

***Department of Classics
Monmouth College***

***Annual Report
and
Ten-Year Retrospective***

1994

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The 1993-94 academic year began with Tom Sienkewicz' return from a year-long sojourn in Florence. He found a department which had flourished under the teaching of his competent and popular replacement, Dr. Deborah Davies and under the guidance of Dr. William Urban as acting chair. In 1993-94 course enrollments were good and the department maintained its usual flow of academic and extra-curricular activities. Classical studies continue to thrive at Monmouth College, as they have done for the last 141 years.

1994 marks a significant milepost in the history of the Department of Classics at Monmouth College. It is the 10th anniversary of Tom Sienkewicz' arrival at Monmouth and the last year of Bruce Haywood's presidency. As the college looks forward to the transitions which a change in president will bring, it is appropriate for the Department of Classics to reflect upon the past, to analyze its activities during the last decade and to make some recommendations about the future.

A Brief Retrospective

Ten years ago the department, then known as the Department of Classical Languages and Literatures, was in transition. Bernice Fox had recently retired after 31 years of teaching. The department's newly-endowed chair in Classics was vacant and staffing in the department was uncertain. Even more seriously, the Classics Program itself was precariously situated. The curriculum had not been reviewed in many years. While the department was offering a solid, traditional program centered around the Latin language and advanced literature courses, this curriculum was attractive to only small numbers of students. In the 1970's the department had addressed this enrollment problem by introducing popular courses in Word Elements and Classical Mythology, but the core of the Classics curriculum remained essentially inaccessible to the vast majority of Monmouth College students who could not read Latin and Greek. In its emphasis on work in the Classical languages the department was no different from many other departments of Classics, which still teach only small numbers of students according to this traditional plan.

In 1984 Tom Sienkewicz was appointed Visiting Associate Professor of Classics. One third of the teaching load he was assigned in that year consisted of advanced Latin courses in which only one student was enrolled. This student dropped out of school in third term for financial reasons. While enrollments in elementary Latin, Classical Mythology and Word Elements were reasonably healthy, the department clearly had to reconsider its place in the broader curriculum of the college and to make major adjustments in program. In hiring interviews with Tom Sienkewicz, President Haywood and Dean Amy both expressed the desire that the department develop a Classics curriculum which would serve a larger number of students and make members of the college community more aware of the Classical roots of their disciplines and of Western civilization.

This was no easy task. All over the world Classicists had been struggling for decades with the challenge of continuing their traditional emphasis on the study of the Classical languages while expanding their curriculum to include literature in translation and cultural studies. The typical Monmouth College student was not professionally interested in the Classical world, although a significant number had the intellectual curiosity to enroll in an occasional course. The traditional curricular emphasis on pre-professional training in Classical studies, on preparation for high school teaching or a doctoral program, was no longer appropriate for Monmouth College, where Classics students, even majors and minors, were less likely to pursue advanced degrees in Classics than to become lawyers, teachers, librarians, etc. For this reason, the college needed a special Classics curriculum, one which was broadly concerned with all areas of Classical civilization, rather than narrowly focused on language studies. At the same time, the department needed to be able to train well the occasional student who wished to pursue graduate studies in Classics. The challenge of meeting the needs of all these students was particularly difficult at an institution like Monmouth with limited

resources of personnel and facilities.

The Triad Curriculum

Monmouth College's response to this challenge has been an innovative curriculum concept called the "Triad" course, which was approved by the faculty in the spring of 1985. Since then this course model has been adapted at other institutions like Knox and Augustana Colleges. It was also nationally recognized in 1989 when Tom Sienkewicz was given a teaching award from the American Philological Association. The triad course enables the department to continue advanced language study for small numbers of interested students while offering courses of more general interest by creating parallel courses in translation, Latin and Greek, with integration of the language and in-translation students in the same classroom. Language students meet several times a week with the in-translation students in order to share their different perspectives on their readings. Language students also meet separately for careful textual study. In addition to Classical Mythology, now known as Classical Gods and Heroes, two general types of triad courses have been developed in the department during the last ten years.

Literary genre courses in epic, love poetry and drama and mixed-genre theme courses in inspiration and love and marriage. All of these courses, now taught under the course heading CLAS210 Ancient Literature, fulfill the general education requirement in Beauty and Meaning in Works of Art.

Civilization courses in the ancient family, sport and recreation, Africa in the ancient world and the ancient city. All of these courses, now taught under the course heading CLAS240 Ancient Societies, help fulfill the general education requirement in Human Societies. Generally these topics are taught in a four-year sequence.

The curriculum has worked quite successfully in increasing enrollments in Classics courses. Appendix A is a chart illustrating enrollment trends during the past ten years. Since 1988 enrollments in Classics courses have averaged 157 students per year. This represents nearly double the enrollment for 1984-85. There have been some fluctuations in individual course enrollments, but mythology courses remain extremely popular and enrollments in this course are usually limited only by classroom size. Occasionally Classics courses have been moved to larger classroom space, but such moves are not preferred due to limited access to teaching materials in other locations.

As these triad courses were developed, the department also tried to serve the needs of the general education program at the college. In 1984 only two departmental courses fulfilled general education requirements: Elementary Latin 101/102 fulfilled the foreign language requirement and Classical Mythology was a Thought and Belief course.

In 1994 nearly every course the department teaches fits somewhere in the general education program. In addition to Elementary Latin, students can take Ancient Greek to fulfill the foreign language requirement. Classical Mythology, now known as Classical Gods and Heroes, has been moved from the Thought and Belief rubric to the Beauty and Meaning rubric. In addition the department also offers Ancient Literature in this rubric. The Ancient Societies courses all operate within the Human Societies rubric. The Department of Classics can boast that its program has been designed to serve the general education program and not vice versa. The only three-credit course in the department which does not serve general education is Word Elements.

