

T A B U L A E

DEPT. OF CLASSICS • UNIVERSITY OF NORTH CAROLINA • FALL, 1994

Looking Backward, and Forward

The announcement of George Kennedy's retirement was hardly a surprise. When people sell their house on Estes Drive and move to Colorado, they are not likely to change their plans; and, after George's long labors for the Department, the University, and the Classics and Speech professions, no one could grudge him the title of *optime emeritus*. We give thanks, George, for your Chapel Hill years, and we wish you and Mary Lee many happy years in Fort Collins--or wherever else the Road may take you.

No surprise, then: but we feel--we are just beginning to feel--the shock of George's departure. How could one write a decent *propemptikon* or eulogize his many achievements without consulting George himself on the relevant rhetorical principles? His counsel, we know, will not be lacking: but counsel by fax, or even e-mail, somehow isn't the same.

Aging faculty (who will remain nameless) and alumni may feel renewed nostalgia for our own "Kennedy Years" of expansion and privilege: when Greek still fulfilled the Math requirement; when Latin 21 (Virgil) had six sections; when so many gifted graduate students were supported by NDEA and other Fellowships. If we were honest, we might find ourselves lamenting the loss, not only of the privileged status of Classics in the mid-to-later 'Sixties, but also of our own youthful audacity, our grandiose hopes of reforming a world so evidently in need of Sophocles and Plato, Cicero and Virgil and Horace. *Non sum qualis eram boni / sub regno Kenedi*. Yet the Classics are still needed, if not always valued, and we still remain privileged: in our scholarly fellowship; in the excitement and fun of reading old (and new) books, deciphering old stones and old customs, and mapping old sites; in the fun and excitement of sharing all these things with ever new

generations of students; and always, in the green places of UNC, which we celebrated especially in this Bicentennial year.

Graduate students contributed their own special energy and humor to the *res gestae* of 1993-94. In March, they presented their third annual Colloquium, on "Ancient Ceremony and Spectacle." In April, they gave the POENULUS of Plautus, in the original Latin (but with English guidance), to packed audiences of all ages in the Playmakers Theater. Kenneth Reckford, who directed earlier Plautine performances at UNC--the 1972 *Mostellaria*, 1980 *Rudens*, and 1990 *Curculio*--passed the baton to John Starks, a Gilbert & Sullivan aficionado and expert in "blocking." Silly jokes, wild anachronisms, and running-gag props reaffirmed the vitality and fun of what we hope will be an enduring tradition of live Latin comedy at UNC.

Cecil Wooten (in the tuxedo) was the tour guide for *Poenulus*. Along with plot summaries and useful Latin phrases, idioms, and insults, he commented on Plautus's surprisingly fair treatment of foreigners, even Carthaginians (Rome's late enemy). The multicultural point needed no forcing. "Be kind," said Cecil, "and decent, and tolerant of others who are not like us."

Now, about this tour guide (who appears below under another hat, as Director of Elementary Latin): Educated at Davidson and UNC, one of George Kennedy's prize students, Cecil has made his own distinct inroads into the scholarship of ancient oratory and rhetoric. He also teaches passionately, whether his subject is elementary Latin or Demosthenes, or "The Romans," or ancient Greek and Roman sexuality; and he has received many awards--most recently, a Bowman and Gordon Gray Professorship--in recognition of distinguished undergraduate teaching. His presence in Murphey Hall, along with others, helps us look forward confidently and not just back.

