthew Katsenes** '04.

“I learned about Monmouth from Mr. K.,” she said. “My sophomore year, I told him I wanted to be a high school Latin teacher, and he told me the best place to come was Monmouth College. I realized I was very passionate about the subject, and seeing a teacher like Mr. K., who was so dedicated to his students, was very impactful for me. Since that time, my desire to teach Latin has only been strengthened by the tutelage of Dr. Sienkewicz.”

“Emma is a remarkably intelligent young woman,” said Sienkewicz. “She is one of the few students I've known who writes academic papers for the sheer pleasure of the process, and what she writes is amazingly good, witnessed by the fact that several of her papers have been accepted in a blind process to be read at national conferences.”

Vanderpool acknowledges that classics is an underpromoted field, and she's heard her share of comments along the lines of “Why do you want to study a dead language?” But in addition to Latin teachers telling her she was making the right move, she also had the support of her parents, who told her “You can do this.”

“There has been a little bit of a stigma involved, but my parents are very supportive of my choice. I've used all the support and also applied my sense of drive to it.”

Vanderpool was a standout student at Monmouth even before her matriculation, tackling an interdisciplinary SOFIA project involving classics and statistics in August of 2013. She calls the resulting paper, “Towards a New Lexicon of Fear,” one of the highlights of her studies at Monmouth. She read the paper, which won that year's Thompson and Ralston awards [she had a strong showing at her freshman year Honors Convocation, too], at the Society for Classical Studies national conference in New Orleans, and it was accepted into Monmouth's prestigious *Midwest Journal of Undergraduate Research*. “It's really a manifestation of the liberal arts at Monmouth,” she said of the paper, which was a statistical and grammatical analysis of the Latin word *pertimescere*, which means “to greatly fear.” It was based on work she did with faculty members **Logan Mayfield** and **Nick Dobson** in their SOFIA project, “Cryptology and Linguistics.”

“Her enthusiasm for Latin is incredible and she promises to be an outstanding Latin teacher someday,” said Sienkewicz. “She also has incredible energy which has led her to organize, almost single-handedly, the national convention of Eta Sigma Phi,” which Monmouth hosted in April.

Vanderpool has not slowed down one bit. In addition to the conference, her latest interests include digital humanities, an Honors Program capstone project on Roman historian Eutropius (which will reunite her with Mr. Katsenes), and simply reading great literature, such as the works of Virgil and Cicero. “I enjoy the way that classical literature is a way to see into the past and see a reflection of the present as well,” she said.

Looking into her own past, Vanderpool says, “Growing up, [being Chinese and being adopted] was not a terrible stigma, but you are set apart. I was pretty much in a white, suburban school district. You have to overcome those differences, not just ethnic and cultural, but also more personal ones.”

She said it's “very satisfying and very humbling to be able to seek higher education at a school like Monmouth, and to develop and thrive in such a great environment.”

CLASSICS DAY APRIL 23, 2016

The second annual Classics built nicely on the first, including roughly thirty events, involving about sixty Monmouth student contributors, and drawing 200-300 visitors. The event featured demonstrations and events offered not just by Monmouth students and faculty, but also a Roman games booth run by University High School in Urbana/Champaign, and a Latin buttons booth run by Monmouth-Roseville High School. We also had attendees from the University of Iowa, Cornell College, Augustana College, the University of Illinois, and Knox College. While the first Classics Day, in 2015, was organized by a group of stupendously committed volunteers, led by Emma Vanderpool '17, Tim Morris '15, Gabrielle General '17, Mackenzie Davis '18, and Ryan Suevel '15, this year's event had a .25-credit class dedicated to making the event work, and the students in the class did a superb job. The stalwarts in the class that made the event happen are the following: Jessica Witherell '16, Tiffany Shaw '16, Gabrielle General '17, Nick Mainz '17, Kayla Beadles '17, DJ Jones '17, Daniel Hintzke '18, Airaseem Perdomo '18, Dakota Laing '18, Maddie Baker '19, and Simone Johnson, '19. Classics Day offered the following events:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Crafts: <ul style="list-style-type: none"> ○ Ceramics-painting ○ Theatre mask-making ○ Mosaics ○ Buttons in Latin (put on by the Monmouth-Roseville High School Latin Club) • Games: <ul style="list-style-type: none"> ○ Roman games (put on by the University of Illinois and University High School in Urbana/Champaign) • Olympics: <ul style="list-style-type: none"> ○ Diaulos (race to the turning post and back) ○ Hoplitodromia (race in armor) ○ Chariot race ○ Long jump ○ Discus ○ Javelin ○ Boxing ○ Wrestling ○ Pankration | <ul style="list-style-type: none"> • Cultural engagement: <ul style="list-style-type: none"> ○ Oracle at Delphi ○ Write your name in Greek ○ Greek and Roman food ○ Archaeology ○ Try on Roman clothing ○ Ancient potter's wheel ○ Roman ballista (catapult) ○ Bow drill ○ Dugout canoe ○ Shields Collection of Antiquities • Demonstrations, with interactive booths: <ul style="list-style-type: none"> ○ Greek military ○ Macedonian military ○ Roman military ○ Gladiatorial combat • Performances: <ul style="list-style-type: none"> ○ Greek tragedy: Sophocles, <i>Oedipus the King</i> ○ Roman comedy: Plautus, <i>Menaechmi</i> • Classical Scavenger Hunt |
|---|--|