Integration of Classics courses into general education was so successful in the last ten years that the Classics program is now somewhat vulnerable to

institutional interest in modification of general education. Classics courses are offered in every rubric except the sciences, and, even here, the department occasionally serves the Physics Department with lectures on mythology in the Astronomy course.

The department's vulnerability to curricular changes is illustrated by the move from terms to semesters in 1989. Until that change, Tom Sienkewicz was able to teach Freshman Seminar occasionally. He taught this course in 1985, in 1987, and, as an overload, in 1988. With the introduction of semesters he was no longer able to do this without either taking on a major overload or not offering a well-enrolled Classics course. There is a simple reason for this: Under the term system Tom Sienkewicz could manage to teach 9 full-credit courses per year (three per term; i.e., one course more than a full load). Under the semester system he teaches 6-7 three-credit courses per year plus several one-credit courses; i.e., 22-24 semester hours per year. No more is humanly possible.

Until 1985 Monmouth students could only major or minor in Latin. With the triad curriculum majors and minors in Greek and Classics were added. The summary of majors and minors in Appendix A illustrates that the department has developed a steady stream of students interested in a more thorough exposure to the Classics in translation. Of all these majors only one has pursued an advanced degree in Classics. Many Classics minors have been English or History majors. In contrast, the traditional Latin major and minor has not attracted many students.

Those unfamiliar with the department often wonder how such a small staff can legitimately maintain three majors and three minors. The fact is that in the Triad program the needs of three different kinds of students can be met with little additional impact on teaching loads. The Greek major/minor well illustrates this situation. While there have been no Greek majors or minors in the last ten years, the department has to make few modifications to its present course offerings to serve the needs of a student who might want to major in Greek. Essentially this would entail offering one-credit of GREK201 Directed Readings every semester in conjunction with a triad course. GREK201 has been offered more often than not in the last four years. Any attempt to "streamline" the Classics curriculum by eliminating the Greek major would have no significant effect on personnel needs or teaching loads.

The Classics Department is most fortunate to offer its courses in the Capron Classics Room, the first dedicated classroom in Wallace Hall. The generous gift of Mr. Keith Capron, the room creates a special environment for the study of the ancient world with its video and slide facilities and its many books and teaching artifacts. Mr. Capron has also made major book purchases for the Hewes Library. With his help the college acquired a complete set of Loeb Classical texts, Oxford Classical Texts, and Penguin translations of Classical literature. Without such books Classics students at Monmouth were at a distinct disadvantage.

The Academic Curriculum, 1994

The department was very proud of its 1994 graduates, Allison Ritscher, a Classics major and Kelly Ewalt, the first Latin minor in years. The degrees of two additional seniors, one Classics major and one Classics minor, were not awarded at Commencement due to legal difficulties. At Honors Convocation Kelly Ewalt was recognized with the Classics Department prize for her outstanding academic work this year. The department was also pleased to welcome freshman Duncan McPherson as a Classics major.

Occasionally in these annual reports, the department has highlighted a

particular student in order to illustrate the kind of student the department serves. This year the department would like to acknowledge Kathy Barger, a junior biology major. Kathy came to Monmouth with three years of high school Latin. Since she had not been able to take the language in her senior year, she was unsure of her Latin abilities. Careful review and encouragement in her freshman year have led to her regular enrollment in Latin courses. Kathy will probably graduate with a Latin minor next year. The department is happy to have students like Kathy, students who will not be professional Classicists but who will bring a Classical perspective to their chosen professions.

Several aspects of the enrollments for 1993-94 should be noted. This was the first time since 1984 that Word Elements was taught in the fall instead of the spring. The course attracted almost twice the number of students it has usually done. In the hope of transforming this increase into a trend, the department has scheduled the course for the fall again next year. The size of the Elementary Latin class was double the size of last year's class. This was also the first year since 1990-91 that Elementary Greek was taught and enrollment was eight, the largest Greek class within memory. Appendix B contains elementary language enrollment figures for a number of small liberal arts colleges in the Midwest and suggests that Classical language enrollments are remarkably healthy for a college the size of Monmouth. The department can suggest no explanation for this increased interest in elementary language classes, but hopes that it continues.

It should be noted that Elementary Greek was offered this year at the request of two students. In a moment of weakness Tom Sienkewicz originally agreed to teach this course as an overload. Enrollments were so healthy and student enthusiasm sufficiently high that it became necessary to offer GREK102 this spring. This decision necessitated a major change in course offerings. CLAS210 and CLAS231 were (reluctantly) cancelled early enough in the academic year so that very few students were inconvenienced by the change. This switch probably decreased slightly the total number of Classics enrollments for 1993-94, but one positive result is that at least three of the GREK102 students will continue with their study of Greek next year, which may be the first time since the triad system was introduced that the department will actually have three tracks of students studying simultaneously in Latin, Greek and translation.

In recent years Bill Amy, not Tom Sienkewicz, had been teaching Elementary Greek. With Bill Amy's retirement Tom Sienkewicz must take over responsibility for the course. For this reason the department will recommend next year that Elementary Greek become, like Elementary Latin, a three-credit rather than four-credit course.