- KSR

The Beginning Latin Program

By Cecil Wooten

I don't know what is the best way to teach beginning Latin. Every method has advantages. Therefore, being a Ciceronian at heart, I use an eclectic approach. The text in the course is the one by Wheelock, and the core of the program, consequently, is the study of Latin grammar, usually presented deductively, which is then practiced by translating sentences from Latin to English and from English to Latin. I encourage people who teach in the program, however, to try as much as possible to teach the context of the sentences that Wheelock uses. That means that in the course of the program students learn a lot of background material about Roman history, Latin literature, Stoicism, and Roman daily life. I believe very strongly, however, that culture should always be taught as an adjunct to language, in other words, as it is revealed by the Latin that is being read. I also encourage the instructors in the program to do a lot of oral work. This involves primarily the use of structural and transformational exercises done in the guise of rudimentary conversation (*Quid faciebas ubi eras puer? Quid amant puellae? Quid est in libro tuo?*). We also read, or act out, simple stories to the class and then ask the students to answer questions on them. Or sometimes we give oral statements drawn from a story that students have read and then ask them to tell us whether they are true or false. A language is a living thing, and it has always seemed to me that students will learn it better if they are required to speak it, hear it spoken, read it and write it. Sound and symbol must be used to reinforce each other. In any case, to me what is most important is that a student use the language as much as possible in as many different ways as possible. Trying to speak the language and hearing it spoken reinforce a student's ability to read and write and vice versa.

The goal of Latin teachers has traditionally been to teach students how to read Latin. I wonder, however, how many students, even in two years of college Latin, learn to read Latin literature with much more appreciation than they could get from a good translation. But what they can learn from studying Latin for two years is what American students these days need most: mental discipline, the ability to concentrate and to work with precision and accuracy, and the development of analytical and synthetic skills. I often point out to students that education is to the mind what exercise is to body. When I swim, what does me good is not reaching the other end of the pool. It is the process of getting there that benefits my body. Likewise, I think that for most of our students what does them good is not so much the ability to read Latin that they have acquired after two years but the process of acquiring that ability, the

mental skills that they have developed in the process. For students like many of ours, who come out of very lax educational systems, the Latin class is the first place where they have been required to be meticulous, to pay close attention to what they are doing, to juggle a lot of information in their head at one time. And if we can teach them that we have made a real contribution to the society in which we live. I tend, therefore, to stress in the program process as much as results. And that is why I prefer a basic approach such as Wheelock to the reading methods that one finds, for example, in The Oxford Latin Course.

In the first semester we cover half of Wheelock, spending about three class periods on each chapter. The first day is devoted to the Practice and Review sentences. The second day is spent on the more demanding *Sententiae Antiquae*. And the third day we read a passage from Groton and May's 38 Latin Stories and introduce the new grammar. It is important, I think, to introduce new grammar in class before students study it in the book. First, this gives them double exposure to it. Secondly, I think that if the students have some idea of what is being presented when they study the grammatical explanation in Wheelock they will get more out of his comments.

Most of the sections are taught by graduate students. I do a training session for them at the beginning of the semester and give them lesson plans for each class period. I make up the first two tests in Latin 1 and the first test in Latin 2. The instructors make up the other tests themselves, but they must be approved by me. I visit each class taught by new instructors in the program at least twice, and they are also visited at least once by another faculty member. After these visitations we write reports on their teaching. These are intended, more than anything, to be helpful, but they become a part of the student's permanent record. I also require that people teaching Latin 2 be videotaped by the Center for Teaching and Learning. I am impressed by what a good job most of our graduate students do in the classroom, and the level of instruction is generally very high.

Most of the students who take beginning Latin, even Latin 1, have studied Latin in high school. Many of them, however, seem to know almost nothing. (Of course, in the beginning course I usually do not see students produced by the many good teachers around the state.) I hear stories all the time from students about how they spent their time in Latin class watching movies ("The Clash of the Titans" is one of the more popular ones), discussing mythology, or learning about etymology. I often hear from students that they didn't study any "grammatical Latin" (Is there Latin that is not grammatical?). A student told me just the other day that his Latin class was devoted to debates about current events such as abortion (not in

Latin, however). I regret all of this. Nevertheless, I also sympathize with many high school teachers who are forced to teach subjects which are not their own in conditions that are dreadful for salaries that are pitiful. And at least students who have had "Latin" in high school, even if they really didn't study Latin, don't think of it as something strange and exotic like Hebrew. Because of that, they do sign up for Latin classes here and give us the chance to show them what Latin really is. Many of them are shocked and drop the course; many of them, however, realize that Latin is really more interesting than "The Clash of the Titans."