Seven of the eight faculty members who took part in the Classical Scavenger Hunt pose before having their identified queried by visitors to Classics Day. Michelle Holschuh Simmons was Athena, Eric Engstrom was Cicero, Megan Hinrichsen was Persephone, Ramses Armendariz was Phidippides, Brad Rowe was Dionysus, Mark Willhardt was Julius Caesar, and Katie Will was Artemisia. Not pictured is Nathan Kalmoe, who was Cincinnatus.

Ian Salveson '17, in Spartan warfare garb, prepares to toss a spear, while Jameyrae Valdivia '18, Prof. Kris Lorenzo, and Prof. Michelle Holschuh Simmons look on.

Youthful combatants try out the shields and other implements at our gladiatorial combat booth.



SCHOLARS' DAY April 26, 2016

Classics Department Prizes were awarded at the Honors Convocation on the morning of Scholars' Day (also known as Founder's Day and Scot's Day).

American Philological Association Award: Kathleen Brown MC'17

Archaeology Prize: Mackenzie Davis MC'18 and Bill Bos MC'16

CAMWS Prize for excellence in the promotion of Latin: Nick Mainz MC '17 and Gabrielle General MC'17

CAMWS Prize Translation Contest winners: Emma Vanderpool MC'17 and Jovan Petrovich

Classics Department Prize: Emma Vanderpool MC'17

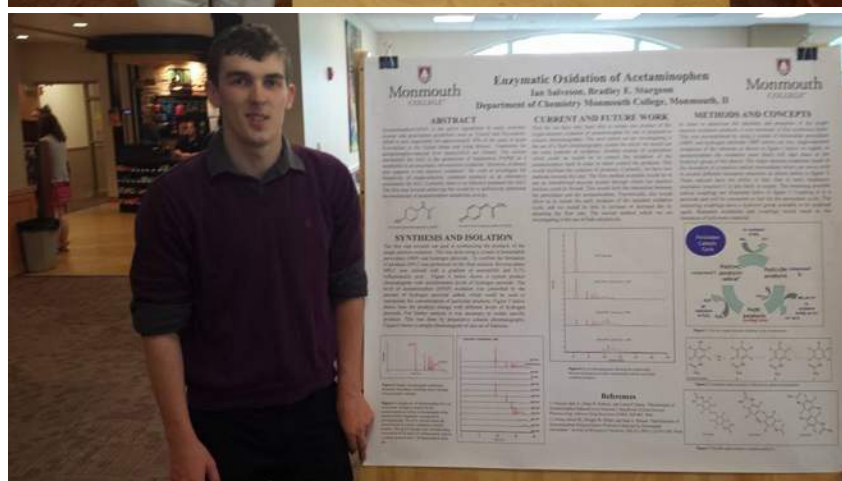
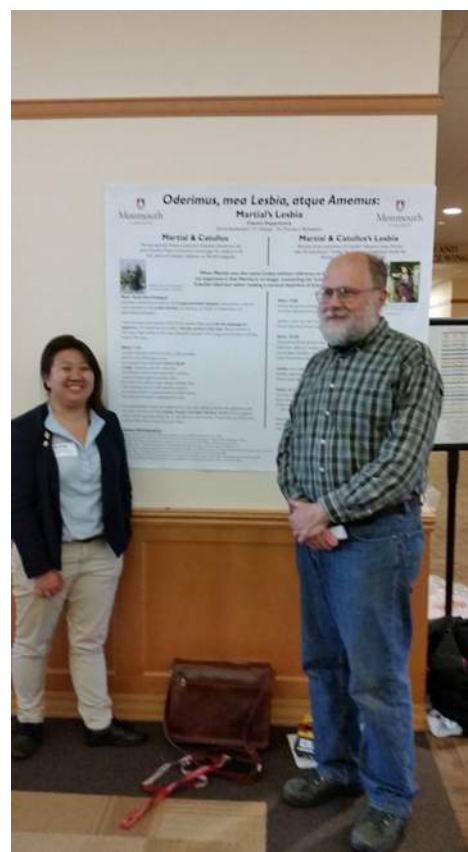
Eta Sigma Phi Prize in Greek: Daniel Jones MC'17

Virginia K. Hellenga Prize – Excellence in Latin: Noah Applegate MC'19

Illinois Classical Conference Prize: Daniel Hintzke MC'17 and Simone Johnson MC'19

National Latin Exam winner: Emma Vanderpool MC'17

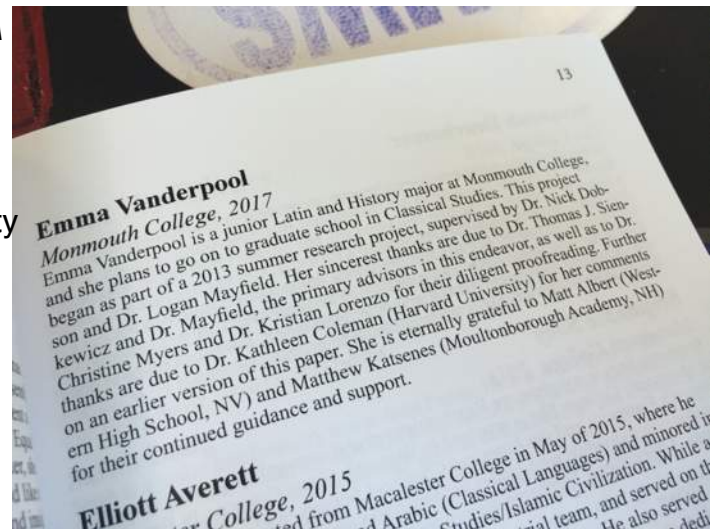
Harold Ralston Classics Essay Award: Emma Vanderpool MC'17



Classics Major Gabbie General MC'17 also received the Lobie Stone Visual Arts Scholarship and the Ruth Waltershausen Prize in 3-Dimensional Art. Kathleen Brown MC'17 received the Philip Wheeler Prize in Literature. Vanderpool MC'17 received the Samuel Thompson award for outstanding humanities piece.

On Scholar's Day, students presented their research. Nick Mainz MC'17 presented on his work in the iDigNauvoo from this past summer. Emma Vanderpool MC'17 presented her research on Martial's *Epigrams*. Ian Salveson MC'17, a double major in Classics and Chemistry, presented on his chemistry work.

Latin and History double major Emma Vanderpool's MC'17 research, *Towards a New Lexicon of Fear: A Quantitative and Qualitative Analysis of pertimescere in Cicero*, was published in the *Midwest Journal of Undergraduate Research*, a peer- and faculty- reviewed journal produced by a team of Monmouth College student editors and faculty mentors. Having sprung from a 2013 Summer Opportunities for Intellectual Activity (SOiA), this project continued under the advisement of Dr. Sienkewicz and Dr. Logan Mayfield (Computer Science). Inspired by the senior thesis of her teacher, Matthew Katsenes MC'04, Vanderpool worked to continue in the same blend of math and Classics.



Vanderpool also presented her honors thesis presentation entitled "A Digital Bridge to Authentic Latin: Eutropius for a New Generation." The project was supervised by Dr. Bridget Draxler (English) and Dr. Lorenzo.

Here is her description of her project: This past semester, I have been working closely with my advisors, Dr. Bridget Draxler and Dr. Kristian Lorenzo, and with Monmouth College alumnus, Matthew Katsenes '04, to create a digital commentary, based on selections from Eutropius' *Breviarum Historiae Romanae*. During my talk, I will be discussing how the commentary fits into the broader scope of the digital humanities and digital classical commentaries. I will also be explaining the process of creation and how it was used in Matt's classroom over the last few weeks.

LORENZO SEND-OFF May 10, 2016

Students and faculty gathered together for sandwiches to celebrate the dedication and excellence of Dr. Kristian Lorenzo, who had chosen to take up a new job in Hollins University (Roanoke, Virginia). Here, Emma Vanderpool MC'17, presents Dr. Lorenzo with his gift of Roman coins.



SABBATICAL REPORT

TOM SIENKEWICZ

SPRING 2016

Tom Sienkewicz had a very productive sabbatical during the spring semester of 2016. The primary focus of this sabbatical was walking the Camino de Santiago, a 500-mile pilgrimage walk from St. Jean Pied du Port in the French Pyrenees to the tomb of St. James the Great in Santiago, Spain. The idea for this sabbatical project sprang from his Reflections course on Sacred Spaces (INTG305). He looked upon this sabbatical project as both a personal pilgrimage and as an opportunity to rework his Reflections course, which he is teaching again in the fall of 2016. In the past he included a unit on the pilgrimage, focused on Martin Sheen's film "The Way." As a result of his pilgrimage walk, the unit on pilgrimage for this course is much richer as is illustrated in the syllabus posted here: <http://department.monm.edu/classics/Courses/Reflections/>.

In addition to the Camino, I was busy during the sabbatical with several other academic projects.

1. In February I gave a talk entitled "Teaching Star Wars and Classical Mythology" at the Southwest Popular/American Culture Association in Albuquerque, NM. The Powerpoint for this presentation is posted at <http://department.monm.edu/classics/swpaca.starwars.pptx>.
2. I reviewed two Latin pedagogy texts for the *Classical Journal On-Line Reviews*. These can be accessed here: [Lectiones Memorabiles Vol. II: Selections from Horace, Lucretius, Seneca, Suetonius, and Tacitus](#) (published 16.06.08) and [Lectiones Memorabiles Vol. I: Selections from Catullus, Cicero, Livy, Ovid, Propertius, Tibullus and Livy](#) (published 16.06.07).
3. In April I attended Ancient Art Collections Workshop at the Penn Museum sponsored jointly by the Archaeological Institute of American and the Association of Art Museum Directors.
4. I submitted a paper entitled "Ovid's *Metamorphoses* on 18th-Century Chinese Porcelain" for a conference entitled "Globalizing Ovid" (<https://classicalstudies.org/scs-news/cfp-globalizing-ovid-shanghai-2017>) on May 31-June 2, 2017, in Shanghai, China. The abstract for this paper, which was accepted, is attached.
5. I traveled to Wintertur, Delaware, to study one of these Chinese porcelains first-hand.
6. I prepared a paper entitled "Classics in 21st-Century Cartoons" for the 2016 Summer Institute of the American Classical League in Austin, Texas (June, 2016)
7. I prepared a paper entitled "Transformations of Herculean Fortitude in Florence" for an edited volume of essays entitled *Herakles Inside and Outside the Church* to be published by Brill.



My name is Kathleen Brown, and I am a senior English and Classics double major. During the Spring 2016 semester, I was lucky enough to be able to study abroad in London and Florence, through the Associated Colleges of the Midwest's Arts in Context program.

This program was the perfect fit for my interests in both Classics and English, and allowed me to explore two very different cities. I started my adventure in Florence, staying with a host family whose apartment used to be part of Palazzo Rucellai. I could see Giotto's Belltower from the kitchen window! It's easy to find Classical influences all around Florence, in the art, architecture, language, and more, and I was often called on in our class visits to cathedrals to translate Latin inscriptions. I explored a few cities outside of Florence, including Rome, Venice, Assisi, Siena, Bolzano, Sorrento, Pompeii and some hilltop cities. When I visited Pompeii with some friends, I felt like we almost experienced the Classical world firsthand. We arrived early in the morning, and had the city almost to ourselves to explore, and notice details like the wheel tracks from carts that hauled through the once-bustling city.

Although London is a more global city without Florence's medieval feel, I still came across Classical history in some interesting places. Seeing the Elgin marbles in the British Museum was certainly a highlight! Even though I studied modern theater in my classes, I was able to draw parallels to the Classical comedies and tragedies I have studied during my time at Monmouth. While abroad, I also took advantage of the relatively cheap airfare to venture outside the cities. When I went to England's Lake District, I was only miles from Hadrian's Wall and could have hiked the rugged terrain to get there. After my semester was over, I visited friends in Germany, and took a day trip to Trier to check out the preserved Roman ruins.

I very much enjoyed my time abroad, and cherish every memory of my European adventures. I am so lucky to have made the trip with some background knowledge of the Classical world, so that when I stumbled upon Etruscan ruins, Classical temples, and statuary, I could know the context they were associated with. I am thankful for the opportunity to see firsthand much of the Classical art and history I have studied while at Monmouth!



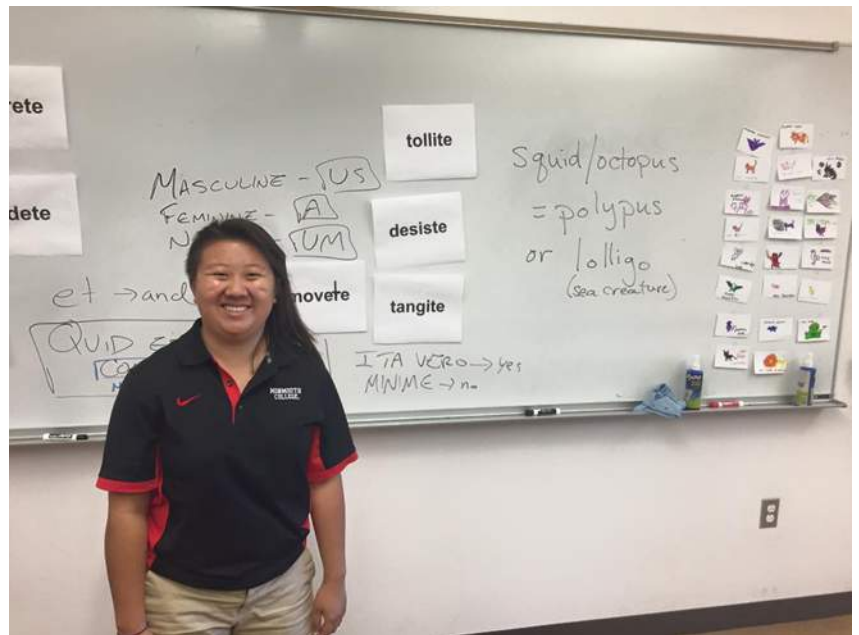


COMMENCEMENT 2016

Gathered together in Dr. Sienkewicz's backyard for the annual Spring Classics Picnic, the Classics Department bid farewell to its graduating seniors. From left to right: Tiffany Shaw, Shawna Mitchell, Rebecca Daleiden, Heather Nagle, and Donavon Brown-Staton. We wish them all the best in their future endeavors!

COLLEGE FOR KIDS June 13-24, 2016

At College for Kids is a two week summer program for gifted children, grades 3-8., from counties across the Midwest. Vanderpool MC'17, for the third year in a row, taught Latin to 5th-8th grade and mythology to 3rd-5th grade.



NEW YORK, NEW YORK...

From June 21-23, 2016, Dr. Simmons took part in a "Summit of Small Classics Departments," hosted by Skidmore College in Saratoga Spring, NY. There he discussed with other faculty members in small departments (almost all at liberal arts schools) ways to keep Classics, and the departments that teach the subject, vital and recognized. He discovered that Monmouth has been considerably more forward-thinking along these lines than almost any of the other institutions represented at the meeting, but learned quite a bit to make the Monmouth Classics Department stronger yet.



Pilgrims have been walking to the Shrine of St. James the Great in Santiago for more than 1200 years. This pilgrimage is known as the Camino de Santiago in Spanish, the Way of St. James in English and Jacobsweg in German. As the highlight of my sabbatical in the spring semester of 2016, I walked 500 miles on this camino with Classics/History major Nick Mainz '17. Our Camino really began on Sunday, May 8th, at Immaculate Conception Church in Monmouth when the pastor of the church, Msgr. Thomas Mack, sent us off with the traditional pilgrim's blessing printed below. (Little did we realize at the time that we would receive this blessing again and again as we attended Masses across Spain.)

We then traveled to St. Jean Pied du Port in France and began walking our Camino on May 15. We crossed the Pyrennes into Spain on our first day and spent the next month walking c.15 miles a day across northern Spain to the tomb of St. James in Santiago. Our route took us through very diverse parts of Spain, including the famous wine country of la Rioja, the great Meseta or plateau of central Spain and the eucalyptus forests of Galicia. We visited many beautiful churches and cathedrals, especially in Pamplona, Burgos, Astorga, and Santiago. We met so many other pilgrims, from so many different countries, on the same journey. We reached Santiago almost exactly a month later, on June 16.

The life of a pilgrim is simple: walk during the day and find a good meal and a place to sleep at the end of the day's journey. Many restaurants offer simple and inexpensive pilgrims' menus for about \$8-9. Pilgrims mostly sleep in simple albergues usually run by the town or by a parish church or sometimes by a private person. Private rooms are rare and expensive. Typically pilgrims sleep in bunkbeds in large dormitories which cost \$5-10 a night.

People ask us if we enjoyed our experience. Our response is that the Camino is always challenging and rewarding but it is only sometimes enjoyable. It is challenging to spend the day walking such distances with a knapsack on your back, often with blisters on your feet or a painful knee. It is rewarding to reach your daily goal as well as the ultimate goal of St. James' tomb. On the Camino the simple pleasures are enjoyable: drinking fresh, cool water from a public fountain after a long, hot walk; eating fresh cherries under the shade of a tree; walking along a wheat field pocketed with red poppies; sitting quietly in a village church to rest and to pray; wishing a fellow pilgrim "Buen Camino" ("Good Journey!") or having another pilgrim wish you the same.

One memorable experience sums up what it is like to be a pilgrim on the Camino. We walked into the city of Logrono on a late Saturday afternoon only to find that every single albergue as well as every hotel was completely full. We were tired and desperate enough to sleep, if necessary, on the sidewalk. Fortunately, two French pilgrims whom we had met occasionally on the Way recognized our difficulty and told us that we might be able to find a place to sleep at the Church of Santiago (St. James), which was known for its welcome to pilgrims. We were not optimistic but we found the church, where a kind woman received us and explained that while they had no more beds in their dormitories they could let us sleep on mats in the church. We gratefully accepted this offer, attended Mass in the Church that evening and probably had the soundest sleep of our Camino that night as we slept in the Sacristy. St. James had looked out for us, indeed.

As Classicists, Nick and I did have several enjoyable experiences on the Camino. We visited several excellent museums with artifacts from Roman Spain (in Logrono, León and in Astorga, especially). The town of Astorga also has several archaeological sites from the Roman period, including a house, a gateway and part of the Forum. But our best Classics experience took place in Virgen del Camino, a little town west of Leon. As Nick and I were walking through that town and trying to decide whether we would call it a day and spend the night there, we saw a sign which said in Spanish "Roman Reenactment." We followed the arrow to a park where we found dozens of Spaniards dressed in Roman costumes and preparing for an evening of demonstrations of Roman culture, including a funeral, a slave auction, and even gladiatorial contests. Needless to say, Nick and I decided to spend the night there and attend the show. We had a great time.

If you would like to know more about the Camino de Santiago, you might watch a film called "The Way" starring Martin Sheen. You can look back on our travels on Facebook by searching "Camino de Santiago Monmouth group."

We will leave you with the most important lesson we learned on our walk: We are all walking the Camino of Life and need to accept the challenges, rewards and simple pleasures that road gives us. We do not walk this Camino alone. We do so with the help and prayers of others, the intercession of saints like St. James, and the protection of the Blessed Mother and her Divine Son. Buen camino! Pilgrim's Prayer

Codex Calixtinus – 12th Century

God, You called your servant Abraham from Ur in Chaldea, watching over him in all his wanderings, and guided the Hebrew people as they crossed the desert. Guard these your children who, for love of your Name, make a pilgrimage to Compostela. Be their companion on the way, their guide at the crossroads, their strength in weariness, their defense in dangers, their shelter on the path, their shade in the heat, their light in darkness, their comfort in discouragement, and the firmness of their intentions, that through your guidance they may arrive safely at the end of their journey and, enriched with grace and virtue, may return to their homes filled with salutary and lasting joy.



Dr. Sienkewicz and Nick Mainz '17 in Santiago (left).

On the Medieval bridge at Hospital de Obio (right).



Dr. Sienkewicz and Nick Mainz '17 at the gladiator games (left).

Nick Mainz '17 dressed as a gladiator (right).



MONMOUTH COLLEGE AT THE 2016 MEETING OF THE AMERICAN CLASSICAL LEAGUE IN AUSTIN, TEXAS June 25-June 28, 2016



Monmouth College students and alumni journeyed from across the country to Austin Texas for the 2016 meeting of ACL. From left to right: current student, Emma Vanderpool MC'17, journeyed from Monmouth; Tim Morris MC'16 journeyed from Mississippi; Matthew Katsenes MC'04 journeyed from New Hampshire; and Anna Reiff, née Dybis, journeyed from Chicago, Illinois.

Morris reports, "Having just finished my first year, ACL was extremely helpful for finding ways to fix issues I have found in my classroom. I cannot wait to apply what I learned to my classroom this fall."



Vanderpool and Katsenes presented a paper, entitled, 50
 “A Bridge to Authentic Latin: Eutropi.us for a New Generation,” as the culmination of their work together on Vanderpool’s Honors Capstone for Monmouth College. Their talk looked at “the process of creating a digital commentary on selections from Eutropius’ *Breviarum Historiae Romanae*.” To see their work, go to <http://eutropi.us/>

Following the presentation, Katsenes reported, “The ACL Institute in Austin was invigorating. As a solo Latin teacher, the opportunity to engage in pedagogical discussion with my peers is invaluable. This year, I had the opportunity to help lead one of those discussions with Emma Vanderpool, Classics Department Rock Star, who is leaving her mark on the Classical world.”

Besides being there to represent CAMWS, Dr. Sienkewicz also presented a talk on “Cartoons in the 21st Century.” Here is his description: “Following a brief overview of 20th-century cartoons dealing with the Classical world, and, especially, classical mythology, this presentation considers the Classical themes which continue to be used by 21st-century cartoonists and how the artists adapt and modernize

these themes. Cartoons from the comics have tended to focus on depictions of the Trojan horse, Narcissus, Atlas, Sisyphus and the Ides of March to the exclusion of other themes like Laocoon and Diogenes, which were more popular in the 20th century. The presentation will conclude with a brief discussion with the audience about why these particular types of cartoons remain popular in the 21st-century and not others which were popular in the 20th-century and how these cartoons can be integrated into the Latin classroom.

Prof. Simmons attended the conference as well, both to contribute to it and to learn from it. As a member of the National Latin Exam Scholarship Committee, he took part in discussions of how to make the National Latin Exam most effectively serve the various groups that take it (including Monmouth College students). And he was happy to be there not just to learn from presentations not just by Monmouth students and colleagues, but also by colleagues from across the nation, who were talking about things like Comprehensible Input, a method of teaching that many Latin teachers are coming to embrace, and revisions to the national K-12 standards for classical language learning.

Vanderpool was also recognized as one of the inaugural winners of the NLE New Latin Educators Scholarship – under whose auspices, she is able to attend the annual meeting of the ACL as a junior and senior at Monmouth College. She was also recognized for her seventh gold medal on the National Latin Exam. She began to take the National Latin Exam at Lincoln-Way East High School, where Matthew Katsenes was one of her Latin teachers. Monmouth College is one of handful of colleges/universities that offer the exam. Below she is pictured with her two mentors as well as with Linda Montross and Mark Keith, Co-Chairs of the National Latin Exam.



CLASSICS SCHEDULE OF EVENTS

2015-2016

September 2016

Wednesday, September 28, 2016

"The Local": Mapping Real and Imagined Taverns, Pubs, and Breweries from Antiquity to Modernity"

Sarah Bond, Assistant Professor of Classics, University of Iowa (Sarah-Bond@uiowa.edu)

Tom Keegan, Head of the University of Iowa Digital Scholarship & Publishing Studio (thomas-keegan@uiowa.edu)

7:30 P.M., Pattee Auditorium, Center for Science and Business, Monmouth College, Monmouth, Illinois

Friday, September 30

Cider with Classics: 3-4 PM, Wallace 102. Theme? What Classical Things We Did with Our Summers/Last Springs?

October 2016

Saturday, October 1

Homecoming

Classics and History reception for alumni and current students and faculty: 11:30 AM-12:30 PM, Wallace 102

Friday, October 7-Sunday, October 9

Illinois Classical Conference Meeting: Stevenson High School, Lincolnshire, IL

Saturday, October 15, 2016

International Archaeology Day: 1:00-3:00 P.M., Knox College, Galesburg, Illinois (TENTATIVE)

Wednesday, October 19, 2016

AIA talk: "The Archaeology of Shipbuilding"

Michael R. Jones, Research Associate, Institute of Nautical Archaeology (jones44440@gmail.com)

7:30 P.M., Hanson Hall of Science 102, Augustana College, Rock Island, Illinois

Thursday, October 20, 2016

AIA talk: "Constantinople's Theodosian Harbor and the Archaeology of Byzantine Ships"

Michael R. Jones, Research Associate, Institute of Nautical Archaeology (jones44440@gmail.com)

7:30 P.M., Pattee Auditorium, Center for Science and Business, Monmouth College, Monmouth, Illinois

Saturday, October 22

Classics Day: 1-4 PM, The Quad (or the Huff Center as an inclement weather site), Monmouth College

Wednesday, October 26

Mentoring Day: Classics majors and minors meet at noon in Wallace 115 for pizza. No afternoon classes meet

Friday, October 28

Cider with Classics: Halloween edition. 3-4 PM, Wallace 102.

November 2016

Friday, November 11

Eta Sigma Phi induction and pizza party? 4 PM, Wallace 115.

Wednesday, November 16, 2016

"Mycenaean Greeks in Cyprus at the End of the Bronze Age: A New Approach to an Old Question"

Kyle Jazwa, Lecturer in Archaeology, Monmouth College (kjazwa@gmail.com)

7:30 P.M., Pattee Auditorium, Center for Science and Business, Monmouth College, Monmouth, Illinois

December 2016

Friday, December 2

Cider with Classics: Christmas Edition. 3-4 PM, Wallace 102

January 2017

Wednesday, January 4-Sunday, January 8

Annual Meeting of the Society for Classical Studies and the Archaeological Institute of America, Toronto, ON

Monday, January 30, 2017

"Medieval Maritime Networks: Tracing Connections in Japan's Seto Inland Sea"

Michelle Damian, Assistant Professor of History, Monmouth College (mmddives@gmail.com)

7:30 P.M., Pattee Auditorium, Center for Science and Business, Monmouth College, Monmouth, Illinois

February 2017

Friday, February 10, 2017

Cider with Classics: Valentine's Day Edition. 3-4 PM, Wallace 102.

Tuesday, February 21, 2017

"My Archaeological Summer in Spain"

Mackenzie Davis, Monmouth College '18 (mdavis@monmouthcollege.edu)

Monday, February 27, 2017

Cena Classica and Fox Classical Lecture, Highlander Room

March 2017

Friday, March 3-Sunday, March 12, 2017

Classics trip to Roman Britain

Wednesday, March 22, 2017

"Sweet and Spicy Libations: The Earliest Known Wine Cellar from the Middle Bronze Age Palace at Tel Kabri"

Andrew J. Koh, Assistant Professor, Department of Classical Studies, Brandeis University (akoh@brandeis.edu)

7:30 P.M., Pattee Auditorium, Center for Science and Business, Monmouth College, Monmouth, Illinois

Thursday, March 23, 2017

"The Mouliana Project: Late Minoan Warrior Grave Artifacts from the Bronze Age Collapse"

Andrew J. Koh, Assistant Professor Department of Classical Studies, Brandeis University (akoh@brandeis.edu)

7:30 P.M., Ferris Lounge, Seymour Hall, Knox College, Galesburg, Illinois

Friday, March 24-Sunday, March 26

Eta Sigma Phi National Convention, Ann Arbor, MI

April 2017

Monday, April 3, 2017

"Sacrifices to Spectacles: Intangible Expressions of Naval Victory and their Importance"

Kristian Lorenzo, Visiting Assistant Professor, Hollins University (kristianlorenzo@gmail.com)

Thursday, April 6-Sunday, April 9

CAMWS Annual Meeting, Kitchener, ON

Thursday, April 27, 2017

"Monmouth College Archaeology Research Laboratory: Annual Report"

Kyle Jazwa, Lecturer in Archaeology, Monmouth College (kjazwa@gmail.com)

7:30 P.M., Pattee Auditorium, Center for Science and Business, Monmouth College, Monmouth, Illinois

CLASSICS DEPARTMENT WELCOMES NEW FACULTY MEMBERS

Kyle Jazwa was raised in Easton, Pennsylvania. He pursued degrees in Classical Archaeology while a student at Dartmouth College (B.A., 2008) and Florida State University (Ph.D., 2016). His primary research interests include Greek and Roman architecture, Bronze Age Aegean cultures, identity, and ancient technology. Kyle recently completed his dissertation in which he integrates all of these interests with a study of Bronze Age domestic architecture and the evidence for social groups. Kyle greatly enjoys conducting archaeological field work and regularly participates in projects in Greece, Italy, and California.





While our current majors are busy at Monmouth...

... alumni like Kyle Dickson '15 have also been very, very busy as well!



I graduated in 2015 with a degree in Classics and History from Monmouth College. During my time at Monmouth, I worked as a student assistant to Mary Philipps (Curator of the the Permanent Art Collections) and arranged several displays of artifacts. Upon graduation, I went directly to graduate school at Eastern Illinois University in Charleston, IL. While studying Historical Administration, i got hands on experience with administrative aspects of museum work as well as material culture, historical preservation, archives, and even created an exhibit titled " Making Illinois" in the Tarble Arts Center. After my year was over, i snagged an internship at Blount Mansion, the house of a founding father to the U.S. Constitution and the state of Tennessee, in Knoxville, Tennessee. While there i established their institutional archives and prepared a strategic plan for its future. My work at Blount Mansion, and others during my time at Monmouth, got me an interview and finally a job at the German American Heritage Center in Davenport, Iowa. My title is the Assistant Director, and my duties include exhibit planning and design, administrative work, networking, strategic planning, and even education.

Alumni, send your updates to Dr. Sienkewicz at tjsienkewicz@monmouthcollege.edu!



ITE, SCOTI!

ITE, SCOTI PUGNANTES!

ITE, SCOTAE PUGNANTES!

VINCITE, SCOTI!

SCOTI SUNT OPTIMI!

SCOTI SEMPER!

TOTUS SCOTUS SUM!

TOTA SCOTA SUM!

TOTI SCOTI SUMUS!

SCOTI AD VICTORIAM!

SALVETE, ALUMNI!

SALVETE, PARENTES! SALVE, FAMILIA!