This year CLAS240 Ancient Societies was taught for the first time with the theme of the ancient city. 14 students were enrolled in this course, including one for Latin credit. In recent years the Ancient Societies course has had enrollments as high as 44 (for the Family) and 33 (for Sport and Recreation). While a class of 14 is a reasonable size, the department is eager to offer courses which serve twice that number of students. Two factors may account for the lower enrollment: 1.) the new theme (a factor which cannot be evaluated until the course is offered again) and 2.) changes in the Human Societies General Education requirement. In earlier years students could fulfill this requirement by selecting two course from a wide range of options, including this course. Now they must take Comparative Societies and one other course. It is possible that this curricular change may permanently affect enrollments in Ancient Societies and this situation should be monitored during the next few years.

Enrollments in Classical Gods and Heroes were more healthy. 27 students took this course, including two for Latin credit. This course was the subject of the only curricular change in the department in 1993-94. With the approval of

the faculty Classical Gods and Heroes will be theme based and repeatable for credit.

The department continues to rely heavily on the use of slide transparencies and computer-based word processing in courses. An impressive collection of computer-assisted courseware is now available for students on the college computer network. This year Tom Sienkewicz had Latin and Greek students creating their own vocabulary drills on the computer. Students in Classical Gods and Heroes were required to submit written coursework via a special Deliver Assignment program developed by Daryl Carr in the Computer Center.

The department also experimented with the format of final exams by including the final exam question on the course syllabus. Student reaction to this innovation was generally positive, since it allowed them to structure their readings and work for this course around the specific theme of the exam.

Tom Sienkewicz continues to allow students a great deal of discretion in the completion of assignments. For example, in the mythology course students were allowed not only to write papers, but also to create sketches, cartoons, poems and other work with a mythological theme. Some of the cartoons based on current events in this course were particularly noteworthy.

The Extra-Curricular Program

During the last decade the Department has tried to remain at the intellectual center of the campus not only through a solid academic program, but also through a variety of collateral activities, including writing contests, lectures and involvement in state and regional associations of Latin and foreign language teachers. Highlights of some of the events sponsored during the last decade are listed in Appendix C.

One of the most important of these events was probably a institute on teaching Roman history, partially funded by the Illinois Humanities Council and held in June, 1987. This program, taught by both Tom Sienkewicz and Bill Urban, brought 25 high school teachers on campus and created professional ties which are still strong today.

Partly as a result of this institute, partly because the department believes in the importance of close ties between high school and college Latin programs, Tom Sienkewicz has regularly visited several high school Latin classes every year. A summary of these visits can be found in Appendix D.

This year, for example, the department sponsored the State Latin Tournament, which brought over two hundred students and their teachers on campus in late April. This contest, organized by the Illinois Classical Conference, may be the only statewide Latin competition in the country. Participants are always eager to come to Monmouth for this test. Our hospitality is well-known. This year the department organized Roman Chariot Races and a persona performance of Julia, daughter of Augustus, by an Indiana high school teacher. There was also a recognition luncheon for participants at which Dr. William Urban of the History Department gave a brief talk on medieval Latin tests. The State Latin Tournament comes to Monmouth approximately once every four years and the Admissions Office is always very helpful in supporting this activity. The department is especially grateful to Dick Valentine for his assistance this year under very short notice.

During the last decade Tom Sienkewicz has also worked closely with high school Latin teachers throughout the state. He has been active in the Illinois Classical Conference, the state Latin organization, which he has served as vice-president, as president, and, currently, as acting president. Every year he attends the annual meeting of ICC where he is often on the program. At this

year's meeting in Peoria, he chaired a panel discussion on the Black Athena controversy and read a paper entitled "Rappin' and Homer: Merging the Margins". At this meeting, he was also awarded the Lieutenant Governor's Award for Contributions to Foreign Language Learning. He was selected for this award by a committee of the Illinois Council for the Teaching of Foreign Languages (ICTFL).

In 1994 Tom Sienkewicz accepted the state vice-presidency for the Classical Association of the Middle West and South (CAMWS). This is a regional organization with a membership of both college and high school teachers. The responsibility of the vice-president is to serve as a liaison between the association and members within the state and to promote CAMWS membership within the state. Vice-presidents are also expected to attend the annual meeting. This year's meeting was in Atlanta, where Tom Sienkewicz also read a paper entitled "Classical Mythology in Florence".

Departmental Writing Contests

Since 1985 the Department of Classics has sponsored two writing contests. The first contest honors Dr. Harold Ralston, professor of Classics and Psychology and Chairman of the Classics Department at Monmouth College from 1947 until 1970. This writing contest is open to any student enrolled full or part time at Monmouth College and recognizes the author of the best entry written in English on a Classical theme. The entry may be an essay, short story, play, poem, or any other form of original writing. Thanks to the generosity of Dr. Ralston's widow, Mrs. Faith Ralston, this prize is endowed. During the last ten years the department has received, on average, ten entries in this contest. Over the years, most entries for this contest have come from students enrolled in Classics courses. The department would like to see broader interest and support for this contest in the college, but so far there has been little enthusiasm among other faculty, who are even unwilling to judge entries.

While the number of students participating in the Ralston contest is not large, the quality of submissions is often quite high. The winner of the 1994 prize was Kelly Ewalt '94 who submitted a modern adaptation of three satires of Juvenal. These satires developed from course work in the Ancient City course offered in the fall semester. With Tom Sienkewicz' help Kelly used the desk-top publishing capabilities of the college computer center to publish her entries.

The department's second contest, the Bernice L. Fox Classics Writing Contest, is open to high school students. Until 1989 it was only open to students in certain midwestern states. Since then any high school student has been eligible and there have even been entries from Canada and Great Britain.

In this year's contest students were asked to compare the life of a prominent modern American with that of a famous ancient Greek or Roman. Entries arrived from 354 students at 55 high schools in 17 states and 2 Canadian provinces. The winning entry by Paul Niemiec of Loyola Academy in Wilmette, Illinois, compared Walt Disney and Aesop.

Every student submitting an entry receives a certificate of participation from Monmouth College. Several honorable mentions are awarded in addition to a first prize with a monetary award subsidized from the departmental budget. This is excellent publicity for the college and many teachers over the years have written notes of gratitude for the college's willingness to sponsor this activity.

The Admissions Office has always been very helpful in administering this

contest, but, with the large number of entries every year, it becomes more and more difficult for the department of Classics to manage this contest without more help, at least in judging, from faculty in other departments. Until now the department has relied on retired faculty, spouses of former faculty, and alumni. In particular, Bernice Fox, Alice Martin and Eileen Loya have been faithful judges for many years.

A complete list of statistics for the Fox Classics Writing Contest appears in Appendix E.

Fox Classics Lecture

Since 1985 the department has sponsored the annual Bernice L. Fox Classics lecture. The goal of this lecture is to illustrate the many links between the Classics and other disciplines of the liberal arts. For this reason the department has discouraged narrow, scholarly presentations in favor of lectures which will be of broad interest within the college and in the community. This year the department invited an alumna, Mrs. LeaAnn Osburn MC'72, to give an address entitled "Classics Across the Curriculum". Mrs. Osburn teaches Latin at Barrington High School. In her lecture she talked about ways to integrate a variety of disciplines with Classical studies. This lecture was most appropriate for students interested in teaching a variety of subjects in elementary, middle and even secondary schools.

A list of all the Fox lectures appears in Appendix F.

The Western Illinois Chapter of AIA

The department continues to serve as the headquarters for the Western Illinois Society of the Archaeological Institute of America. Since 1984 efforts have been made to organize at several different nearby institutions, but especially at Monmouth, archaeological programming which appeals both to academics, students and the general public. A solid core of paid memberships has been obtained and attendance at lectures is generally excellent, especially from the general public. The department feels strongly that these lectures allow Monmouth College to make a valuable contribution to the intellectual life of the area and to supplement the academic curriculum of the college.

A complete list of AIA programs appears in Appendix G.

Eta Sigma Phi

The Gamma Omicron Chapter of Eta Sigma Phi, the national Classics honorary society, was founded by Bernice L. Fox in 1956. Over the years hundreds of Monmouth College students have been recognized for their excellent work in Latin or Greek and have been initiated into the chapter. This year the chapter had two initiations. At the winter ceremony, held in conjunction with the 2003rd anniversary of the Altar of Peace, the following students were received into the chapter: Tiffany Booton, Robin Bradford, Tod Freitag, Andrea Hicks, Heather Johnson, Duncan McPherson and Noriaki Takeuchi. Later in the spring Erika Witek was also initiated.

At Honors Convocation the chapter offers a silver medal to the Monmouth College student who has done the best work in Latin during the academic year. This year the medal was awarded to Noriaki Takeuchi, a Japanese exchange student who showed remarkable language skills in Elementary Latin.

Gamma Omicron chapter also awards bronze medals to those Latin students at Monmouth High School whose performance on the district tests for the Illinois

Latin Exam entitles them to take the state test. This year medals were awarded to six students from the high school.

Several national Eta Sigma Phi conventions have been held on the Monmouth campus, most recently in 1992 (see Appendix C). Gamma Omicron chapter also holds the record for the most consecutive national conventions attended. This year the chapter sent three students plus Tom Sienkewicz to the convention at the University of Louisville. These conventions are always a good combination of academic and social activities. Students at a small institution like Monmouth need such opportunities to meet students like themselves from other institutions.

The chapter was able to subsidize all these activities by recycling aluminum cans in Wallace Hall and in the library and by several other fund-raising activities, all of which must be supervised by the departmental advisor. The department covered some of the transportation expenses for the trip to Louisville.

A Prospective for the Next Decade

The department remains confident that its current curriculum can meet the needs of the college at least into the next decade. Its only curricular concern is that the recent requirement in Comparative Societies may affect the previously healthy enrollments in Ancient Family, Sport and Recreation, History of Greece and History of Rome. If this proves to be the case, some modification of these courses may be necessary in a year or two.

Of more serious impact to the Classics program would be any major changes in the General Education program. The department is not arguing here for blind preservation of the *status quo* but a cautious concern for the effect changes might have on various areas of the curriculum.

The department sees three major areas of concern as it moves towards the 21st century: student scholarships, staffing, and teaching equipment.

A.) Student Scholarships

While the departmental program is not focused on the needs of pre-professional students, it needs a core of serious students who will maintain student enthusiasm and interest in the Classics. Several institutions in the country have recently begun recruiting Latin high school students with college scholarships. Monmouth College offers performance scholarships in music, in art, in creative writing, and in other fields. It is time to consider performance scholarships of significant size in Classics. The department would like to be able to offer one full scholarship to an outstanding high school student who would major in Classics at Monmouth. We could achieve a special marketing niche by specifically looking for students who are not necessarily interested in graduate school but who see the study of Classics as a bridge to other careers or as the cornerstone for a good liberal arts education. If one Classics scholarship were offered every year, then there would always be four students on campus who would establish an academic focus for the department.

B.) Staffing

In the 1960's the department had an FTE of 2.0. Since the retirement of Harold Ralston in 1970 there has only been one full-time Classicist. While the department is realistic enough to know that a return to the

FTE level of the 1960's is extremely unlikely, it would also observe that this college has been too departmentally focused in its hiring during the last two decades. One reason why there were two FTE in Classics before 1970 is because the college hired people who had varied interests. Harold Ralston was a psychology professor who could also teach Greek. Bernice Fox was hired to teach English and moved gradually over to the Classics department. Even in 1984 the potential Classics FTE was 1.3-1.5., since the single full-time position was supplemented by support in history (from Bill Urban), in philosophy (from Prescott Johnson and then Ed Scott) and in theology (from Charles Speel and Bill Amy). Since 1984 there has been a subtle but significant erosion of teaching support from other departments. There is no longer any assistance from either philosophy or religious studies, not so much because these programs have suffered staffing restrictions, but because the needs of a collateral department like Classics were not considered in recent hirings.

The college may face several replacements within the next few years (in English and possibly philosophy) where a natural link with the Classics could be made. It would be in the college's best interest to expand the job description of some of these appointments so that other faculty might be able to teach an occasional course with a Classical focus.

For too long the college has relied on the energies of a single Classicist to maintain the department and promote Classical studies on campus. These responsibilities are more than full-time. The college would be better served if the full-time Classicist had enough academic flex to teach Freshman Seminar, an art history course, Western Civilization, or even a course on West Africa (one of Tom Sienkewicz' personal interests). There are also sabbaticals and leaves of absence to deal with. But, most importantly, the institution must recognize that individuals hired in their mid-30's cannot maintain the same kind of energy levels as they move into their mid-40's and -50's.

C.) Teaching Equipment

Even as recently as 1990 the Department of Classics could claim to be state of the art in its facilities. The Capron Room is a splendid place to teach and the library collection is vastly improved from what it was in 1984.

However, as the department hears what is happening at sister institutions and as the department looks forward into the next century, concerns about the electronic revolution are inevitable. Major computerized data-bases and instructional materials are now being used in most Classics Departments in the U.S. These materials include: a.) the *Thesaurus Linguae Graecae* which offers all Greek literature in electronic form; b.) the Computer Index of the U.S. Center of the *Lexicon Iconographicum Mythologiae Classicae*; c.) the database of Classical Bibliography; and, especially, d.) the Perseus program which provides a few dozen frequently used texts with side-by-side translations, an atlas of the Mediterranean, a historical survey, a bibliography, a Classical encyclopedia, a Greek-English and an English-Greek lexicon, archaeological site plans and hundreds of images of ancient Greek sculpture, architecture, coins and pottery. All of these are already essential teaching and research tools in Classics. Monmouth students and faculty are at a distinct disadvantage without them.

The department also foresees the need to update the electronic facilities of the Capron Classics Room. The computer purchased in 1987 is completely out of date and is, in fact, inoperable at this writing.

It is also clear that the use of slide transparencies is rapidly being replaced by computerized photography. What is needed is a more advanced facility, complete with CD-ROM and overhead projection capabilities.

If the department is going to be as vibrant in 2004 as it is in 1994 all of these concerns must be addressed in a timely fashion.

Respectfully submitted,

Thomas J. Sienkewicz
Minnie Billings Capron Chair of
Classics

June 8, 1994

APPENDIX A

Classics Enrollments
1984-1994

YEAR	84-85	85-86	86-87	87-88*	88-89	89-90	90-91	91-92	92-93+	93-94
LATIN										
101	14	12	3	9	7	8	9	12	7	15
102	8	7	2		8	5	6	6	7	10
201#	3	5	3	3	10	11	13	13	8	9
435		2								
GREEK										
101	4	2	2			4	2			8
102										5
212	2	2				1	2			
201			3				1	2	2	2
CLASSICS										
WE	11	16	10		17	14	16	14	15	29
MY	21	23	17		23	24	34	32	24	27
LIT		6**	8		8	14**	18	22	11	
GKH		10			23	29		25		13
RNH	23		41	28			34		21	
FAM			11	9	26			44		
SPO					20	30			33	
OLY							21	16	10	4
AFR							27			
CITY										14
RAP								8		
IS						1	3	1	3	

TOTAL	86	85	100	43	142	141	187	195	141	136
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YEAR	84-85	85-86	86-87	87-88*	88-89	89-90	90-91	91-92	92-93+	93-94
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GRADUATES

MAJORS

Latin	1	1	1							
Greek										
Classics						1	2			1

MINORS

Latin										1
Greek										
Classics				1	1	2	1	6	5	1

Includes 201 and all other advanced language courses. Numbers reflect enrollments in several different classes

* Tom Sienkewicz on leave and sabbatical for two terms. Some data lacking.

+ Tom Sienkewicz on leave in Florence. All courses taught by Deb Davies

** Enrollments represent 2 courses offered in different terms.

WE = Word Elements

MY = Mythology (STB until 1990-91)

GKH = History of Greece, usually taught by Bill Urban

RNH = History of Rome, taught by Bill Urban

LIT = Ancient Literary Genres and Ancient Literature

FAM = Ancient Family

SPO = Sport and Recreation

OLY = Ancient Olympics

AFR = Africa and Blacks in Antiquity

RAP = Rappin' and Homer

IS = Independent Study

Appendix B

Enrollments in First Year Latin and Greek
in the ACM/GLCA Schools
1993-94

<u>School</u>	<u>total enrollment</u>	<u>Latin I</u>	<u>Greek I</u>	<u>Faculty</u>
Albion	1677	21	0	1
Alma	1295	0	0	0
Antioch	602	0	0	0
Beloit	1187	10	12	2
Carleton	1662	20	12	3+
Central	1520	0	0	0
Coe	1285	4	0	1
Colorado	1945	12	10	2
Cornell	1162	35	0	1+
Denison	2003	25	0	2
DePauw	1983	24	5	3
Earlham	1057	0	9	1
Grinnell	1240	27	7	3+
Gustavus Adolphus	2275	31	9	2+
Hiram	863	N/A	N/A	N/A
Hope	2755	57	27	1+
Kalamazoo	1245	5	4	2
Kenyon	1488	12	10	3+
Knox	954	18	12	1+
Lake Forest	987	0	0	0
Lawrence	1202	28	8	1
Luther	2327	20	8	1+
Macalester	1838	17	8	3+
Monmouth	585	16	8	1+
Oberlin	2835	25	10	3+
Ohio Wesleyan	1838	23	0	1+
Ripon	793	12	5	1+
St. Olaf	3015	40	20	3+
Wabash	768	29	5	3+
Wooster	1686	27	6	2+

*Elementary Greek at Knox begins in the Winter term.

Appendix C

HIGHLIGHTS
Department of Classics
1984-1994

August, 1984	Tom Sienkewicz joins the faculty
October, 1984	Drama Symposium in conjunction with the College Theater Production of Sophocles' <i>Antigone</i> .
December, 1984	first lecture of Western Illinois Society of the Archaeological Institute of America
February, 1985	New Triad curriculum approved by faculty
April, 1985	first Ralston Contest winner
May, 1985	Tom Sienkewicz named Minnie Billings Capron Professor of Classics
October, 1985	first Bernice L. Fox Classics Lecture
April, 1986	celebration of 30th anniversary of Gamma Omicron chapter of Eta Sigma Phi with lecture entitled "Thera: The Minoan Pompeii?" by Professor John Fisher of Wabash College in Crawfordsville, Indiana
spring, 1986	photographic exhibit in the Hewes Library to celebrate the millionth day since the founding of the city of Rome on April 21, 753 B.C.
April, 1987	Illinois State Latin Tournament at Monmouth College
June, 1987	Illinois Humanities Council summer institute "On Teaching Roman Civilization in High School"
October 15, 1987	dedication of the Capron Classics Room
spring, 1988	Tom Sienkewicz on sabbatical at the University of Michigan at Ann Arbor. Department served by Dr. Albert Watanabe
December, 1988	Tom Sienkewicz receives teaching award from American Philological Association
winter, 1991	HarperCollins publishes <i>Tela Charlottae</i> , Bernice L. Fox's Latin translation of E. B. White's <i>Charlotte's Web</i>
April, 1991	Illinois State Latin Tournament at Monmouth College
May, 1991	Bernice L. Fox receives honorary degree from Monmouth College
March, 1992	Monmouth College Gamma Omicron chapter hosts national convention of Eta Sigma Phi
June, 1992	<i>Foxfestschrift</i> published
1992-1993	Tom Sienkewicz on leave of absence in Florence. Department served by Dr. Deborah Davies
April, 1994	Illinois State Latin Tournament at Monmouth College

Appendix D

School Visits

1984-85 Monmouth, Pekin, East Peoria, Bergan Catholic, St. Ignatius, Barrington, Marquette (Ottawa), Springfield, Elgin Academy and Marion Catholic

1985-86 Highland Park, Pekin, Spoon River, Downers Grove, Nazareth Academy and Lyons Township (La Grange)

1986-87 Highland Park, East Peoria, Pekin, St. Francis Academy (Joliet), Carl Sandburg (Joliet), and Barrington

1987-88 Keith Country Day School (Rockford), Westmer High (Joy), Macomb, Highland Park, and West Chicago

1988-89 Trinity High in River Forest; Libertyville; St. Ignatius, Bogan High and Ted Lenart Gifted Center in Chicago; Notre Dame (Peoria); Bloomington, Normal, Pekin, Batavia; Barrington; and Sacred Heart Academy in Chicago

1989-90 Pekin Lyons Township; Lincoln Elementary School (Monmouth); Notre Dame (Peoria); Marquette

1990-91 Pekin; Lincoln Elementary School (Monmouth); York High (Elmhurst) and Notre Dame (Peoria)

1991-92 Barrington, York (Elmhurst) and Bloomington

1993-94 Lyons Township

APPENDIX E

**The Bernice L. Fox
Classics Writing Contest
Winners
1985-1994**

- 1985: 98 entries from twenty-six high schools in three states
 Winner: Mary M. Boehm of St. Ignatius College Prep in Chicago
 Topic: "The Modern Labors of Hercules"
- 1986: 144 entries from 30 high schools in three states
 Winner: Albert Kerelis of Marist High School in Chicago
 Title: "Where Have All the Gods Gone?"
- 1987: 73 entries from 18 high school in four states
 Winner: Robert Cowles of Culver Military Academy in Culver,
 Indiana
 Title: "The Image of the Hero in Classical Mythology"
- 1988: 81 entries from 31 high schools in four states
 Winner: Tony Hinrichs of Dowling High School in Des Moines, Iowa
 Title: "The Mythical Monsters of the Ancient Greeks and Romans--
 Were They the Ancestors of Our Modern Monsters?"
- 1989: No statistics available
 Winner: Ursula Musser of Culver Girls' Academy in Indiana
 Topic: "Cave Canem: Discuss the role of animals, domesticated and
 wild, in the life of the ancient Greeks and Romans."
- 1990: 306 students from 36 high schools
 Winner: Katie Cuplin of Rockford, Illinois
 Topic: "A new myth based upon Classical antiquity"
- 1991: 515 students from 79 high schools in 17 states
 Winner: Andrew Brooks Reid of Naperville Central School in
 Naperville, Illinois
 Topic: "If the ancient Greeks and Romans were living today, what
 additional god or goddess would they have?"
- 1992: 480 entries from 68 high schools in 25 states, as well as Canada and
 Great Britain
 Winner: Kimberley Munger of The Madeira School in McLean,
 Virginia.
 Topic: "Creation of a modern metamorphosis myth"
- 1993: 320 entries from 41 schools in 10 states and Canada.
 Winner: Tarayn Grizzard of Mt. Saint Mary Academy, Little Rock,
 Arkansas
 Topic: "Twelve Modern Labors of Hercules"
- 1994: Entries from 354 students at 55 high schools in 17 states and 2 Canadian
 provinces
 Winner: Paul Niemiec of Loyola Academy in Wilmette, Illinois
 "Once Upon a Story, a Comparison of Walt Disney and Aesop"

Appendix F

**Fox Classics Lectures
1985-1994**

1985-86	Bernice L. Fox	"Living Latin: Twentieth-Century Literature in Latin"
1986-87	Robert Ketterer	"A Monkey in the Root: Comedy, Rome, and Plautus' Boastful Soldier"
1987-88	Mary Ryder	"The Universal and True: Myth in Willa Cather's <i>O Pioneers!</i> "
1988-89	Andrew Adams	"Off the Beaten Track in Rome"
1989-90	Nelson T. Potter	"Pirsig's and Plato's Phaedrus"
1990-91	Raymond Den Adel	"Hadrian: Emperor and Builder"
1991-92	Richard Lederer	" <i>Latina non Mortua Est</i> "
1992-93	Jeremy McNamara	"Ovidius Naso Was the Man: Shakespeare's Debt to Ovid"
1993-94	LeaAnn Osburn	"Classics Across the Curriculum"

Appendix G

Western Illinois Society
Archaeological Institute of America
Lecture History
1984-1994

December 5, 1984	"Pompeii and Its Art" Rev. Raymond Schoder of Loyola University
January 10, 1985	"A Stone Age Excavation in Greece." Skip Burhans, Monmouth College Library
April, 1985	"Before Color Prejudice: Blacks as seen by Ancient Egyptian, Greek and Roman Artists" Frank M. Snowden, Jr. of Howard University.
April 30, 1985	"Cahokia Mounds" Christine Engels of Wataga, Illinois.
September 27, 1985	symposium on the history and archaeology of the city of London, England
fall, 1986	photographic exhibit entitled "2000 Years of Buried History of London"
November 6, 1985	"Excavations at the Orendorf (Fulton County) Site, 1971-1978)" Larry Conrad, Western Illinois University Archaeological Research Laboratory.
November 11, 1985	film entitled "The Kyrenia Ship Replica: An Ancient Ship Will Sail Again"
December 11, 1985,	"Pre-Conquest Mexico" Bill Urban, Monmouth College
January 16, 1986	"The Search for the Bones of St. Peter: Excavations beneath St. Peter's Basilica in Rome" Charles Speel, Monmouth College
March 12, 1986	"Gold and Silver Production and the Defense of the Central Danubian Frontier" Michael Werner, State University of New York
April, 1986	"Boycotts, Bribes, and Fines: The Ancient Olympic Games" Dr. David Romano, University Museum at the University of Pennsylvania
May 1, 1986	Artifact Identification and Site Recording Session Larry Conrad, Western Illinois University Archaeological Research Laboratory
May 14, 1986	"Mississippian Artifacts in the Putnam Museum Collection" Janice Hall, Curator of Anthropology at the Putnam Museum in Davenport, Iowa.
October 14, 1986	"Satellites and Settlement Patterns in Maya Country" Ed Kurjack, Western Illinois University
November 6, 1986	"Archaeological Adventures Abroad and at Home" Bill Foley of Galesburg
December 3, 1987	"Two Middle Woodland Sites in Oklahoma" Mr. Bob Wagner of Monmouth
January 22, 1987	film entitled "Archaeology Proves the Bible"
February 7, 1987	"Excavations at Gel Lachich" David Ussishkin, Augustana College
February 25, 1987	"The ancient Maya of Tikal and Copan" Marshall Becker, the University of Pennsylvania
March 19, 1987	films entitled "Archeologist--How He Works" and "Archaeological Dating"