On the whole, therefore, I am quite optimistic about the future of Latin here. At the moment we have more students than we know what to do with, and our beginning Latin sections often have almost twice as many students in them as we would like. Some of them are terrible, but most of them have a lot of potential. They may not become classical scholars, but I think that they do go away from the course with an ability to think more clearly and an appreciation for how rewarding it can be to work hard. And they have enjoyed themselves, even if we didn't watch "The Clash of the Titans."



Poenulus cast and crew

Left to right standing: Mark Beck, Cecil Wooten, Dave Johnson, Ed Heil, Rebecca Benefiel, Chris McDonough, Liza Reynolds, Chris Brunelle, Alice Ann Moore, John Starks.

Kneeling: Cynthia Glidden, Amy Jones, Brian Lund, Beth Calamia, D. Hunt, Matt Panciera.

Seated: Tom Reinhart, Serena Zabin, Ellie Lawson, Debbie Felton, Andy Goldman.

VARIAE VIAE REPORTANT

As usual, y'all have been doing far more than we can report fully, and so the following is just a selection, and an idiosyncratic one at that. We begin with our first annual TITYRUS award, which goes to **Francis Bliss** (PhD '51), who lives in New Vineyard, Maine, and recently organized a poetry-reading session for a CANE meeting. "Two of us did an impassioned reading of the Dido-Aeneas debate from *Aeneid* 4; I roped in another UNC alum, **Charles Henderson Jr.** (PhD '55) to read some Horace..." Francis also is "not a bad carpenter," and he helped build his town's new library two summers ago. **Donald Yates** (PhD '79) reports that after ten years as a public relations man for Miles Laboratories (a.k.a. Alka-Seltzer), he was "downsized" and "outplaced," as a result of which he is now instructor of Communications and Assistant Dean of Students at Native American Educational Services College in Chicago, the only college owned and run by Native Americans.

Ward Briggs (PhD '74) has come by his copies of *Tabulae* by chance, but is happy to report that in 1992-93 he was Hill Distinguished Visiting Professor of Classics at Hobart and William Smith Colleges (where Ward's "Doktorvater," Brooks Otis, once taught), and that he continues to serve as editor of both *Vergilius* and a series of books on the classical tradition for Garland Press. Our alumni have published a number of books recently: *The Declamations of Calpurnius Flaccus*, by **Lewis Sussman** (PhD '69); *Roman Brick Stamps: the Thomas Ashby Collection*, by **James Anderson Jr.** (PhD '80); and *Form as Argument in Cicero's Speeches*, by **Chris Craig** (PhD '79). Also, **Martin Kilmer** (PhD '75) writes, "My book *Greek Erotica* (thoroughly illustrated) has at long last made it into the real physical world, no longer languishing in aether or cyberspace." Martin gives directions on how to order his book, but notes that "any good bookstore should order it for you." He is also currently at work on the inscriptions on Attic archaic pottery.

In addition to word of his book, Jim Anderson sent along lots of news. He finished up a three-year stint as director of the Classical Summer School of the American Academy in Rome in 1994, and during the academic year 1993-94 was Mellon Professor at the Intercollegiate Center in Rome. This year (1994-95) he has an NEH grant and is in Rome working on a book on Roman Architecture and Society. Meanwhile, Jim's wife Dana has been developing a Special Education program at the AmBrit School, where Jim and Dana's children Owen and Helena are students. Back in Georgia (Jim's home institution), **Charles Platter** (PhD '90) has been busy as co-

editor of a special issue of *Arethusa* on "Bakhtin and Ancient Studies," as well as other articles.

