

# THE HELLENIC

The Richard Stockton College of New Jersey

Co-Editors:

A. Edward Sicienski • George Plamantouras

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## WA Celebration of Hellenic Studies at Stockton

by Professor A. Edward Sicienski



On November 26th 2011 over one-hundred and fifty people gathered at the Seaview Resort in Galloway to celebrate forty years of Hellenic Studies at the Richard Stockton College. The night was filled with fine food, good friends, and lots of dancing, with music provided by ETHOS of Astoria, Queens. Hosted by the Friends of Hellenic Studies and the Stockton Hellenic Alumni, the evening brought together friends, alumni, and students of the Program, all of whom chatted and danced together throughout the night. Joining them at the event were former Senator Paul Sarbanes, a longtime friend of Stockton College, and Mr. Dean Pappas, a supporter of the Interdisciplinary Center for Hellenic Studies and a member of Stockton's Board of Trustees.

While a joyful celebration of Stockton's 40-year commitment to Hellenic Studies, the evening also served to raise money for the future, and in particular the Rev. Dr. Demetrios Constantelos Library, which will house Father Constantelos's sizable collection of Greek language and Hellenic themed books. Representatives from the American Foundation for Greek Language and Culture (AFGLC) were on hand to present a very generous check toward the project. Dr. Tom Papademetriou, Director of Stockton's Interdisciplinary Center for Hellenic Studies, also announced that night that Fr. Constantelos himself has pledged a significant amount toward the library, demonstrating his commitment both to the project and the future of Hellenic Studies at Stockton College.

When the evening was over, the crowd reluctantly surrendered the dance floor and prepared to leave. However the spirit that brought them there — the shared love and commitment to Hellenic Studies — will keep the memories of that night bright as we celebrate the last 40 years and look forward to an even brighter tomorrow. ■

## Hellenic Studies Active in Promoting Global Education at Stockton: Stockton College Signs Exchange Agreement with The University of Athens

By Professor Tom Papademetriou,  
*Executive Director, Interdisciplinary  
Center for Hellenic Studies*

From antiquity, Athens has been famous for its theatrical productions and drama. From this year on, faculty and students of Stockton College will be continuing this rich legacy, but now in cooperation with the faculty and students from the University of Athens. After many years of fruitful cooperation between the faculty and students of the Theater Studies Department of the National and Kapodistrian University of Athens, and the Interdisciplinary Center for Hellenic Studies and Theater Program of the Richard Stockton College of New Jersey, the Rector of University of Athens and President of Stockton College signed a formal agreement of cooperation in September of 2011. With this agreement, Stockton College, once again, is at the forefront of creative enterprise in Hellenic studies, both in the United States and Greece.

According to the agreement signed by President Herman Saatkamp of Stockton College and Rector Theodosios

*continued on page 2*

Pelegrines of the University of Athens, the purpose of the exchange is "to promote academic relations between the two institutions through a common effort of mutual understanding and scientific cooperation." The cooperation agreement promotes exchange of academic faculty, and students and will be in effect for the next five years and renewable thereafter. This Global Education initiative was also important for Stockton as well, as it was one of the justifications, and also the first success, of the newly established Office of International Services.

Initial contacts between the University of Athens and Stockton College began in 2007, when Professor Iossif Vivilakis of the University of Athens Theater Studies Department met Stockton Professor David Roessel while Professor Vivilakis was on sabbatical leave at Princeton University. After that initial meeting, Professors Roessel and Vivilakis, and their colleagues and students began a relationship that culminated in a formal cooperation agreement meant to enrich each institution.

The Exchange Agreement is the product of a very fruitful working relationship that developed between the Department of Theater Studies at the University of Athens, and the Theater Arts Program and School of Arts and Humanities at Stockton

College. After their initial meeting, Stockton held a symposium in Delphi exploring the American Experience of Delphi in the summer of 2007. Professor Vivilakis was invited with his students who performed a staged reading of Susan Glaspel and George Cram Cook's play, *Suppressed Desires*. Additionally, the Theater Studies department sponsored a performance of Stockton's student theater production of Eugene O'Neill's play *Desire Under the Elms* that took place in Plaka under the Acropolis at the Old University site, the original location of the University of Athens.

Since then, students and faculty from each institution have continued their relationship with the Athens students doing a staged reading of *Auxentios Repentant* at the Stockton Symposium on Halki in Istanbul, Turkey in 2009. Additionally, contacts were increased with student Patrick Judd performing as Lord Byron in Athens at the National Historical Museum.

Last January, 2012, Stockton faculty were among the only international participants at the twentieth anniversary celebration of the University of Athens Theater Studies Department that took place in January 2011. Stockton College was honored during the opening ceremony when it was recognized formally for this cooperation by founding Theater Studies faculty member Professor Walter Puchner.

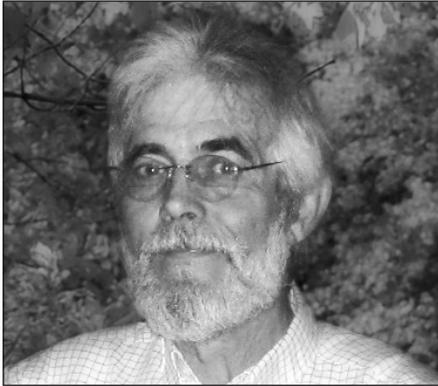
Since the exchange has been formalized, faculty will be the first formal participants, to begin paving the way for increased participation. In April 2012, Professor Iossif Vivilakis and Professor Walter Puchner will travel to Stockton College to participate in the 3rd International Stockton Symposium in Hellenic Studies. The topic is, *The Problem of the Chorus in Ancient Greek Drama*, called by Professor Mark Mallet. For three weeks prior, Professor Vivilakis will work with Professor Mallet and the cast to assist in the student theater production of *The Ajax* by Sophocles that will be performed in conjunction with the symposium.

With the financial support of the Friends of Hellenic Studies, and the Office of the Provost, and Dean of Arts and Humanities, students and faculty going to Greece and coming to Stockton will be supported with scholarships, ensuring that financial need will not prohibit participation. Exciting programs in the Theater Arts in Greece and the United States are now in the process of being realized. ■



## Dr. Mark Mallett

By George Plamantouras



While we usually “shine the spotlight” of our faculty profile on ICHS professors, there are some with whom we have so closely and often worked that they just feel like part of the family. Dr. Mark Mallett is one of them

Dr. Mallett joined the Studies in the Performing Arts Faculty in the Fall of 2000, as head of the Design and Production program. Prior to coming to Richard Stockton College, he taught at Morehead State University, Emerson College, and the University of Maryland, where he was Resident Lighting Designer for Maryland Dance Theater, and at Hobart and William Smith Colleges.

Among his professional credits are Production Stage Manager for the Cleveland Ballet, technical Director for the Maryland Ballet, and Manager of the Fort Worth Ballet. Dr. Mallett received a B. A. from the University of Akron, an M. A. from the University of Maryland, and a Ph.D. in Theater History and Performance Studies from the University of Illinois. He has presented research findings to the Mid-American Theater Conference, the Southeastern

Theater Conference, the Association for Theater in Higher Education, and has published articles in *The Journal of American Theater and Drama* and *Theater Symposium*.

While he does not have a favorite play, aside from whatever he might currently be working on, he did acknowledge being “drawn to the classics of ancient Athens because of both their place as a starting point for literary drama, and for the incredible heuristic quality that such ancient scripts present.” To him, a play is a sort of “time capsule of clues and symbols only be understood and interpreted by gaining a grasp of the era and the culture in which they were created. Of time-honored plays, such as his upcoming staging of Sophocles’ *Ajax*, they seem to contain something that speaks to audiences in all eras.”

Indeed, he will have the chance to prove it. In April and May 2010, he conducted research in Athens, Greece in preparation for the forthcoming production of an original translation of Sophocles’ *Ajax*, which will coincide with the ICHS’ third international symposium (which he is organizing), entitled “The Problem of the Chorus – Staging Classical Greek Drama.”

Of course, there is more to Mark than the theater. He is an R&B fan, especially of late 60s/early 70s such as Beck, Clapton, Harrison, among others, as well as Bluegrass (the real thing – Stanley Brothers, Carter Family, Bill Monroe, Ricky Scaggs, etc.).

He also enjoys classical, where he is “open to everything from Bach to Glass.”

Mark is also a student in our Summer Modern Greek program! ■

## Upcoming Event

## The ICHS to host Third International Symposium on *The Problem of the Chorus - Staging Classical Greek Drama (April 14-16, 2012)*

by George Plamantouras

Encouraged by the successes in Dephi (2008) and Istanbul (2010), Stockton professors, led by Mark Mallett, have issued a call for papers for a third biennial ICHS International Symposium.

Entitled *The Problem of the Chorus – Staging Classical Greek Drama*, it will bring together ‘scholars and theater artists (directors, actors, designers, dramaturgs) to explore the stage as a site of experimentation – a laboratory for drama – and specifically to examine Greek classical drama as performance; particular emphasis will be given to the problems of staging the Chorus. How, through enactment, through the voices and bodies of actors, in a theatrical space, and most important before a live audience, is a text fully and completely realized? The conference will therefore consider not only the aesthetics and dramaturgic functions of the Chorus but also the ways in which Choruses have interacted

(ritually, broadly socially and explicitly politically) with audiences in both antiquity and the modern world.’

In the tradition of the previous symposia, all guest-scholars and friends will be invited to a Mallett-directed staging of Sophocles’ *Ajax*, translated by David Roessel. When asked about the daunting task of not only translating an ancient Greek play, but also readying it for someone else to interpret and direct on stage (as opposed to simply publishing it), Roessel said he was always, “more concerned about staging than publication, and I’m sure I would have thought about it differently if those criteria had been reversed.” He was clear, however, that when translators work on a play, “the final say rests with the director of the production.” We will all have the opportunity to see what *Ajax* and Sophocles have to say to us, through Roessel and Mallett, when the stage is lit for a five-day run in mid-April. ■

# The Examined Life - An immersion in art, history and so much more.

By Robin Moore

When I initially applied for the course, I wasn't exactly sure what I was getting myself into. One of my colleagues, a social studies teacher, had taken the study course before, and highly recommended it. Being an art teacher, there is no denying the impact of the Greeks in art history, but I wasn't sure how I would take the knowledge from the course and translate it back into my lessons. Kimberley Peschi, our music teacher, and I decided to take this adventure together.

We wove through a collection of historical literature (the Illiad, the Histories by Herodotus, the Odyssey), the importance of Schliemann's and Evan's archeological discoveries, an art lecture showing the ancient Greek connection to art everywhere, ancient Greek drama, poetry, modern literature, and the role of women in Greece (to name a few). We went to the University of Pennsylvania Museum of Art and Archaeology in Philadelphia to experience some of the art and discuss its relevance in society. The professors that led us conveyed their commitment to Hellenic studies through the detailed knowledge and understanding of the subject matter. This was all to prepare us for the adventure that awaited us in Greece.

I remember being excited about our trip to Greece, as we were going during the Greek Orthodox Holy Week. We arrived in Athens on Good Friday, in late afternoon. Jetlag wasn't even a consideration, as David, our lead professor, whisked us into the metro to take us toward the heart of Athens, the Acropolis and the surrounding area. We observed some of the services happening and the procession of the kouvouklion. We also had a wonderful first meal in the Plaka in an outdoor cafe.

Thank goodness we got a good night's sleep because the next day was full of many of the wonderful sites in Athens. We walked to the Acropolis. The roads were lined with orange and lilac trees, and the scent was wonderful. When we reached the entrance to the Acropolis, we started our trek toward the top. Our first stop was the theater of Dionysos, which is built into the side of the acropolis for acoustic reasons. The theater is but a shell of the great theatron that it once had been, but the orchestra, the place where the actors would stand, was still intact. We continued up toward our ultimate goal, the Parthenon. This is where the art history student in me gets really excited. It is one thing to study about historical art and archeology in a book, but it is quite a different thing to be standing in the presence of such a significant architecture. It was

inspiring to think of the structure as it once was in full color with a Golden Athena statue inside. It was breath taking in its white marble form. Even the white marble forms that had fallen nearby created scenes of beauty with the red flowers and green foliage that surrounded it with the background of a blue sky. The colors in Greece just seemed more intense. From this vantage point, we could see most of Athens in a panoramic view, and the scene was amazing how much was packed into this one place. When we came back down, we went to the new Acropolis museum, and the Agora, which was the assembly place in Greece for male landowners. After this there are a blur of sites, as we walked toward the 1896 Olympic Games site. We did manage to stop and get an important picture of the statue of Lord Byron. We also went to the ancient cemetery near the Plaka. It was a day packed with wonder and imagination to what these places had been in their prime. Our day ended with a visit to the local church and enjoying the beautiful Easter service. The priests cantered the service, which created a joyous sound. The candlelight procession from the church was truly a feast for the eyes.

For Easter Sunday, many of our group decided to travel to a local island being that most places were closed for the holiday. Kim and I decided to stay in Athens, and we were going to wander around on our own and buy souvenirs. Once David heard that we didn't have an agenda, he decided to be our guide for the day. We started our day taking a train to the coast of Athens. We walked along the coast while David shared some of his story in Greece. We stopped in a cafe to sit and drink coffee while looking at the beach. The beach itself is a very coarse texture, but the ocean water is unbelievably clear and a beautiful hue of blue that intensifies as it heads toward the horizon. We then took the train back toward the hotel, but stopped further up the line. We were guided to the modern Athens cemetery, which is quite a contrast from the ancient cemetery we had seen from the day before. You can learn a lot about a culture from a cemetery, and this was where some of the most famous Greeks have been buried. David took us specifically to Schliemann's tomb, the famous archeologist that discovered Troy based on historical accounts. He is perhaps one of the only non-Greeks buried in this honored cemetery, which shows how beloved he was to the Greeks. His tomb is celebrates his story of finding Troy, as well as scenes from the historical account that he uses to find it. Our next adventure took us toward the President's House where we had the opportunity to talk to a soldier (not one of the traditionally dressed guards). David continued our journey

up many stairs to the Church of St. George, which is one of the mountains that we could see clearly from the Acropolis. It was a very full day that was anything but a meandering day. I would not have had it any other way.

Then we started our "Classical Tour" that had us cross the Corinth Canal to go into Corinth itself. We stopped at the Theater of Epidaurus where I recited a poem to demonstrate the function of the orchestra's acoustic ability in the theatron. We continued on to Nafplion, a beautiful seaside town where there are signs of the many different groups that have occupied the town over its history. It has many scenic areas to walk by the ocean, and the town is full of shops and dining for all. One of our group members did use some of her free time to swim in the ocean. Kim and I made sure to check out the worry bead strands, Komboloi strands, that are famous here, and get some of shopping done.

The next day was off to Tiryns and then to Mycenae. Mycenae is another significant art history stop, as it is home to the "Lions Gate". To be able to stand in front of this structure, see it in person, was truly an astonishing moment. All the while, relating all these sites back to the historical readings that we had done in preparations. Seeing the tomb of Agamemnon, was truly amazing, as we had seen the death mask of Agamemnon in a museum previously.

Our travels then took us to Olympia that evening. We walked into town to experience true Greek coffee where we hoped to have our fortunes told with the coffee grounds in the bottom. The cafe that we went to didn't seem to have a fortune teller, and found amusement in our request. The one thing that can be said about Greek coffee is that it is strong, as Kim was wide awake for many hours despite a very long day. The next day we were actually walking on the grounds of the original Olympic games. The size of the columns was significant, even if most were scattered on the ground due to earthquakes. We stood on the Olympic field where the events were held, and watched a younger group simulate their own Olympic race.

Our next destination was Delphi, which is a windy way up a mountain. Most of the roads in Greece seem to wind, and David took one of these opportunities to teach us the Greek alphabet. This was in hopes that we would be able to read the signs that we were passing. I was somewhat successful. Delphi is a beautiful city that was decorated in lights for the holiday. At the archeological site, we discussed the function of the oracle, and the treasury structures on the site. On our way back to Athens, we stopped at the Byzantine Monastery of Ossiou Loukas, which was full of beautiful religious mosaics in gold. We ended our trip in Athens, just as we started it.

After the amazing trip, which part would I take and use in my class? There was so much that the Greek culture offers. It is the basis

for so many aspects of art since the classical Greek period. After a reflection of our trip, I finally settled on creating Greek theater masks in my class. My classes first researched and presented key parts of Greek culture, architecture structure of the theatron, and parts of ancient Greek drama. The classes then created rough drafts of their exaggerated features for their masks, and then finally created them. The music classes read and performed some of these ancient Greek dramas.

How do you measure an experience like this? In art terms, I would call it priceless. It wasn't just a guided tour. It was a reflection of my experiences combined with my gained knowledge through the course and my love of art history. It was a study tour that catered to me (and everyone else on the tour despite our varied backgrounds). There was something for everyone, which was shown in our application of the course in our lesson plans. It not only changed a lesson in my class, but it changed the way that I look at so many of the arts that I teach to my students. The course is appropriately titled, "An Examined Life", as the experience makes you reflect upon who you are, how history has effected you, and how you plan to use that gift of knowledge and experience that you were given. My continued thank to the ICHS, Gus and Fotini Andy for the scholarship, David Roessel and everyone else involved for such a wonderful opportunity. ■

THE  
HELLENIC *Voice*

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ΓΕΡΟΝΤΙΚΑ ΕΡΩΤΗΜΑΤΑ: ΠΩΣ ΜΠΟΡΕΙΣ;

Πώς μπορεί ο γέροντας νά ζή χωρίς σιμά τήν συντροφιά του,  
Χέρι μέ χέρι φωτογραφίες νά κοιτάζουνε, τής αγάπης των καρπούς  
Καύχημα νά τό 'χουνε, γιά τά «εκγονά των γύρω τής τραπέζης των»;  
Πώς μπορεί κανείς νά ζεί, ύστερα από εξηντάχρονη αγάπη  
Σφυρηλατημένη μέ δοκιμασίες, μέ στοργή πάντα γιά δημιουργική ζωή;

Πώς μπορεί ο γέροντας νά αντέξει στού σώματος τούς πόνους  
Όταν τό μισό του σώμα νεκρό στόν τάφο είναι,  
Τό άλλο μισό εδώ κι'εκεί, στά σκοτινά νά τριγυρνά;  
Πώς μπορεί κανείς να ζεί χωρίς τά παιδιά σιμά του  
Νά μοιράζονται τήν θλίψη, ν'άναί στήριγμα καί η χαρά του;

«Ουέ τώ ενί,» όπως είπαν οι παλαιοί, αλήθεια εμπειρική,  
Ανελέητη η θλίψις, διαρκής είναι ο πόνος στήν καρδιά  
Ερωτήματα δέν σταματούν τόν νού νά βασανίζουν  
Τί είναι θάνατος καί τί αθανασία, τί χρόνος καί τί αιωνιότητα  
Τί λέγουν οι προπάτορες σοφοί, καί τί οι πατέρες οι Χριστιανοί;

«Αποθνήσκοντες ουκ απ' αλλήλων χωριζόμεθα»  
Εδίδασκαν οι προπάτορες Ελληνες σοφοί  
Καί βεβαιώνουν οι Ελληνες Χριστιανοί πατέρες, οι Βυζαντινοί  
Προχώρα λοιπόν γέροντα μέ πίστι καί ελπίδα, τόν πόνο θά αντέξεις  
Καί τήν μνήμη τής αγάπης σου πάντα στό νού θά έχεις

Δημήτρης Σπηλαίος



## Classical Humanities of South Jersey Lecture Series

By Professor Lucio Angelo Privitello

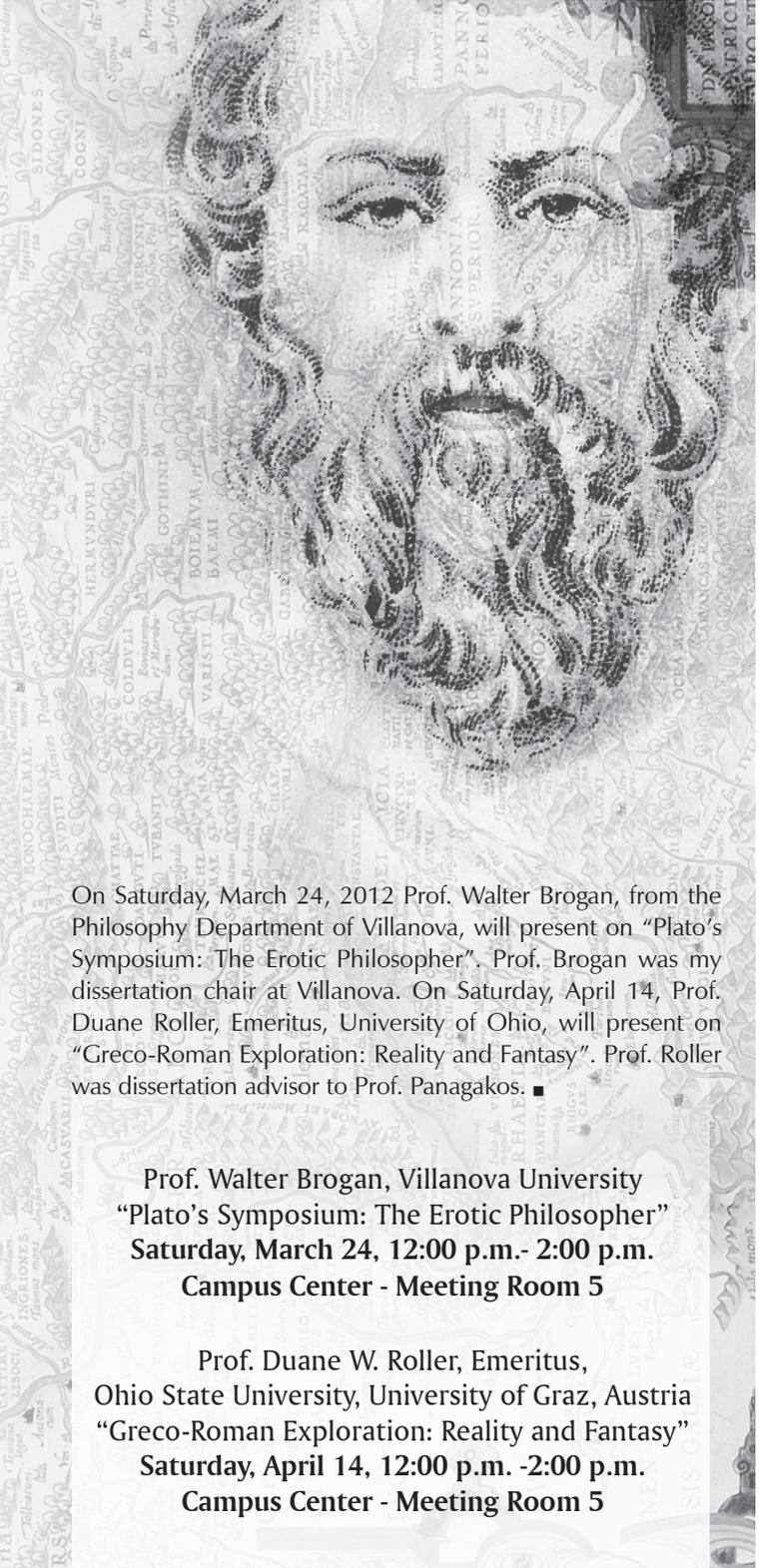
It is a great pleasure for me to pen a few words about the fall 2011 and upcoming spring 2012 Classical Humanities Society of South Jersey (CHSS) Lecture Series. The theme for both semesters is "The Role of Education, Mentorship, and Teachers in the Classical World."

Tradition is only alive in its transmission, and, in turn, transmission only means something if there is a tradition to transmit. This is where the role of education, mentorship and teachers comes in. In Greek myths it was often the mentor who molded the student, exercised them in doing great deeds, to live in a great style, and remain honorable. Life was seen as a sport and the educated pupil as a MVP. But things changed. When corporate education emerged, the life-ethics of the older education became popularized, and the Sophists wandered about and taught a version of this type of upbringing, but for a fee.

In all, the vision should be simple: the teacher gives a model to the student, and the student is to practice it, copy it, and then make it their own. This was the root of every true apprenticeship. Of course, behind all this was the complete trust of the mentor, and a fierce loyalty. The teacher, or the "master" possessed a link to some "truth" that would allow the student to see the link, or chain, between their work as a student, the master's work, and the ideal. The teacher needed to show restraint in their wisdom, and practice the art of working both knowing (their position) and non-knowledge (the student's position).

For teachers today not much has changed. On the one hand we wish to impart a personal, ethical, life-style lesson, but on the other hand, we must serve and mold what the schools, colleges, universities, departments, and states ask for as part of their overall survival. This is our chiasmic existence. We wish to impart a life style, and hope to have our students work with passion, and turn towards the beauty of existence. Here we come to the stitch of the practical and the theoretical. The cloth of culture could not survive without this thread.

Each of the lectures for the fall 2011 and spring 2012 season will have this flavor and technique. They will, in their own way, allow us to peek behind the curtain of educational processes, and to see what the Role of Education, Mentorship, and Teachers in the Classical World looks like as a transmission of the mastery of desire and the love of wisdom. Due to the foundational importance of this topic it was natural to extend the theme and embrace two semesters, and so I secured five speakers to treat us with their insights and inspired scholarship. The three lectures in the fall of 2011 served as a conceptual backdrop, and the two lectures in spring 2012 will present a practical version of the mentor/student relationship.



On Saturday, March 24, 2012 Prof. Walter Brogan, from the Philosophy Department of Villanova, will present on "Plato's Symposium: The Erotic Philosopher". Prof. Brogan was my dissertation chair at Villanova. On Saturday, April 14, Prof. Duane Roller, Emeritus, University of Ohio, will present on "Greco-Roman Exploration: Reality and Fantasy". Prof. Roller was dissertation advisor to Prof. Panagakos. ■

Prof. Walter Brogan, Villanova University  
"Plato's Symposium: The Erotic Philosopher"  
Saturday, March 24, 12:00 p.m.- 2:00 p.m.  
Campus Center - Meeting Room 5

Prof. Duane W. Roller, Emeritus,  
Ohio State University, University of Graz, Austria  
"Greco-Roman Exploration: Reality and Fantasy"  
Saturday, April 14, 12:00 p.m. -2:00 p.m.  
Campus Center - Meeting Room 5

# Profile

By EllenBeth Nappan



I am EllenBeth Nappen. I was born in Atlantic City and grew up in Union county, NJ. After graduating from Cranford High School in 1969 I continued my education at Monmouth College receiving a BA in Art Education. Soon after I started working on a Master's degree at SUNY in Canton NY, but was interrupted with the arrival of three children over the next 5 years.

In 1984 I started teaching in Fairfield Township, NJ and continued to teach for the next 18 years. Not having a classroom I had to travel from class to class AND

school to school. Those were definitely "labors of Love". On weekends, holidays, and summer vacations I began painting murals. The first one was at the Fitness Connection in Vineland, NJ. I did several pieces there over the next ten years. When Di Lisi's in Bridgeton expanded, Sal Di Lisi called me to create a room that would remind him of his home in Carrini, Italy and I began a series of murals all with an Italian theme.

In 1994 I started attending ATI – Artist Teacher's Institute. Over the years I've taken Book Arts, Lampworking & slumping (glass), Dance, Visual Arts, Painting, Printmaking, Mask making and Murals. From this training I was able to coordinate a multi level, multi subject program. It included Art, Music, Physical Education, and Library. We were able to put on a dance production that included 300 students and was so well attended that it had to be held outside! Because I enjoy learning I have also taken workshops and classes from Wheaton Village (marble carving, beading and stained glass), the Renaissance Center (Book Arts and Photography), GCCC (Book Arts), ACCC (Book Arts, Painting).

After the 18 years at Fairfield, I found an opening at Millville Senior High School and decided to make the move. It took 23 years to finally receive a room of my own for the entire day. I now teach Elements of Art (Art I) and Ceramics. I have even incorporated Book Arts (learned at ATI) into my classes. Some of my books have been on exhibit at the Renaissance Gallery in Millville. My latest work, competed in August of 2010, was a 8' x 12' glass mosaic (pictured above). It took an entire year to cut and arrange the approximately 22,600 tiles that cover the 96 square feet.

Richard Stockton College has been a big part of my lifelong learning experience. Taking "The Examined Life" has taught me more about Greek art, history, theater and literature than I ever thought possible. The culminating event was the 10-day trip to Greece. To complete the class we had to create lesson plans from our experiences. The entire course and trip were so exciting that I have also taken classes in Greek - reading, writing, and speaking. I plan to return to Greece over Spring Break 2011. ■

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# In Praise of Greek

By One Very Grateful Student

It has been almost 45 years since I *had* to learn a new language. It wasn't a bad class, but I didn't catch on to it easily.

During Spring Break 2010 I had the opportunity to go to Greece with the Hellenic Studies Program at Stockton. I already knew the alphabet, and had learned a few basic necessities — good morning, please, thank you, etc....In Greece this little bit of knowledge grew, and soon I could even read the names

on some of the statues and street signs. And then a funny thing started to happen. The more I learned, the more I wanted to know!

I heard about a free class at Stockton and immediately signed up. The class met once a week for 10 weeks. George Plamantouras is a dynamic teacher full of spunk and energy! Again I found that learning a language does not come naturally to me. I could get a few words and was by no

means ready to do much with them. But this was far different from being in high school — it wasn't for a grade, it was for me — and so I progressed at my own speed.

Stockton offered more classes and again I went, each time trying to build on new information and new connections. It was really exciting! Our class covered everything. Besides basic vocabulary,

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PRAISE OF GREEK *continued*

George taught us how to ask for directions, how to get medical assistance, order a meal, and (of course) how to shop. The best part was taking my daughter out to a Greek restaurant. I ordered our meals all in Greek, albeit slowly. By the time I got to the Greek festival in my area I could do a better job.

One of my favorite parts of the class was taking Greek words and substituting the Greek letters for English ones. It was amazing how many words we already knew! In my own teaching I have begun to use more Greek, showing students how to write their name in Greek and the Greek roots to some of the words

we use. They always seem surprised to hear that I still take classes. I tell them that learning is an ongoing experience.

If things go as planned I will return to Greece this Spring Break and I will have to study. George, will there be another class before then? ■

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## FHS Scholarship Recipient, Summer 2011

By Jared Ciocco

This past summer I was very fortunate to be accepted into the College Year in Athens summer study abroad program, allowing me to spend four amazing weeks in Greece. When I heard the experiences of other Stockton students who have done this program, I knew that it was something I wanted for myself. In addition to the opportunity to visit a country whose history I had been studying for much of my college career, I was looking forward to the cultural experience that comes when visiting another part of the world for the first time, especially since I had never been outside North America.

After my eleven-hour flight to Athens, I remember the excitement overcoming me while riding the bus into the heart of the city. I was actually in Athens, a place that I had only studied and read about! At several times during my journey I had to remind myself how lucky I was to be there. As soon as the bus stopped in Syntagma Square, I promptly got lost, luggage in tow, in the National Gardens on my way to the CYA building. However, asking for directions gave me my first experience of the warmth and helpfulness of the Greek people, traits I would need for many other small excursions around the country.

My program, MS317, was an on-site study of the history and archaeology of the city. During a typical day our class would meet at 8 am and walk to a site in the city (e.g., the Kerameikos, Acropolis, or Agora), and our professor, Dr. Caitlyn Verfenstein, would lecture about the site to the class. Class ended around noon, and after lunch we were free to explore the city on our own. I spent much of this time revisiting some of the sites we had studied, since now I had a deeper appreciation of Greece's rich history and its national wonders.

A couple of my favorite parts of the program were the visits to the National Archaeological Museum and the daytrip to the Temple of Poseidon at Sounion. Sounion was one of the most beautiful places I have visited, and the myth of King Aegeus (which I learned from my Ancient Greek Professor, George Plamantouras), immediately came to mind. The National Archaeological Museum was also very interesting since it provided me the opportunity to see many monuments that I had only read about in books. Pictures don't do them justice.

In addition to Athens itself, our class also visited several other sites in Greece such as Corinth and Delphi. I also visited Heraklion, Crete, Mycenae, and Nafplio on weekend trips with other students in the program. Being able to travel outside of Athens afforded me a chance to see the landscape of the rest of the country, and a taste for what life is like outside of the city. I cannot express how enriching and inspiring it was to be able to visit a country whose history I have studied for so long and to which I hope to dedicate my future academic endeavors.

My study in Greece was definitely one of the most rewarding experiences I have had, and has only served to inspire my studies in Classics. Apart from getting to see and study in a country I'm so enthralled with, I was able to experience an entirely new culture and part of the world, an opportunity I'm most grateful for. I would like to offer my sincerest gratitude to Mrs. Ginny Kramvis, Dr. Tom Papademetriou, and the Friends of Hellenic Studies for generously supporting my study abroad program. I would also like to thank Professor Katherine Panagakos and George Plamantouras for all their help both with this program and with all of my studies at Stockton College. ■

## OGRE at Stockton

By Professor Katherine Panagakos

In March of 2011, the Order of Greco-Roman Enthusiasts (OGRE) hosted its Second Annual Marathon Reading of Literature. As many of you recall, the First Annual Marathon Reading took place in April 2010 where students, faculty, and staff read Homer's *Odyssey* in its entirety from 8 am to 9 pm and raised \$2500 towards Red Cross relief efforts in Haiti. This year, the students selected a Latin text, Vergil's *Aeneid*, and read it in its entirety. While most read in English, some chose to read large portions in the original Latin. Due to rainy weather, we held the event outside the library in G-wing. We decided to support the Red Cross once again, and in particular their work on behalf of the victims of the earthquake/tsunami in Japan. Once again, students, faculty, and staff volunteered to read in half-hour intervals and raised \$2600. The day was filled with many different emotions: excitement, nervousness, sadness for the victims, hope, and an overall feeling of community. Channel 40 covered our event as well as a staff writer for the *Argo*. Our Third Annual Marathon Reading of Literature will be held in the spring of 2012 and donations will go to the National Suicide Prevention Lifeline. Students are still discussing the text but Ovid's *Metamorphoses* and Greek tragedy are at the top of the list.

This past fall OGRE also hosted a viewing of the 1976 BBC mini-series *I, Claudius* on Thursday evenings. A small and dedicated group of students came out to eat pizza and watch a fictional representation of the events in Rome from 24 BCE – 54 CE (the time of the Julio-Claudian dynasty) as told by the Emperor Claudius (41-54 CE). The series is based on the 1934 novel by Robert Graves, a work often included among the top 100 novels in the English language. While the novel and the mini-series take many liberties and employ a good deal of artistic license, the majority of the characters and events are historically accurate. Students found the series to be entertaining, exciting, and educational. ■



## Eta Sigma Phi at Stockton

By Professor Katherine Panagakos

Eta Sigma Phi, the National Classics Honor Society, hosts a national convention each year in which students and faculty from Classics departments across the country gather and participate in a number of activities. In March of 2011, I attended the 83rd annual convention in Austin, TX with the Prytanis (President) Phillip Bennett and Hyparchos (Vice President) Steven Coyne of the Theta Tau Chapter. The Gamma Sigma chapter of the University of Texas at Austin hosted the events, and 85 delegates from 26 different chapters attended the three-day event. After a meet-and-greet, the students formed teams to compete in a Certamen (a trivia game with questions on all aspects of antiquity including history, mythology, and philology). I am very happy to report that Steven and Phillip were on the second place team. Optime!

The second day commenced with the first business meeting in which delegates reported on the year's activities. Those in attendance were very impressed by Theta Tau's fundraising ability, especially the money raised with the Marathon Reading of *The Odyssey*. Steven and Phillip were selected to be part of the Eta Sigma Phi panel at the American Philological Association's annual meeting in January 2012. The winners of the Greek and Latin translation contests were announced as well as the winners of the Eta Sigma Phi scholarships. The student presentations were the highlight of the morning, and I was honored to be part of the faculty committee charged with selecting the best paper. In the afternoon, everyone was free to tour the campus and its many museums. That evening we attended a banquet in which some chapters came dressed in ancient costume and then proceeded to be entertained by a musical presentation Thucydides by the band "Athens vs. Sparta." Next year we hope to send four students to the 84th Convention of Eta Sigma Phi hosted by Alpha Mu at the University of Missouri in Columbia.

Back at home, twelve new members were initiated into the Theta Tau Chapter of Eta Sigma Phi: four in the spring and eight in the fall. Initiates gathered, were read the history of Eta Sigma Phi by the officers, and were then presented with sage advice from Homer, Plato, and Vergil. Spring initiates were: David Biaselli, Elizabeth DeCicco, Mihir Patel, and Honorary Member George Plamantouras. The initiates in the fall were: Kristin Davisson, Dana England, Theresa Giorgano, Laith Hamdan, Frederick Heyer, Kim Koering, Christine Velott, and Amber Wertz. "φιλοσοφούμεν καὶ φιλοκαλοούμεν" ■

# Free Summer Latin 2011

By Victoria Budesa

For the past three years, I have had the pleasure of participating in the Free Summer Latin program at Richard Stockton College. This free course, which meets once a week from May to August, is open to anyone in the community who is interested in studying the ancient language. Studying Latin is not only a great way to be introduced to ancient Rome's rich culture and fascinating history, but also is helpful in improving one's understanding and use of English grammar as well. Although conjugating verbs and declining nouns are not usually included on one's list of summer activities, people of all ages and skill levels continue to attend each year, all eager to learn Latin.

I was once one of those eager students, but now as a Latin major and an aspiring teacher I am actually teaching beginning level classes. Dr. Katherine Panagakos, who is the Latin program supervisor, gave me the opportunity to work with a varied and wonderful mix of students. There were students as young as nine years old who described themselves as Roman history buffs, high school students who wanted to keep their skills sharp in their time off from school, and adults who learned Latin in "the good old days" but had since forgotten it. The students began the summer studying grammar and vocabulary and worked their way to translating some entertaining stories of mythology such as the tales of Phoebus and Phaethon, Pandora's Box, and Atreus and Thyestes. Whether it was a young student learning the language in preparation for school or an adult wanting to learn Latin to help solve crossword puzzle clues, it was a pleasure to see them enthusiastically learn and understand the lessons. The younger students particularly enjoyed the mythology and thus were keen on doing the translating activities.

Seneca the Younger once said, "docendo discimus" ("By teaching, we learn"). That truth aptly describes my involvement in the Summer Latin program. As I taught lessons, I learned how to develop more clear and concise explanations that would improve the students' understanding of the material. I learned ways of engaging the students and I also learned to prepare lessons that will certainly be helpful in a teaching career. Aside from brushing up on my own Latin skills, I am thankful to have gained valuable teaching experience in Stockton's summer Latin program and I look forward to continuing to participate and hopefully inspire a passion for Latin in others.

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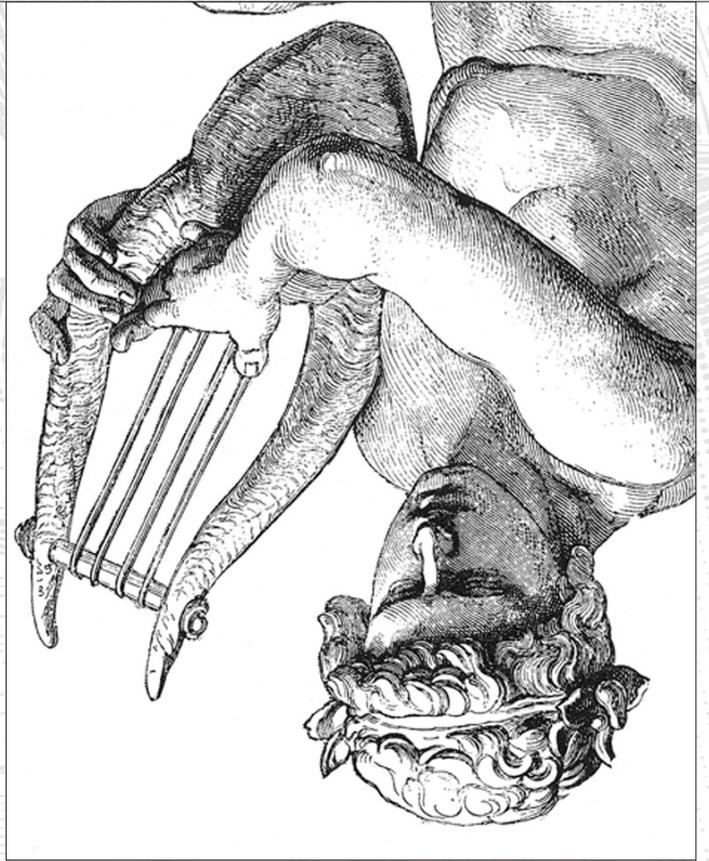
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