- April 29, 1987 "Underwater Excavation of the Revolutionary War Privateer Defence"
David Switzer of Plymouth State College in New Hampshire
- May 13, 1987 Artifact Identification and Site Recording Session
Larry Conrad, Western Illinois University
Archaeological Research Laboratory
- September 28, 1987 "Prehistoric Ceramics of West Central Illinois",
exhibit talk
Larry Conrad of the Archaeological Research Lab
at Western Illinois University
- fall, 1987 exhibit of prehistoric ceramics of West Central
Illinois
- October 19, 1987 "From Alexander to Augustus: Glass and Glassmaking in
Classical Antiquity"
David Grose of the University of Massachusetts
videofilm entitled "Cahokia--A Prehistoric Legacy"
- November 4, 1987 an exhibit of Panamanian archaeological artifacts from
January, 1988 the collection of Major George Bush of Monmouth
College
- January 25, 1988 exhibit talk by Major Bush
- February 15, 1988 "From Roman Legionary Bases to Modern Cities"
Thomas Watkins of Western Illinois University
- March 31, 1988 "The Roman Forum"
William Urban of Monmouth College
- April 13, 1988 "What Mother Never Told Me About Dating"
Peter Kuniholm of Cornell University
- October 17, 1988 "Classic Maya Archaeology in Copan, Honduras."
Professor William Fash of Northern Illinois
University
- February 6, 1989 "Greece and Barbarian Europe in the Early Iron Age
(100-688 B.C.)"
Professor Jan Bouzek of Charles University in
Prague, Czechoslovakia
- March 13, 1989 "Roman Engineering and the Pantheon"
Dr. Sidney Guralnick, Perlstein Distinguished
Professor of Engineering at the Illinois
Institute of Technology
- March 14, 1989 "Contributions of the Ancient Romans to Structural
Engineering"
Dr. Guralnick
- April 11, 1989 "Satyrs, Dionysos and Childhood in Archaic and
Classical Athens"
Stephen Fineberg, Professor of Classics at Knox
College
- April 26, 1989 "An Illustrated Archaeological Tour of the Middle Ohio
Valley"
Lawrence Conrad of the Archaeological Research
Lab at Western Illinois University
- October 12, 1989 "The Workshops of Eden: The Origins and Significance
of Human Technology"
Nicholas Toth of Indiana University
- December 7, 1989 "The Catacombs of Rome: Buried Treasures"
Professor Avery Springer of Illinois State
University
- March 13, 1990 "An Archaeological Tour of West Africa"
Tom Sienkewicz
- May 7, 1990 "Man and the Sea in Prehistoric Greece"
Thomas Jacobsen of Indiana University
- April 16, 1990 panel discussion entitled "The Dickson Mounds
Controversy: Should We See the Bones"

- September 13, 1990 "Daily Life in Ancient Egypt"
Okasha Eldaly of Cairo, Egypt
- October 11, 1990 "To Euphrates and beyond: Searching for the first
farmers in the Near East"
Andrew M. T. Moore of Yale University
- October 17, 1990 "The Ascent of Humankind"
"The Dawn of Human Imagery"
Nicholas Toth of Indiana University
- November 12, 1990 "Urbanization in Roman North Africa: Civilians and
Soldiers"
Thomas Watkins of Western Illinois University
- February 4, 1991 "Middle Mississippian Socio-Political Organization"
Lawrence Conrad of the Archaeological Research
Lab at Western Illinois University
- February 18, 1991 "The Age of Joseph"
Charles Speel, Professor Emeritus of Religion at
Monmouth College
- April 8, 1991 "Ancient Cypriot Sculpture"
Pamela Gaber of the University of Arizona at
Tuscon
- April 22, 1991 "Digging for a Legend: The Gottschall Project"
- September 23, 1991 "Archaeology of the Near East and the Mid West--a
Comparison"
Judith Franke, Director, Dickson Mounds Museum
- September-October 1991 exhibit entitled "Secrets from an Ancient Sea: Marine
Archaeology at Caesarea Maritima, Israel"
Everett Art Gallery of Monmouth College
- October 9, 1991 "Secrets from the Ancient Sea"
Robert Hohlfelder of the University of Colorado,
- October 10, 1994 "The Wonders of Caesarea Maritima"
Robert Hohlfelder of the University of Colorado
- November 18, 1991 "Changing Views of Classic Maya Society"
T. Patrick Culbert of the University of Arizona
- January 30, 1992 "On Collecting New World Artifacts: A Hands-On
Experience"
Steve Hamaker of Monmouth
- February 11, 1992 "The Underground Panels of King Djoser at the Step
Pyramid Complex"
Florence Friedman of the Rhode Island School of
Design
- March 10, 1992 "Will the Real San Salvadore Please Stand Up"
Charles Hoffman of Northern Arizona University
- April 8, 1992 "Indian Temples as Cultural Phenomena"
Douglas Spitz of Monmouth College
- September 22, 1992 "DeSoto and the Indians"
Lawrence Conrad, Western Illinois University
- September 24, 1992 "Native Americans in Contact with European Culture"
William Urban of Monmouth College
- October 15, 1992 "Discovered: The Royal Possessions of Alexander the
Great?"
Eugene Borza, Pennsylvania State University
- November 18, 1992 "Scythian Art in Light of Recent Archaeological Finds
in Soviet Eurasia"
Valeri Guliaev, Institute of Archaeology,
Russian Academy of Sciences
- April 12, 1993 "A Medley of Mythical Metamorphoses: Greek Myths in
Western Art"
Karl Kilinski II, Southern Methodist University
- April 21, 1993 "Artifact Identification and Site Documentation"
Lawrence Conrad, Director of Archaeological
Research Lab, Western Illinois University

- October 18, 1993 "Black Athena: A Film on the Controversy"
by William Urban, Monmouth College
- November 9, 1993 "The Architecture of an Athenian Lawcourt"
Rhys Townsend, Clark University
- December 6, 1993 "The Archaeology of Roman Florence"
Tom Sienkewicz, Monmouth College
- January 20, 1994 "The Fall of the Maya" and "The Ancients of North
America", a video showing of two episodes from
the *Archaeology* series seen on *The Learning
Channel*
- February 9, 1994 "Terra Incognita No Longer: Archaeology in Grevena,
Greece"
Nancy Wilkie, Carleton College
- February 14, 1994 "Roman Gaul in the Time of Augustus"
Tom Watkins, Western Illinois University
- March 21, 1994 "Women's Myth and Ritual in Prehistoric Thera"
Paul Rehak, Loyola University
- April 12, 1994 "Hellenistic Luxury Glass"
E. Marianne Stern of Toledo, Ohio