Lee Walker Willard (PhD '80) wins this year's MIDAS award hands down. She has been promoted to Associate Dean for Academic Planning and Special Projects at Duke, and reports, "I have written over \$11 million in grants for undergraduate programs and activities, the latest for the Center for Teaching and Learning, and another to recruit women and minorities into science." **Ann Fleming Deagon** (PhD '54) has retired from teaching at Guilford College, but is by no means inactive: "I am presently engaged in community theater, writing and singing blues, and learning welding as preparation for junkyard sculpture." **Donald Wade** (PhD '69) took early retirement from Kent State effective at the end of the academic year 1993-94, is "thinking of a second career in another field," and this past summer gave the Department his splendid collection of materials on Roman Dacia, which at present is shelved in the Epigraphy room.

We are saddened to have to report the death of **John Clinard** (PhD '67) in May of 1994. John spent his entire career at McMaster University, where he worked especially hard on the undergraduate Latin program and, in the Hamilton community, on choral groups and performances. He died of liver disease, at age 55, *immeritus. Sit illi terra levis.*

On a happier note, **Jane Phillips** (PhD '69) and **James Harrison Jr.** (PhD '74) were married in Lexington, Kentucky, on June 24, 1994, after which they disappeared eastward on a honeymoon that included Athens, the islands, and parts of Turkey.

Jane continues at Kentucky, and Jimmy has resumed full-time teaching of Latin at Converse College, after a long stint as head librarian and part-time teacher there. We wish them all the best.

It is always a happy occasion when our students return to Chapel Hill, for short or long visits. In 1993-94, we continued our tradition of inviting a former student back to lecture: late in the fall, **Elizabeth Keitel** (PhD '77) gave a talk on the first book of Tacitus' *Histories*. And **Christopher Konrad** (PhD '85) spent ten days here in August 1994, en route to the Hellenic Center in Washington, where he will spend this year working on Plutarch.

As we write this, the Southern Section meeting here in Chapel Hill is still future tense, but by the time you read it, the epistolary past should be appropriate: several of our students came to give papers here in October '94, among them **Mary Pendergraft** (now at Wake Forest), **David Frauenfelder** (North Carolina State), **David Wharton** (UNC-Greensboro), **Scott Carson** (Duke), **Andrew Becker** (Virginia Tech), **William Seavey** (East Carolina), **Tim Moore** (Texas), **Geraldine Gesell** (Tennessee), and **Nancy de Grummond** (Florida State). In addition, **Chris Craig** organized a special panel on classical rhetoric, with papers by several of George Kennedy's students, **John Kirby**, **Terry Papillon**, **James May**, and **Lewis Sussman**. And, of course, many of our current graduate students gave papers, with one particular session, on the production of Plautus's *Poenulus*, entirely organized and given by them. To each and every one of you, the HERMES award, for your versatility and quick wit, and with best wishes for safe travels.

TABULAE

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Address Correction Requested

COMING EVENTS IN CLASSICS AT CHAPEL HILL

Saturday, March 25, 1995: Fourth Annual Graduate Colloquium. This year's topic: "The Body in the Ancient World." The organizers invite you to submit proposals for papers dealing with literary, historical, philosophical, and artistic views of the body in Greco-Roman culture. The colloquium will be organized, if precedent holds, in morning and afternoon sessions of papers roughly fifteen minutes in length, with a keynote speaker in the afternoon. For more information, or to submit a paper proposal, contact: Jonathan Clark, Department of Classics CB 3145, University of North Carolina, Chapel Hill, NC 27599-3145.

Monday through Thursday, March 27 to 30, 1995: The Department of Art will sponsor a series of four lectures on "Greek Sculpture of the 4th Century B.C." by Brunilde S. Ridgway of Bryn Mawr College. For details, contact the Department of Art at 919-962-2015.

HAVE YOU MOVED? Please send us your new address:

Name:

Street address:

City, state, zip:

DO YOU HAVE NEWS? DO YOU WANT TO SEE YOUR NAME IN PRINT AND PROBABLY BECOME FAMOUS? Please send us word of what you have been up to. We will include as much of your news as we can fit in next year's *Tabulae*.

Yes! I have news! My degree and year:

My news: