

Self-Study Report

Department of Classics

<http://www.stolaf.edu/depts/classics/>

St. Olaf College

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Introduction

St. Olaf's Department of Classics was last evaluated in 1982, with the help of an outside consultant, Prof. John F. Miller, then teaching at the University of Minnesota. Miller participated in a two-day retreat (July 22-23) with the department, funded by a grant from St. Olaf's Faculty Development Committee. Two years earlier, the college's relatively new Medieval Studies program had been evaluated by Prof. Christopher Kleinhenz, from the University of Wisconsin-Madison; a Mellon grant funded his visit to campus (January 9-11, 1980). Since then, there has been no formal assessment of the department except for a short status report written by the chair, Anne Groton, in June, 1992, in connection with the North Central Association's accreditation of St. Olaf.¹

The following report is divided into five sections. The first situates the St. Olaf Classics Department in its national, state-wide, and institutional contexts. The next examines the classics curriculum and co-curricular activities at St. Olaf. Section III takes a close look at the students we serve, the numbers we serve them in, why they take our courses, and what they do when they leave our tutelage. The last two sections survey our personnel and material resources. In the conclusion we identify seven issues raised by the report and anticipate the challenges and opportunities that lie ahead.

I. The Context

A. The State of the Discipline

Nationally, the discipline of classics is healthy. An incomplete listing of classics programs primarily in the U.S., but also in Canada,² yields over 170 programs in classics in colleges and universities across North America. At the same time, there are over 35 Ph.D.-granting classics programs in the United States alone, and a score of programs that offer just the master's degree in classics. In the 31 states that comprise the territory of the Classical Association of the Middle West and South, there are 79 bachelor's programs that lead to degrees or licensure in the teaching of Latin at the secondary school level. In Minnesota itself, college and university classics programs are generally thriving. Eight institutions of higher education in the state offer the B.A. degree with a major in Classics; one offers the M.A. and Ph.D. degrees. Students may earn a K-12 teaching license in Latin at three of the colleges (Concordia-Moorhead, Gustavus Adolphus, and St. Olaf) and at the University of Minnesota.

While in 1962 there were over 700,000 students enrolled in Latin in U.S. schools, the year 2000's 177,477 seems bright against the dismal 150,000 in 1976. More on the good-news front, twice as many students now take Latin AP exams as did a decade ago, which suggests that persistence in Latin is on the increase.³ In the schools, Latin is making a comeback, a trend most noticeable in the eastern and southern United States, though not without its impact in Minnesota. Latin in the middle schools and high schools of the state, while not returned to its former glory of the earlier part of the 20th century, continues to make more strides forward than backward. The total number of programs in middle schools and high schools combined hovers around 28, with the greatest concentration (over 90%) in the Twin Cities metropolitan area and Rochester. Several of the programs are large enough to employ multiple Latin instructors. State-wide events for Latin students regularly draw over 100 participants, a small fraction of the roughly 2,200 students currently enrolled in Minnesota K-12 Latin programs.

¹ These reports are collected in a folder and available in the Classics Department suite.

² Source, "Classics Departments On-Line," <http://www.tlg.uci.edu/~tlg/index/departments.html>.

³ Spike Gillespie, "Hooked on Classics," *The Christian Science Monitor*, Friday, August 15, 2003, 12.

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B. St. Olaf College

St. Olaf College, with just under 3,000 students and a selective admissions policy, falls into the category of top 100 national liberal arts colleges, as ranked by *U.S. News and World Report*. For many years the college was highly regarded by Lutherans, but was little known outside the upper midwest. Recently, on the strength of its students, faculty, and curriculum, it has gained national recognition. Yet, true to the vision of its Norwegian Lutheran founders in 1874, St. Olaf remains moored to its historical identity. According to its mission statement, it “provides an education committed to the liberal arts, rooted in the Christian Gospel and incorporating a global perspective. In the conviction that life is more than a livelihood, it focuses on what is ultimately worthwhile and fosters the development of the whole person in mind, body and spirit” (*SOCAC*, 5).

The Department of Classics lives comfortably within this context. For much of its existence, for example, it has included on its staff clergy from the Evangelical Lutheran Church in America and its predecessors.⁴ In addition, the Classics Department regularly offers two courses, New Testament Greek and Medieval Latin, which bespeak the ecclesial identity of the college. Students frequently explore patristics, Septuagint, and New Testament through independent studies. Many students from the department matriculate at Lutheran and other Christian seminaries and enter the public ministry.

St. Olaf's international orientation directly contributes to the character and successes of the Classics Department; at the same time, the department deliberately fosters a global perspective. For thirty years it has offered an interim course taught in Greece (or in Greece and Rome). Led on a rotating basis by Classics Department faculty, the course remains an important way for faculty and students to connect not only to the past, but also to the present, Greek world. Many Classics majors also participate in semester- and year-long study abroad programs, especially in the British Isles (e.g., Oxford University, Lancaster University, University of Aberdeen, University of Dublin). Oxford's Centre for Medieval and Renaissance Studies is popular with Medieval Studies majors (Ben Christenson '92, IStephanie Hill '92, Dorothy Porter '98, Katherine Reilly '98, Erica Schemper '99, Erin Lien '02, Valerie Veo '05). Occasionally a student will opt for the Arts of Florence program sponsored by the Associated Colleges of the Midwest (ACM) or do a half year of the College Year in Athens (Michelle Domondon '00, Adrienne Grzenda '01). Recent graduates have pursued advanced study in England and Switzerland.

Among the outstanding characteristics of St. Olaf College is its call to lead “lives of unselfish service to others” (*SOCAC*, 5). While the Department of Classics has no special curricular programs that foster the service orientation of the college, its faculty members attempt to model this ethos in their personal and professional lives, and it is a fact that many St. Olaf classics graduates pursue service occupations in medicine, teaching, and the ministry.

Within the structure of St. Olaf College, the Department of Classics falls under the responsibility of the Provost and Dean of the College. Presently, that position is occupied by the Classics Department's erstwhile chair, veteran James May. Classics is one among 13 departments and programs that report to the Associate Dean for the Humanities, Associate Professor of Philosophy Rick Fairbanks. The department chair, presently Anne Groton, with Steve Reece serving as acting chair during the spring 2004 term, maintains regular contact with the Associate Dean through monthly meetings. The working relationship between the Classics Department chair and the Associate Dean is amicable, and the whole classics faculty maintains cordial contact with him.

⁴ See Appendix I, “Classics Department Faculty, Past and Present.”

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Because of the small size of the Classics Department, its chair, who also directs Ancient Studies and Medieval Studies, receives no release time. The duties of the chair include hiring, overseeing the tenure and promotion process for departmental faculty, managing the budget, supervising student workers, planning and scheduling courses, maintaining the department website, and keeping a host of records. In addition, the chair is responsible for the department's outreach and recruitment, and for advising and certifying student majors. The position thus requires a great deal of time, effort, and attention.

II. The Curriculum: Description and Analysis

A. Philosophy

For the past three decades the classics curriculum at St. Olaf College has been informed by a single philosophical approach embraced by all members of the department. In our Greek and Latin courses, at all levels (elementary, intermediate, and advanced), our goal is to have our students learn the languages as well as possible. Even at the intermediate and advanced levels, we focus on translating and working closely with the original texts; we do not assign extensive reading in English or lengthy research papers based on secondary sources. As a result, our students tend to be more narrowly educated in history, literature, art, and archaeology, and less conversant with secondary scholarship and current literary theory, than are their peers at other colleges. Their skills in Greek and Latin, however, are generally superior to those of undergraduate classics majors at other institutions.

Unlike many small classics departments that have reduced the number of their offerings in the languages and increased the number of courses in classical civilization or in ancient literature (read in English translation), we continue to teach primarily courses in Greek and Latin. In many years we have been blessed with healthy enrollments in our language courses; in the lean years we have been supported by the St. Olaf administration and allowed to offer under-enrolled courses (which were justified, we argued, as compensation for the course overloads that we were teaching). We have always shied away from developing courses that might bring in large enrollments at the expense of our language courses.

It continues to be our conviction that fluency in the languages is the most vital and the most valuable acquisition for a young classicist. Knowledge of culture and theory can be picked up relatively easily at a later date, but there is no substitute for learning the languages at an early age. We hope that our students will build on the solid linguistic foundation that they receive in our courses, and will continue to reap benefits from it in their subsequent studies.

B. Courses in Greek, Latin, Classics

Since the expansion of the Department of Classics from two to three full-time professors in 1981-82, the number of classes officially offered by the department each year has remained at 18 (6 per FTE): 6 classes of Beginning Greek/Latin (Level I), 4 classes of Intermediate Greek/Latin (Level II), 4 classes of Advanced Greek/Latin (Level III), 4 Classics classes (one at Level I, three at Level II). For many years, however, we have offered, as an overload, a 19th course: a second section of Beginning Greek in the fall (to give students two times from which to choose). Usually the two sections have been collapsed into one large class in Semester II, but occasionally a soft-hearted professor has agreed to continue to teach a second section in the spring, again as an overload.

From time immemorial, *Wheelock's Latin* has been the textbook of choice for Latin 111 and 112 at St. Olaf. In 1986 Anne Groton and Jim May published their supplementary reader, *38 Latin Stories*, and that too is now a staple of Beginning Latin here. Everyone who teaches these courses at St. Olaf uses the same textbooks and follows the same syllabus. This is true also of Greek 111 and Greek 112. In the

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1970s and 1980s Crosby and Schaeffer's *An Introduction to Greek* was the preferred textbook, but even then, dissatisfaction with some features of the book led to experiments with other approaches (Fobes, J.A.C.T, Groton and Finn). Finally, during her sabbatical in 1990-91, Anne Groton wrote a new textbook, *From Alpha to Omega: A Beginning Course in Classical Greek*, which Jim May simultaneously piloted, waiting with nerves of steel for the next chapter to come sliding under the classroom door, just in time to be handed out to the unsuspecting students! Once the textbook was published (1995), teaching the courses became easier, and the publication of Jon Bruss's *Ancillary Exercises* in 1999 gave students a handy supplemental workbook.

Latin 231, our third-semester course in Latin, which features readings from Cicero and Catullus and several English-to-Latin compositions, was designed by Jim May back in his graduate-student days and has been refined over the years. The usual syllabus continues to work so well for us that we ask everyone who teaches that course to adhere fairly closely to it. We are less strict about our third-semester course in Greek; so long as its main focus is Plato, the design of the course is largely left up to the instructor. Most often the dialogues read have been those surrounding the trial and death of Socrates, but some teachers have preferred to begin the course with readings from Xenophon, Lysias, or the New Testament, and others have chosen different Platonic dialogues and/or incorporated English-to-Greek compositions.

The department self-study in 1982 resulted in the establishment of a rotation of six upper-level Latin courses and four upper-level Greek courses, two of which are taught each year. Though each instructor is free to design the course in any way he or she chooses, the topic for each course (e.g., Greek drama, Latin lyric poetry) is fixed and has not changed over the years. For a few years in the mid-1990's we experimented with changing the level of the intermediate-level Vergil course, which, until then, had been offered every year in the spring as the fourth course in our Latin sequence. By making it an advanced course, we freed up a slot for Medieval Latin, an intermediate-level course needed by most of our Medieval Studies majors but previously able to be taught only as an overload. We soon realized, however, that offering the Vergil course just once every three years greatly increased the odds that a Latin major might graduate from St. Olaf without ever having studied Vergil. This led us to the current compromise: the Vergil course is back at Level II but alternates with Medieval Latin as the fourth course in the Latin sequence. This system works fairly well, but it would be ideal if we could offer two courses in Vergil, one at the intermediate level and another (every three years) at the advanced level.

For years we kept "Greek Composition" and "Latin Composition" on the books, even though we taught those courses only on demand and as overloads. The college's policy now removes from the catalog any course that has not been taught for three years, so these two courses are officially dormant. Still, since composition is always a part of our third-semester Latin course, frequently a part of our fourth-semester Greek course, sometimes a part of third-semester Greek and fourth-semester Latin, and occasionally even a part of a Level III course, all of our majors do get practice in composing prose—and poetry!—in Latin and/or Greek.

Because of our department's heavy investment in Greek and Latin courses, we are able—and we prefer—to offer relatively few Classics (i.e., non-language) courses. Our 1982 self-study led to the replacement of annually offered courses "Greek Literature" and "Roman Literature" with "Classical Mythology" (now "Greek and Roman Myth") in the fall and "Classical Drama" in the spring. Later, perceiving a need for our students to have more opportunity to study ancient history, we replaced "Classical Drama" with "The Age of Pericles" (first taught in 1993-94), which changed its name to "The Golden Age of Greece" in 1995-96. A parallel course, "The Golden Age of Rome," was first offered in the spring of 2000-01 and now alternates with "The Golden Age of Greece" each spring. Enrollments in these courses have been growing steadily; in 2002-03 we agreed, under the encouragement of the

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Associate Dean for the Humanities, to raise the maximum enrollment in “Greek and Roman Myth,” “The Golden Age of Rome” and “The Golden Age of Greece” from 30 to 60. Both courses filled up quickly. Again this fall, the myth course is packed. For those of us who have seldom, if ever, taught a large lecture course, the prospect is daunting, but we have been encouraged not only by the students' obvious satisfaction with the courses, but also by how pleasurable an experience it has been for Chris Brunelle and Jon Bruss to teach them.

January is the time at St. Olaf for concentrating on a single course, whether taught on or off campus. The department nearly always offers an on-campus Level I Classics course, designed especially for first-year students. We often assign this course to visiting or short-term faculty members, who can let their imaginations run wild. Topics over the years have ranged from “Daily Life in Ancient Rome” to “Love in the Ancient World,” from “The Ancient Novel” to “The Athenian Legal System,” from “Classical Ideas of Virtue” to “Biographies of Alexander and Caesar.” Besides fulfilling general education requirements (ALS-L, HWC, and/or ORC; see *SOCAC*, 14), these courses can often do double duty as electives in Greek, Latin, Classics, Ancient Studies, or Medieval Studies majors. Of the four such courses most recently taught, two (“Singers of Tales” and “Ancient Comedy”) satisfy the Oral Communication requirement as well.

The Department of Classics has offered an interim abroad to Greece nearly every year since 1973, when Lloyd Gunderson first taught the course as “Mediterranean Culture: From the Bronze Age through Classical Antiquity.” The focus has always been Greece, though for about a dozen years (1979-1991), the last five days of the month were spent in Rome and Pompeii. In 1992 we decided to end the term by visiting northern Greece instead of going to Italy; this new itinerary was so successful that we have followed it ever since. Now called “Classical Studies in Greece,” Classics 251 has become one of St. Olaf's most popular, and most academically rigorous, interims abroad. Although the course has no prerequisites, we give priority to those who have taken a course in Greek, Latin, or Classics. Last year we received 50 applicants for the 30 available spots and had the luxury of being able to choose the cream of the crop. In addition we have an extremely accommodating and effective travel agent, Dimitri Cocconi, who has offered extraordinary service to St. Olaf College groups in Greece for more than two decades. The course would have been taught again this January if preparations for the 2004 Summer Olympics in Athens had not shut down (for last-minute renovations) nearly all of the major museums and even some of the archaeological sites. We plan to begin teaching Classics 251 again in 2005.

Canceling the interim to Greece this year had the added benefit of allowing us to teach two sections of Intermediate Latin. The growing number of students in Latin 231 has become our #1 problem for the future. In 2002-03 it was only Jim May's willingness to teach an overload that enabled us to offer two sections of Latin 231 (total of 43 students, including 11 first-year students). This year 51 students (including 10 first-year students) are enrolled in the course. Not only are more St. Olaf students signing up for Beginning Latin (70 last fall, 70 again this fall—and yet, though we closed the course an hour before the end of registration, we still refused no one, as usual), but more of them are surviving into the third semester (see below, *Figure III.g.*); in addition, we are attracting more students who have studied Latin in high school and who arrive here ready to take Intermediate Latin and begin Greek. Even the advanced Latin course this fall has 15 students (including 2 first-year students) in it—two or three times the usual number! To top it all, the surge of interest in Latin has not produced a corresponding decline in the number of students taking Greek: in fact, those enrollments are at close to all-time highs as well.

Every year we have a few honor students from Northfield High School who ask to take Beginning Latin or Beginning Greek at St. Olaf. (They are permitted to do this as seniors.) We do our best to accommodate them. We also allow St. Olaf faculty and staff members and assorted Northfield residents (e.g., pastors, retirees) to sit in on our Greek and Latin classes.

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The one area in which we no longer attract as many students as we used to back in the 1960s is our K-12 education licensure program in Latin. One of the reasons for this is our students' reluctance to take the required education courses as undergraduates (there are so many other courses they would rather take—and most of the students are squeezing in double, or even triple, majors); they prefer to pursue an M.A.T. in Latin or a Ph.D. in Classics after they graduate from St. Olaf. Moreover, those who do not come from Minnesota may think it a waste of their time to earn licensure here. Still, with the pressing shortage of Latin teachers in the U.S.A., we need to encourage more of our students to consider seriously the benefits of gaining a K-12 education license or a middle level specialty in Latin.

In Minnesota only St. Olaf, Gustavus Adolphus College, Concordia College-Moorhead, and the University of Minnesota have Latin licensure programs, and none of them offers evening or weekend education courses. For the past six months St. Olaf has been negotiating with the University of St. Thomas (in St. Paul) to create an alternative route to licensure for those who already have a B.A. and are teaching Latin in a Minnesota school. Candidates will take the necessary education courses at night or on the weekends at St. Thomas, but it will be St. Olaf College that certifies their fulfillment of the Latin content standards and sponsors their request for licensure. Our agreement was signed and sealed at the end of September. Now Gustavus is contemplating a similar arrangement with St. Mary's University, which, like St. Thomas, offers evening and weekend education courses and has campuses both in Winona and in the Twin Cities.

Technically, St. Olaf students are eligible to take courses at Carleton College, and vice versa, but the colleges' different calendars (4-1-4 vs. 3-3-3) and different meeting times for classes make this difficult. In the past decade we have taught no more than half a dozen Carleton students in our Latin and Greek courses; even fewer of our Classics students have taken a course in Latin or Greek at Carleton during that time. Both colleges do use the same introductory Greek textbook.

GREEK COURSES

Completion of Greek 231 (or any more advanced Greek course) satisfies the college's foreign-language requirement.

Greek 111, 112 - Beginning Greek [Greek 111 offered every fall, Greek 112 every spring]

In this two-course sequence students learn the basics of ancient Greek. By studying the language's vocabulary, grammar, and syntax, they not only gain appreciation for its intricacies and nuances but also come to understand more about their own language and about language in general. Completion of both semesters equips students to translate almost any ancient Greek text with the aid of a dictionary. Greek 111 or its equivalent is a prerequisite to Greek 112.

Greek 231 - Intermediate Greek [offered every fall] [counts for Linguistic Studies concentration]

Third-semester Greek students have the opportunity to read selections from Plato's dialogues (*Apology*, *Crito*, *Phaedo*) in uncut, original versions. Along the way they review the basic vocabulary, grammar, and syntax that they learned in Greek 111 and 112. In addition to translating the Greek texts, the class discusses the life and death of Socrates and the significance of the dialogues as works of literature. Prerequisite: Greek 112.

Greek 253 - New Testament Greek [offered every spring] [counts for Linguistic Studies concentration]

The New Testament is the most famous and most widely translated Greek text that has come down to us from antiquity. Greek students have the delight of reading one or more of the Gospels,

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the Acts of the Apostles, or selected Pauline letters in the original language. Questions about the transmission of the text and about its theological implications provoke lively discussions.

Greek 372 - Greek Philosophy [offered every other year]

It has been said that all philosophy is a mere footnote to Plato and Aristotle. In this advanced Greek course students read extensively in the works of the two renowned philosophers while examining the forces that influenced them and the impact that Greek philosophy exerted on subsequent ages.

Greek 373 - Greek Historians [offered every other year]

Readings from the works of Herodotus, the “Father of History,” and Thucydides, the first “scientific” historian, provide the backdrop for studying the development of Greek historiography. Students analyze the historians' distinctive methods and writing styles and compare them with those of modern historians.

Greek 374 - Greek Drama [offered every other year]

Like the genre that it describes, the word drama is itself of Greek origin. From the treasure trove left to us by Aeschylus, Sophocles, Euripides, Aristophanes, and Menander, students translate one or two complete plays and discuss the evolution of the Greek theater, staging, and modern interpretations.

Greek 375 - Homer and the Greek Epic [offered every other year] [counts for Linguistic Studies concentration]

The primary texts for this course are Homer's *Iliad* and *Odyssey*, the earliest recorded literature of Western civilization. Besides translating lengthy passages from one or both of these remarkable poems, students probe the characteristics of epic poetry and investigate current topics in Homeric scholarship.

LATIN COURSES

Completion of Latin 231 (or any more advanced Latin course) satisfies the college's foreign-language requirement.

Latin 111, 112 - Beginning Latin [Latin 111 offered every fall, Latin 112 every spring]

In this two-course sequence students learn the basics of classical Latin. By studying the language's vocabulary, grammar, and syntax, they not only gain appreciation for its intricacies and nuances but also come to understand more about their own language and about language in general. Completion of both semesters equips students to translate almost any classical Latin text with the aid of a dictionary. Latin 111 or its equivalent is a prerequisite to Latin 112.

Latin 231 - Intermediate Latin [offered every fall] [counts for Linguistic Studies concentration]

Third-semester Latin students have the opportunity to read large portions of two orations (*First Catilinarian*, *Pro Caelio*) by Cicero and selections from Catullus' poetry in uncut, original versions. Along the way they review the vocabulary, grammar, and syntax that they learned in Latin 111 and 112. Besides translating the Latin texts, the class discusses late Republican Rome and the stylistic features of the literature. Prerequisite: Latin 112.

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Latin 235 - Medieval Latin - ALS-L [offered every other spring] [counts for Linguistic Studies concentration]

Latin was spoken in one form or another for more than two thousand years. This course focuses on authors and texts dating roughly from 300 to 1500 A.D. and emphasizes the role of Latin as the language of the Church and of the intelligentsia during the Middle Ages.

Latin 252 - Vergil and the Latin Epic [offered every other spring]

Lord Tennyson called Vergil the “wielder of the stateliest measure ever moulded by the lips of man.” Students encounter that stately measure when they translate selections from Vergil's three major poems (*Eclogues*, *Georgics*, *Aeneid*). They also engage in spirited discussion of Homer's influence on Vergil and Vergil's influence on the literature, art, and music of Western civilization.

Latin 371 - Latin Lyric Poetry [offered every 3rd year]

Lyric poems - short, occasional pieces composed in various meters, often concerned with love and longing - are the focus of this Latin course. Students read the vivacious verse of Catullus, Horace, Tibullus, and Ovid and learn to recognize the features that make lyric a distinctive genre of Latin poetry.

Latin 372 - Roman Historians [offered every 3rd year]

The writings of Sallust, Livy, and Tacitus provide breathtaking views of ancient Rome and memorable vignettes from the city's colorful history. Extended passages from the historians' works form the core of readings for a survey of Roman historiography and historical writing in general.

Latin 373 - Lucretius [offered every 3rd year]

Lucretius might best be described as a philosophical poet. His *De Rerum Natura* (“On the Nature of the Universe”) presents the theories and teachings of Greek philosophers like Democritus and Epicurus, but with a Roman flavor. Students translate substantial sections of this fascinating poem.

Latin 374 - Cicero and Latin Prose [offered every 3rd year]

Rome's greatest orator, Cicero, was also its greatest prose stylist and the author most responsible for supplying Latin with philosophical vocabulary. Selections from his philosophical, rhetorical, and oratorical works show the range of his talents and help demonstrate the development of Latin prose style.

Latin 375 - Roman Drama [offered every 3rd year]

Strange things happened on the ancient Roman stage; this course gives students firsthand proof of that. The comedies of Plautus and Terence and the tragedies of Seneca make entertaining reading. Students in the course also discuss the evolution of the Roman theater, staging, and modern interpretations.

Latin 377 - Latin Satire [offered every 3rd year]

The Romans claimed that satire was a literary genre of their own creation. Advanced Latin students are able to weigh the merits of that claim as they read selections from the wry and witty poems of such prominent Roman satirists as Persius, Horace, Martial, and Juvenal.

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CLASSICS COURSES

These are courses in the literature and culture of ancient Greece and Rome. All reading is done in English translation.

Classics 126 - Ancient Comedy: A Funny Thing Happened (January Course) - ALS-L, ORC [offered periodically]

Welcome to the wild and wacky world of ancient Greek and Roman comedy! In this introductory course students read works by Aristophanes, Menander, Plautus, and Terence, discuss how the plays were produced in antiquity, and perform selected scenes. No prior acting experience is necessary. The course traces the development of classical comedy from the fifth to the second century B.C. and emphasizes its influence on the dramatic literature of later centuries.

Classics 127 - Alexander the Great and His Age (January Course) - HWC [offered periodically]

Alexander the Great is one of the most memorable and important figures of the ancient world. This course introduces students to the historical context of Alexander in Macedonia, Asia Minor, and the Near East. With the help of primary and secondary texts, students analyze the exploits, triumphs, and legacy of this larger-than-life figure.

Classics 128 - The Fall of the Roman Empire and the Rise of Christianity: Transition, Continuity, and Change (January Course) - HWC [offered periodically]

This course is an interdisciplinary introduction to the roughly 300-year period of Western European history from the Fall of the Roman Empire to the establishment of the sixth-century Christian Germanic kingdoms. Using primary sources, archaeological evidence, and remains of art and architecture, students investigate the collapse of Roman authority and the rise of the Christian Church, gaining insight into an age of great transition and change.

Classics 130 - The Singers of Tales (January Course) - ALS-L, ORC [has not been taught for past three years, so is no longer listed in catalog, but can be revived]

Writing, and therefore literature, is a relatively recent invention of the human species. Oral traditions long predate and dwarf literary ones. In this course we will study verbal art that is composed entirely without the aid of writing, such as *The Wedding Song of Smailagic Meho* (Serbo-Croatian) and *The Epic of Son-Jara* (African), as well as texts that have become “Literary Classics” but that have clear and nourishing roots in oral tradition, such as *The Iliad* and *Odyssey* (Ancient Greek) and *The Song of Roland* (Old French). No prerequisites, except an inquisitive mind.

Classics 241 - Greek and Roman Myth - ALS-L [offered every fall]

Greek and Roman myth has provided for the Western world its canon of mythical patterns and material images: Homer's grand epics, Hesiod's intriguing account of creation and his farmer's almanac, the gripping tragedies of 5th century Athens, the national epics of the Roman poets Ovid and Vergil. The ancient mythical patterns and images of these texts still pervade our culture today: in music, drama, art, and film. This is where many students “plug in” and appreciate for the first time the richness and relevance of their Greek and Roman inheritance.

Classics 243 - The Golden Age of Greece - ALS-L, HWC [offered every other spring]

In this course students journey back to the 5th century B.C., the “Golden Age” of Greece. They watch as the Athenians emerge triumphant from the Persian Wars and develop a powerful empire

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under the leadership of Pericles, an extraordinary statesman and general. During the final years of the Peloponnesian War, they see the Golden Age come to an inglorious end. As they study the history of Athens, they also look closely at the literature, art, and architecture of this unique city state and its lasting contributions to Western civilization.

Classics 244 - The Golden Age of Rome - ALS-L, HWC [offered every other spring]

What made the last years of the Roman Republic and the early years of the Roman Empire “golden”? Students learn the answer by reading (in English translation) some of the finest Latin literature ever written, from epic to satire. They also do research with source materials to gain understanding about the society that produced such talented authors. The course emphasizes the many ways in which ancient Rome has influenced and continues to influence Western culture.

Classics 251 - Classical Studies in Greece (January Course) - ALS-A, HWC [offered annually]

This course introduces students to the history and art of ancient Greece. It covers more than two thousand years of Greek civilization, from the Bronze Age through the archaic, classical, and Hellenistic periods. The itinerary takes students to every major region of Greece, with extended stays in Athens, Heraklion, and Thessaloniki. When not visiting museums and archaeological sites and learning about ancient Greek culture, students have the opportunity to experience modern Greek culture as well.

C. Majors in Classics, Greek, Latin⁵

1. Requirements

Requirements for the Classics major include: 6 courses in Latin or Greek, 3 courses in the other language, 1 Classics or ancient history course. Students who begin one of the languages at the 231 level or higher have the option of taking 5 courses in that language, 3 in the other, and 1 Classics or ancient history course.

Requirements for the Greek major include: 7 courses in Greek, 1 Classics or ancient Greek history course. Students who begin Greek at the 231 level or higher have the option of taking 6 courses in Greek and 2 Classics or ancient Greek history courses.

Requirements for the Latin major include: 7 courses in Latin, 1 Classics or ancient Roman history course. Students who begin Latin at the 231 level or higher have the option of taking 6 courses in Latin and 2 Classics or ancient Roman history courses.

Requirements for the Latin major with K-12 education license include: 7 courses in Latin, 1 Classics or ancient Roman history course, Education 349 and all other requirements of the Latin education licensure program at St. Olaf. Students who begin Latin at the 231 level or higher have the option of taking 6 courses in Latin and 2 Classics or ancient Roman history courses.

Requirements for the middle level specialty in Latin include: 4 courses in Latin, 1 Classics or ancient Roman history course, Education 349 and all other requirements of the elementary education licensure program at St. Olaf. Students who begin Latin at the 231 level or higher have the option of taking 3 courses in Latin and 2 Classics or ancient Roman history courses.

⁵ For a list of students currently majoring in Greek, Latin, or Classics, see Appendix J, “Current ASCGLMS Majors.”

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2. Distinction in Classics

It is possible to graduate from St. Olaf with distinction in Classics or in Medieval Studies. Because of their many other commitments and the demands of their regular coursework, relatively few of our seniors attempt distinction, and even fewer achieve it—just 11 students since 1969!⁶ Requirements for Distinction in Classics include:

1. Ability to read and interpret Greek and Latin authors in the original languages. Excellence in course work and attainment of high grades will generally satisfy this requirement.
2. Familiarity with the leading ideas of the Graeco-Roman world and their manifestation in later periods of human history. The student will be given an opportunity to demonstrate this familiarity in an oral examination given by the Department of Classics.
3. Facility in using the techniques of classical scholarship. The student may satisfy this requirement in any one of the following ways:
 - a. by writing an expository thesis;
 - b. by translating and commenting on a Greek or Latin text;
 - c. by analyzing an existing translation of a Greek or Latin text.
4. Students interested in pursuing distinction in Classics should make their intention known to the chair of the Classics Department no later than January 1 of their senior year.

D. Majors in Ancient Studies and Medieval Studies⁷

1. History and Philosophy of the Programs

For many years we have offered the same assortment of majors: Greek, Latin, Latin Education (now called Latin with K-12 Education License), Classics (Greek & Latin combined), Ancient Studies, and Medieval Studies. The last two, proposed by Lloyd Gunderson and approved by the full faculty in November, 1971, were the first interdisciplinary majors to be adopted at St. Olaf.

The designers of the Ancient Studies and Medieval Studies programs were keenly aware that not all students interested in the ancient or medieval worlds had the ability in the languages or the time in their schedules to complete a standard major in Greek, Latin, or Classics. In addition, the department was unable, because of its limited staffing, to offer an expanded complement of courses covering ancient or medieval topics. Not wishing to compromise the integrity of the language majors, but fully aware of the need to offer programs to these students, contract interdisciplinary majors were constructed, using staff and courses that were already available in other parts of the College. Hence, a student with an interest in one of these areas and with a language-requirement competency in Greek or Latin could fashion a major by taking courses that center on the ancient or medieval world, offered by other departments such as Art, Religion, History, English, Political Science, Philosophy—or, of course, a Classics course in English translation. An independent research course was also required, to give the student an opportunity to pursue one topic in particular detail, and also to relieve pressure that sometimes resulted because of the lack of regular course offerings in various fields. These programs continue today, essentially in the same format, and successfully serve a number of students. With no FTE of their own and a shoestring budget, they cost the college very little and have proven to be highly durable.

⁶ See Appendix F, “Distinction Projects in Classics or Medieval Studies, 1969–2003”

⁷ For a list of current Ancient Studies and Medieval Studies Majors, see Appendix J, “Current ASCGLMS Majors.”

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During the past 30 years, the Ancient Studies and Medieval Studies programs have usually been administered by a classics professor, most often the department chair. In May, 1998, it was officially agreed that the chair of the Department of Classics would always also be the Director of the Ancient Studies and Medieval Studies programs. In 2001-02 it was decided that the two programs would be housed in Humanities, not Interdisciplinary and General Studies (IGS).

2. Courses

Unlike other IGS programs, Ancient Studies and Medieval Studies have no courses of their own (for three years, 1995-97, 1998-99, we experimented with an "Introduction to the Middle Ages" course, but it was dropped because of cost and staffing problems). Any St. Olaf departmental course that devotes at least 50% of its attention to the ancient Western world, or to the medieval Western world, counts as an Ancient Studies and/or a Medieval Studies course. Since students choose their Ancient Studies and Medieval Studies electives from various departments, the programs are, strictly speaking, more interdepartmental than interdisciplinary. Ancient Studies & Medieval Studies courses change from year to year. Here is the list for 2003-04:

SEMESTER I, 2003—Ancient Studies Courses:

Art 150	Ancient & Medieval World Art (Thompson, Kucera)
Classics 241	Greek and Roman Myth (Bruss)
Great Conversation 113	The Greeks and the Hebrews (Judge, Watt, Wells, Wilson)
Greek 111	Beginning Greek I (Bruss, Groton)
Greek 231	Intermediate Greek (Brunelle)
Greek 375	Homer & the Greek Epic (Reece)
History 103	Ancient Warfare (Howe)
History 210	Ancient History: Middle East and Greece (Howe)
Latin 111	Beginning Latin I (Reece, Bruss)
Latin 231	Intermediate Latin (Brunelle)
Latin 374	Cicero & Latin Prose (May)
Philosophy 235	Ancient & Medieval Philosophy (Harper)

Medieval Studies Courses:

Art 150	Ancient & Medieval World Art (Thompson, Kucera)
English 221	Literatures in English to 1650 (Marsalek/Trull)
English 230	Literary Eras: British: Middle Ages (Cherewatuk)
History 190	Europe from the Ancients to the Renaissance (Howe)
Philosophy 235	Ancient & Medieval Philosophy (Harper)
Religion 246	Islam - Relig. & Community (Schillinger)

INTERIM, 2004—Ancient Studies Courses:

Classics 126	Ancient Comedy (Groton)
Great Conversation 115	The Romans & the Christians (Judge, Watt, Wells, Wilson)
Great Conversation 271	Great Con on the Grand Tour (Fairbanks, May) - abroad
History 103	Ancient Warfare (Howe)
Religion 222	The Biblical God (Odell)
Religion 259	Religion & Culture in Rome (Poehlmann) - abroad
Religion 275	Historical Geography & the Bible (Hanson) - abroad

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Medieval Studies Courses:

Great Conversation 271	Great Con on the Grand Tour (Fairbanks, May) - abroad
History 228	History of Orthodox Christianity (Nichols)
Religion 259	Religion & Culture in Rome (Poehlmann) - abroad

SEMESTER II, 2004—Ancient Studies Courses:

Classics 243	The Golden Age of Greece (Brunelle)
Greek 112	Beginning Greek II (Bruss)
Greek 253	New Testament Greek (Bruss)
Greek 373	Greek Historians (Reece)
History 211	Ancient History: Rome (Howe)
Latin 112	Beginning Latin II (Reece, Brunelle)
Latin 372	Roman Historians (Bruss)
Political Science 259	History of Classical Political Thought (Brooks)
Religion 221	Jesus in Scripture & Tradition (Hanson)
Religion 248	Judaism (Edelheit)
Religion 273	Hebrew Prophets (Stansell)
Religion 302	History of Christian Thought I (Poehlmann)
Religion 391	Biblical Seminar (Odell)

Medieval Studies Courses:

Art 263	Medieval Art (Thompson)
English 221	Literatures in English to 1650 (Marsalek/Trull)
English 399	Major Seminar (Cherewatuk)
Great Conversation 116	The Medieval Synthesis (Judge, Watt, Wells, Wilson)
History 105	The Age of the Vikings (Nichol)
History 209	The Early Middle Ages (Carrington)
Latin 235	Medieval Latin (Brunelle)
Religion 302	History of Christian Thought I (Poehlmann)

In addition, the following courses may count if the student's work in the course focuses on the ancient or medieval periods:

Sem. I: Music 241	History and Literature of Music I (Hoekstra) - Medieval
Sem. II: Norwegian 233	Nordic Literature: Medieval to Modern (Sabo) - Medieval
Sem. II: Religion 212	Christian Theology in Historical Context (Lund) - Ancient or Medieval

3. Major Requirements

Requirements for a major in Ancient Studies include:

Greek 111, 112, & 231 (or any 3 courses in Greek) or Latin 111, 112, & 231 (or any 3 courses in Latin)

1 ancient history course (e.g., History 210, 211, 302, or 303)

1 ancient philosophy course (e.g., Philosophy 235)

4 other courses selected from the Departments of Art, Classics, English, History, Philosophy, Political Science, Religion, and Theatre.

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One of the 4 electives must be an Independent Research, which gives the student a chance to explore a chosen topic in depth.

Requirements for a major in Medieval Studies include:

1 medieval history course (e.g., History 209 or 212)

1 medieval literature course (e.g., English 221 or 231)

Latin 235 (Medieval Latin, the 4th-semester course in the Latin sequence)

5 other courses selected from the Departments of Art, Classics, English, German, History, Music, Norwegian, Philosophy, Religion, Romance Languages, and Theatre.

One of the 5 electives must be an Independent Research, which gives the student a chance to explore a chosen topic in depth.

As an alternative to Medieval Latin, a student may arrange an Independent Study in a different medieval language, provided that the student has completed at least three semesters (or the equivalent) of modern French (for Old French), German (for Old English, Middle High German, or Old Norse), Norwegian (for Old Norse), or Spanish (for Medieval Spanish).

4. Distinction in Medieval Studies

Requirements for Distinction in Medieval Studies include:

1. Ability to read and interpret medieval authors both in the original language and in English translation. To satisfy this requirement, a student should have a record of excellent grades in medieval language and literature courses.

2. Facility in using the scholarly techniques of medievalists. To satisfy this requirement, the student may (1) write a thesis based on close study of a medieval text, (2) translate and comment on a medieval text, or (3) analyze an existing translation of a medieval text. The distinction project may take the form of an independent research (with course credit) or be done on the student's own (with no course credit). A paper submitted for a previous course may be revised and expanded to become a distinction project.

3. Familiarity with the history and culture of medieval Europe. To satisfy this requirement, the student must pass an oral examination administered by three faculty members representing the Medieval Studies Program. During the examination the student will be asked specific questions about his or her distinction project and general questions about what the student has learned as a Medieval Studies major.

4. Medieval Studies majors who wish to pursue distinction should notify the director of the program no later than January 1 of their senior year.

E. Student Evaluation of Courses and Major Curricula

Course evaluation at St. Olaf College is not required, but strongly encouraged. Classics Department faculty have regularly engaged in evaluating their courses through end-of-the term surveys and classroom assessments during the course. In accord with the policy of the college, these evaluations are to be used only for developing personal teaching skill: they are not available to be considered for purposes such as this self-study. However, based on comments made by faculty members to one another, the end-of-term surveys substantiate their general sense that Classics Department teaching is of

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uniformly top quality; our courses are challenging but manageable; our students work hard and learn a great deal. Not to be overlooked in this regard is the teaching-quality expectation that has been set by Jim May and Anne Groton: both have won the APA Award for Excellence in Teaching at the College Level, an honor based partly upon teaching evaluations.⁸

Other sources of information about what students think of our courses and curricula are an alumni survey, filled out and returned by 84 graduates, and the questionnaires distributed to our graduating seniors each year. The senior questionnaires began only in 2002 to ask specifically for comments about our department, giving us only two years' worth of data to analyze.

Respondents to the alumni questionnaire express a high degree of satisfaction with their choice of major at St. Olaf and still see value in the study of ancient and medieval languages and culture. "It has enriched my thinking and my life." "It is a solid background for any work or academic experience." "It changes the way one looks at the world." The alumni call their work in our department "serious studies mixed with fun" and declare that it is the "perfect major for someone hungry for knowledge." Alumni also speak about the rigor of courses offered in the Classics Department ("I was eaten alive"), balanced by a sense of accomplishment ("I was proud to have completed those difficult courses"). Among departmental strengths they identify personalized instruction, the dedication and enthusiasm of the professors, and the camaraderie among students and faculty. Among departmental weaknesses they note too strong an emphasis on the languages and not enough emphasis on history, art, and archeology. Some feel that the department is (or was) too small and does (or did) not receive enough publicity. Others would have liked more advice from their professors on career options.

The senior questionnaires offer similar words of encouragement and criticism, and add a few others. Among strengths they mention the ability to take independent study and independent research courses, consistent efforts of faculty to include culture and history in their courses, and the reasonable number of courses required for each of the majors offered under the aegis of our department. While a lack of historical and contextual information continues to be viewed as a weakness, students do not want to see a reduction in language requirements for the major, which they feel would lead to a weakening of our strength. One student makes the suggestion that our curriculum would be improved by requiring all majors to take a senior-level independent research course.

F. Co-curricular Activities

The St. Olaf Classics Department affords students a number of opportunities to learn and socialize outside of class. St. Olaf hosts a chapter of Eta Sigma Phi, with annual induction of new members and monthly meetings arranged by the student officers of the organization. In recent years, St. Olaf students have gone to the national conferences of Eta Sigma Phi, and word has circulated recently among students that St. Olaf should make a bid to host a national meeting in the near future.

Department faculty, in their turn, undertake annual efforts to increase camaraderie among students and among students and faculty. Each spring, the department hosts a Bacchanalia (transformed into a calm event since the heady days of an 18-year-old drinking age in the State of Minnesota) at one of the professors' homes. In recent years, it has been hosted mainly by the Mays. Scores of students regularly attend. Since the fall of 2002, Chris Brunelle has conducted a weekly *ientaculum Latinum* at 7.15 a.m. on Friday mornings, an opportunity for students to learn and exercise their oral Latin. In addition to hosting *suovetaurilia* (ritual sacrifices of boar, ram, and bull) at his home, Steve Reece periodically drives groups of students up to the Minneapolis Institute of Arts to hear lectures sponsored by the

⁸ For more information, go to: <http://www.apaclassics.org/>.

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Archaeological Institute of America, followed by dinner at a Greek restaurant in the Twin Cities. Each December we combine with the German Department, our neighbors on the third floor of Old Main, for an annual Christmas caroling party. After regaling the campus community with our singing in Latin, Greek, and German, we proceed to the Northfield Hospital to bring some moments of joy to those who are suffering during the holidays, and then retire in droves to one of the professors' houses.

Once every two years, St. Olaf classics students under the direction of Anne Groton stage one of Plautus' ancient Roman comedies in a musical mixture of Latin and English, and take it on the road to nearby schools and colleges. The point of the activity is to have fun and learn something in the process, and to allow audiences to do the same. While certain uncharitable Minnesota classicists have expressed chagrin at the decline in the amount of Latin used in the play, still a good amount gets tossed about—and in doses that non-Latin-using and middle-school Latin audiences can grasp.

The department makes an effort to host lectures by classicists from outside the college on an annual basis. Joint sponsorship of speakers, either with other departments (e.g., English or Music) or the Phi Beta Kappa chapter at St. Olaf, or with Carleton College and/or the University of Minnesota, has made it possible for us to bring in distinguished classicists whom we could not otherwise afford. In Appendix K is a nearly complete list of guest lectures and presentations from the last three decades. Over the years there has been a regrettable decline in the number of invited talks by medievalists, partly because of financial constraints, partly because so few students major in Medieval Studies, and partly because the energies of the department chair tend to be used up in orchestrating classics events.

III. Classics Students

A. Majors, 1973–2003

Since 1973, a total of 272 students have graduated from St. Olaf with majors in Ancient Studies, Classics, Greek, Latin, and Medieval Studies (as a group henceforth referred to as ASCGLMS). To break the ASCGLMS graduates down further for the same period, 80 have earned a degree in Ancient Studies; 159 have earned degrees in Classics, Greek, or Latin; and 33 have earned a degree in Medieval Studies. Of those who have degrees in Classics or Latin, five have also received state teaching licensure. In terms of student numbers, then, Medieval Studies at 1.06 graduates per year for the period is the weakest major, while the strongest are Classics, Greek, and Latin, which together account for 5.1 graduates per year. Ancient Studies for the same period has averaged 2.6 graduates annually.

Some refinement can be imposed on this composite picture of the last 31 years. In the last decade, Ancient Studies majors have risen to 4.2 per year; Classics, Greek, or Latin majors have risen to 5.7 per year; and Medieval Studies majors have risen to 1.9 per year.⁹ In the last decade, there has been only one student who has earned licensure in addition to her Latin major.

⁹ Much of the success of the last decade, however, occurred in the first half, from 1994–1998, when an average year saw 5 Ancient Studies, 6.6 Classics, Greek, or Latin, and 2 Medieval Studies degree-earners. Since then (1999–2003), Ancient Studies has fallen off by 1.6 students per year to 3.4; Classics, Greek, and Latin, by 1.8 students per year to 4.8; and Medieval Studies 0.2 students per year to 1.8. This is cause for some slight concern, since the same period shows a dramatic increase in enrollments in courses listed as Classics, Greek, and Latin. Nevertheless, with one exception even these numbers remain above the 31-year averages (Ancient Studies + 0.8; Classics, Greek, or Latin –0.3; Medieval Studies +0.74).

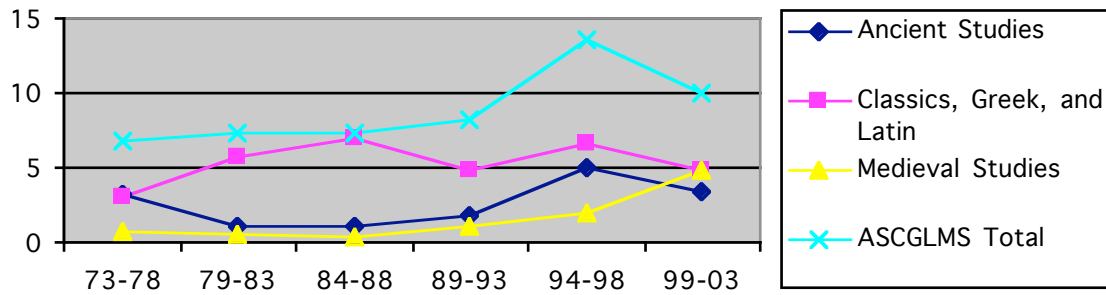
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Figure III.a.
ASCGLMS Majors, 1973–2003

Year	Ancient Studies	Periodic Average	Classics Greek Latin	Periodic Average	Medieval Studies	Periodic Average	Total	Avg.
73	2		2		1		5	
74	2		5		2		9	
75	4		3		0		7	
76	0		3		1		4	
77	3		1		0		4	
78	8	3.166	4	3	0	.66	12	6.83
79	3		5		1		9	
80	1		9		0		10	
81	1		4		0		5	
82	0		8		1		9	
83	0	1	3	5.8	1	0.6	4	7.4
84	1		3		1		5	
85	1		6		1		7	
86	1		7		0		8	
87	1		5		0		6	
88	1	1	10	7	0	0.4	11	7.4
89	1		5		1		7	
90	1		4		2		7	
91	1		5		0		6	
92	3		6		2		11	
93	3	1.8	4	4.8	0	1	7	8.2
94	3		5		1		9	
95	7		5		1		13	
96	4		11		2		17	
97	4		8		4		16	
98	7	5	4	6.6	2	2	13	13.6
99	2		2		2		6	
00	3		9		3		15	
01	4		5		1		10	
02	6		3		2		11	
03	2	3.4	5	4.8	1	1.8	8	10

Figure III.b.

Average ASCGLMS Majors per Year by Period, 1937–2003



B. Course Enrollments, 1993–94 to 2002–03

1. Composite Picture

Courses offered by the department listed as Classics courses (122, 123, 126, 127, 128, 130, 241, 242, 243, 244, and 251) are courses in translation, primarily for non-majors. 100-level Classics courses are Interim offerings primarily for first year students, while Classics 251 in Greece is also an interim-only course. The remainder are offered during the regular semesters. 1993–1994 enrolled 84 students in courses listed as Classics, while in 2002–03, 158 students enrolled in such courses. This increase is reflected also in five-year average enrollments. From 1993–94 to 1997–98, an average of 79 students per year enrolled in Classics courses; from 1998–99 to 2002–03 the five-year average becomes 113 per year. On average, then, in 2002–03, the Classics Department is reaching 29% more students through its Classics offerings than a decade ago.

Similar phenomena are also evidenced in Greek and Latin courses offered by the department. While the dramatic upsurge in enrollments in Classics courses over the last decade can be explained in part by the 2002–03 cap adjustments to 200-level courses, there is no similar external stimulus that explains the dramatic increase in students enrolled in Greek courses. Since 1995–96, the number of courses offered has remained a stable seven, with three in Beginning Greek, two at the intermediate level, and two at the advanced level. Total enrollments per year, however, have risen from their 1993–94 level of 49 to their present (2002–03) level of 86. This represents a 75.5% increase in students taught, with no addition of courses (see below, *Figure IV.d.*).

Latin, likewise, has seen dramatic growth in its enrollments. In 1993–94, 113 students at St. Olaf were enrolled in the department's nine Latin courses (one of which was an overload). By contrast, in 2002–03, 157 students were enrolled in the department's eight Latin courses. Thus again a phenomenon parallel to that in Greek enrollment is discernible for Latin: course enrollments show a decade-long increase of 38.9%, with no addition of courses (see below, *Figure III.g.*).

As any investment broker will admit, past results are no guarantee of future performance. Yet, the trends of the decade are promising. The department already has addressed some of the complications of its popularity by offering extra sections of Beginning Greek and Intermediate Latin. But plans must be laid now to address the implications of this popularity.

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Figure III.c.

Classics Course Enrollments, 1993–94 to 2002–03

Year	Fall		Interim		Spring		Totals	
	Course Offered	Taken	Courses Offered	Taken	Courses Offered	Taken	Number of Courses Offered	Taken
93-94	241	15	123	27	243	15	4	84
			251	27				
94-95	241	11	251	23	243	11	4	62
			126	17				
95-96	241	23	126	17	243	18	4	80
			251	22				
96-97	241	21	251	30	243	11	4	76
			130	14				
97-98	241	20	251	30	243	16	4	93
			126	27				
98-99	241	20	126	26	243	23	4	97
			251	28				
99-00	241	27	130	21	243	30	4	107
			251	29				
00-01	241	25	251	30	244	31	4	122
			128	36				
01-02	241	28	251	27	243	26	3	81
02-03	241	58	251	30	244	56	4	158
			127	14				

88% growth from 93-94 to 02-03

2. By Level and Sub-Discipline; Persistence

Any worthwhile view of course enrollments in the Classics Department will want to analyze enrollments in various sectors of courses. Classics Department courses can be categorized a number of different ways. Perhaps most helpful for present purposes are the categorizations into: (a) Classics, Greek, and Latin (as the courses are listed in *SOCAC*); (b) beginning-level (courses numbered 100 in the catalog), intermediate-level (courses numbered 200 in the catalog), and advanced-level (courses numbered 300 in the catalog). In Greek and Latin, intermediate and advanced courses require successful completion of St. Olaf's beginning level Greek and Latin courses or their equivalent elsewhere, whereas intermediate courses designated Classics do not require successful completion of a 100-level Classics course.

Since those designated as Classics courses in the catalog have no special sequencing, we leave out their treatment for the time being and focus attention on Greek and Latin enrollments in particular. Beginning Greek is offered as the course-sequence 111–112, with 111 being offered every fall, and 112 every spring. From fall 1993 through spring 1995, two sections of each course were offered. Beginning in fall 1995, two sections of 111 were offered; during spring, these two sections were condensed into one section of 112. In the academic year beginning the decade under study, total enrollment in 111–112 was 28;¹⁰ in 2002–2003, total enrollment was 45.

¹⁰ This does not mean that 28 students were in 111 and 28 in 112. It means that the total enrollment numbers when 111 and 112 are added together equals 28. Throughout the subsequent discussion of Greek and Latin courses, the reader must assume that all figures given are a tally of enrollments in a given set of courses.

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This increase persisted through the intermediate level of Greek, as well. In 1993–94, intermediate level enrollment in two courses was 11; in 2002–03, intermediate-level enrollment in the same two courses was 25. This may be attributable to the success of Anne Groton's *From Alpha to Omega*, a textbook she designed and published expressly and explicitly for her “students at St. Olaf College.”

While the success story of Greek enrollments at the 300-level is not as magical as that at the intermediate level, it is still enchanted. There are four advanced Greek courses at St. Olaf, taught on a rotating basis so that each one is offered within every two-year period. This schedule maximizes availability of the courses to the students while not over-committing departmental resources by unnecessary duplication.¹¹ In 1993–94, 10 students enrolled in advanced Greek courses; in 2002–03, 16 students enrolled in advanced Greek courses. In the last half of the decade, average advanced Greek enrollment has climbed to 11.2. This represents a 30.2% increase over the first half of the decade. However, in comparison to the advances made in intermediate Greek enrollment, it demonstrates that there is still room to improve.

Figure III.d.

Greek Enrollments, 1993–94 to 2002–03

Yr	Fall						Interim			Spring						Totals						TOT	
	I		II		III		II	III		I		II		III		I		II		III		Class	Stud.
93-94	111	9	231	7	375	5				112	7	253	4	373	5	4	28	2	11	2	10	8	49
	111	6								112	6												
94-95	111	9	231	12	374	1				112	8	253	7	372	5	4	19	2	19	2	6	8	44
	111	2								112	0												
95-96	111	14	231	6	375	7				112	18	253	5	373	5	3	42	2	11	2	12	7	65
	111	10																					
96-97	111	9	231	9	374	3				112	15	253	11	372	6	3	34	2	20	2	9	7	63
	111	10																					
97-98	111	14	231	9	375	3				112	19	253	6	373	3	3	44	2	15	2	6	7	65
	111	11																					
98-99	111	8	231	16	374	3				112	19	253	11	372	5	3	38	2	27	2	8	7	73
	111	11																					
99-00	111	9	231	10	373	6				112	15	253	7	375	9	3	33	2	17	2	15	7	65
	111	11																					
00-01	111	8	231	13	374	5				112	20	253	13	372	4	3	44	2	26	2	9	7	79
	111	16																					
01-02	111	8	231	16	375	4				112	20	253	9	373	4	3	48	2	25	2	8	7	81
	111	20																					
02-03	111	15	231	16	374	7				112	20	253	9	372	9	3	45	2	25	2	16	7	86
	111	10																					

An important facet of the Greek enrollment story is the rate at which students persist from one level to the next. While the persistence rate from the intermediate to the advanced level appears to need some study, appropriate data for such an investigation are unfortunately not available.¹² For three stages, however, student persistence can be accurately gauged: from 111 to 112, from 112 to 231, and from 231

¹¹ Although it rarely happens, students who have taken all the regular Greek courses St. Olaf offers but still wish to take more may be allowed to sign up for an Greek 298 or 398, Independent Study and Independent Research, respectively. These arrangements allow students, in consultation with a faculty adviser/teacher, to select topics or texts which are not covered in the regular curriculum or to delve further into particular questions or texts that they have encountered in regular courses. It is the policy of the department, however, not to allow students this recourse unless their schedule conflicts with departmental offerings, or they have otherwise exhausted the regularly offered curriculum.

¹² Such data would need to account for three sources of students in advanced courses: the previous year's last intermediate course; the previous term's intermediate course (in the case of spring term advanced courses); and the two years' previous last intermediate course. In the interest of arriving at a clearer understanding of intermediate-to-advanced persistence, data will need to be collected now for future studies.

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to 253. While 100% persistence would be unlikely in any course sequence at St. Olaf, the department continues to strive to keep its Greek persistence rate as high as possible—with notable successes.

While it is not clear how many of our Greek students use their Greek courses to fulfill the St. Olaf College language requirement, one factor in their decision may be that students who begin in the 111 course of French, German, or Spanish must complete four terms in that language, although they are required to fulfill only three courses in Chinese, Japanese, Greek, Latin, Norwegian, and Russian. In the case of Greek and Latin, several factors are offered to justify this: the highly inflected and complex languages of Greek and Latin are more difficult to learn; while Greek and Latin courses introduce basically the whole grammar and working vocabulary in the first two terms, it takes three or four terms in the modern languages to achieve the same result; and already in Greek and Latin intermediate courses, students are using the language to read highly literary Greek and Latin, whereas this does not begin in the Western-European modern languages until the advanced-level courses. In any event, this particular arrangement has no doubt helped Greek and Latin enrollments at the beginning and intermediate levels by enabling some enterprising, efficient, able, and hard-working students to fulfill their language requirement with only three courses instead of four and by offering an alternative to those who have already enough French, German, or Spanish in high school to satisfy their curiosity.

The story told by persistence rates may suggest improved teaching effectiveness in the beginning and intermediate levels of Greek. The average persistence from 111 to 112 over the last decade is 79.6%; the average rate for the same courses during the last half of the decade was 81.8%, an improvement whose significance is enhanced by the fact that beginning enrollments have dramatically increased over the decade.

A more dramatic increase is evident from the first to the second half of the decade in persistence from 112 to 231. The decade average retention for 112–231 is 72.4%; for the second half of the decade, persistence averaged 76.8%, a substantial improvement.

While 111–112 and 112–231 rates and enrollment figures suggest more effective teaching and better recruiting over the decade, the same cannot be said for 231–252 persistence rates. The first half of the decade saw an average of 77.2% of students persisting; the second saw only 70.2% of students persisting, a drop of 7 points. There are several possible explanations for this anomaly. First, the bridge from 231–252 is the natural getting-off point for those students who have taken Greek only to fulfill the college's language requirement. Second, while it is remarkable that persistence rates from 112–231 have risen even as beginning enrollment has increased, the increased enrollment does not necessarily translate into students committed to Greek for the long haul. Third, it is increasingly the case that students who successfully complete 231 enroll not in 252, but in the advanced course offered in the spring term (as was the case in spring 2003, when two students from 231 enrolled in 372, a one-year difference which would have made a 2.2 student increase in the half-decade average). Nevertheless, the persistence rate from 231 to 252 needs to be addressed in the future. While we begrudge neither increased enrollments nor increased persistence in the elementary and early intermediate courses, we strive to “convert” as many as possible of those students into the next years' Classics majors. As a department, we are convinced that our advanced courses are as valuable—albeit in different ways—as those at the lower levels: we must therefore continue to seek academically responsible ways to usher as many students as possible over this critical threshold from 231 to 252.

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Figure III.e.

Greek Persistence Rates, 111–252

Year	111-112		112-231		231-253	
	By Year	5-yr. Avg.	By Year	5-yr. Avg.	By Year	5-yr. Avg.
3-4	86%		63%		57%	
4-5	72%		92%		58%	
5-6	75%		75%		83%	
6-7	78%		50%		122%	
7-8	76%	77.4%	60%	68%	66%	77.2%
8-9	100%		84%		69%	
9-0	75%		53%		70%	
0-1	83%		87%		100%	
1-2	71%		80%		56%	
2-3	80%	81.8%	80%	76.8%	56%	70.2%
Avg.	79.6%		72.4		73.7%	

42.5% avg. persistence 111-253

Mainly because of its less exotic alphabet, Latin is considered by many students to be the “easier” of the two classical languages, with the result that beginning and intermediate Latin enrollments regularly better than double Greek enrollments at the beginning and intermediate levels. Most of our contact with students in Latin is through the first four terms of our curriculum.

Overall over the last decade, Latin enrollments have witnessed a massive increase. Most dramatically stated, Latin enrollments have a low year of 97 in 1997–98 and a high year of 157 in 2002–03. The dramatic upsurge in enrollments might be illuminated by the astounding fact that in no year in the last half of the decade did Latin enrollments fall below 118, three more students than the previous half-decade's average! Yet, further investigation into these numbers shows a situation in which the bulk of the gains come in beginning Latin enrollments with no similar gain in the advanced Latin courses.

Beginning Latin is offered as the course-sequence 111–112 in fall and spring, respectively, of each academic year. Over the last decade, both of these courses were offered in two sections each term to accommodate the large number of students who enroll. Average Beginning Latin enrollment in the first half of the decade was 63.2; in the second half, it increased to 90, a massive increase of 42.4%.

Intermediate Latin was offered in a number of different configurations in the last decade. Each fall term of the last decade, Latin 231 was offered. In the interims of 1994 and 1995, a section of Latin 235 was offered (as an overload), with 252 in the following term. In the academic year 1995–1996 a new policy was introduced of offering either Latin 235 (Medieval Latin) or Latin 252 (Vergil and the Latin Epic) in the spring term. In the last three years, this has been done on an alternating basis. While the dramatic increases evidenced in beginning Latin enrollments are not paralleled in intermediate Latin offerings, the second half of the decade nevertheless shows a gain over the previous half of the decade.

Advanced Latin courses numbered as 371–377 are offered on a rotating basis. Each spring and fall, one of the advanced courses is offered. Unlike Latin enrollments at the beginning and intermediate levels, advanced Latin enrollments actually show a decline from the first to the second half of the last decade. In the first half, an average of 8.6 students were annually enrolled in advanced courses; in the second half, the average dropped to 8.4.

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Thus, despite the fact that overall Latin enrollments showed a dramatic increase, most of this increase was in the Beginning Latin courses. A frequently heard remark in the Classics Department directed at just this phenomenon is, “Quantity does not necessarily equal quality.” These figures bear this out. It is not simply a matter of student quality, however; we believe that the quality of teaching too may be affected by the dramatic increase of students in the 111–112 courses. As the size of the sections grows, so does student anonymity. As student anonymity increases, student accountability on a daily basis decreases: not every student can be called upon in class even within a given week, much less on a daily basis. In addition, it may well be that the greater size encourages a greater number of uncommitted students whose presence is demoralizing to students who might, under other conditions, persist further in Latin. Whatever the case, the Classics Department will need to address the vast increase in beginning-level Latin enrollments (a) by examining the heretofore unchallenged and unwritten policy of allowing any and all takers into language courses; (b) by examining the impact of uncommitted students on the resolve of committed students in large courses; and (c) by investigating the possibility of offering additional Beginning Latin sections to increase student-faculty interaction and hence student accountability.

Figure III.f.

Latin Enrollments, 1993-94 to 2002–03

Yr	Fall						Interim			Spring						Totals						TOT	
	Level I		Level II		Level III		Level II		Level III	Level I		Level II		Level III		Level I		Level II		Level III		Class.	Stud.
93-94	111	20	231	24	377	9	235	3		112	18	252	9	374	11	4	57	3	36	2	20	9	113
	111	11								112	8												
94-95	111	21	231	26	373	7	235	3		112	23	252	8	372	9	4	74	3	37	2	16	9	127
	111	21								112	9												
95-96	111	25	231	31	371	11				112	15	252	5	375	9	4	82	2	36	2	20	8	138
	111	24								112	18												
96-97	111	11	231	21	374	8				112	16	235	10	377	3	4	43	3	46	2	11	9	100
	111	16	231	15						112	0												
97-98	111	20	231	23	373	3				112	12	235	8	372	3	4	60	2	31	2	6	8	97
	111	16								112	12												
98-99	111	18	231	25	376	6				112	14	235	5	375	6	4	76	2	30	2	12	8	118
	111	24								112	20												
99-00	111	23	231	31	371	7				112	21	235	7	377	8	4	88	2	38	2	15	8	141
	111	30								112	14												
00-01	111	24	231	16	374	7				112	17	252	7	372	5	4	93	3	46	2	12	9	151
	111	28	231	23						112	24												
01-02	111	27	231	21	375	7				112	16	235	5	373	5	4	88	3	43	2	12	9	143
	111	25	231	17						112	20												
02-03	111	30	231	27	371	7				112	28	252	11	377	7	4	105	2	38	2	14	8	157
	111	26								112	21												

Persistence rates show that students are mistaken in their view of the challenge of Latin relative to that of Greek. The combination of entering attitudes coupled with that surprising challenge yield a decade-long average persistence rate of only 21.1% from 111 to 235 or 252.¹³ Other factors may also explain the relative lack of success in Latin persistence vis-à-vis Greek: (a) students who take Greek are more likely to be committed to Greek; (b) the large enrollments in beginning and intermediate Latin may impede achieving the more effective pedagogical and inter-personal context found in Greek courses.

Latin persistence rates show an overall decrease over the decade, with the exception of persistence from 111 to 112, which increased. However, the persistence rate from 112 to 231 is notoriously difficult

¹³ In some years, 231 and 235 were both offered; more recently, they have been offered on a rotating basis.

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to calculate, since a number of students who come to us having had Latin in high school are often well enough prepared to matriculate in 231. It is this phenomenon which in part explains the anomalous 107% persistence rate from 112 to 231 in the first half of the decade. Yet, the last half of the decade shows a 112 to 231 persistence rate of 94.8%, a significant 12.2-point drop from the previous half-decade.

For many students—those who begin Latin at St. Olaf with 231 and those who begin at 111—the bridge from 231 to 235 or 252 is, as for Greek, the natural dropping-off point, inasmuch as successful completion of 231 fulfills the college's language requirement. The decade average retention from 231 to 235 or 252 is 28.5%, with a significant drop down to 23% in the last half. Part of this phenomenon may be explained by the fact that students are increasingly moving from 231 into advanced Latin courses, as was the case with several students in 2002–03. More alarming is the decade average persistence from 111 to 253 and/or 252: on average, only 21.1% of our Latin 111 students will enroll in 252 or 253. The alarm of this figure is compounded when one considers that many who take 252 or 253 (the number on which the persistence rate is based) actually started in 112, 231 or 252 or 253. This presents significant pedagogical questions and a challenge to departmental recruiting practices. Put in other terms, although our Latin 111 and 112 sections are filled to bursting, this has not translated into a larger student population engaged enough to persist in Latin into the advanced courses.

Figure III.g.

Latin Persistence Rates, 111–235/252

Year	111-112		112-231		231-253 and/or 252	
	By Year	5-yr. Avg.	By Year	5-yr. Avg.	By Year	5-yr. Avg.
2-3						
3-4	84%		86%		50%	
4-5	76%		100%		42%	
5-6	67%		97%		16%	
6-7	59%		109%		27%	
7-8	67%	70.6%	143%	107%	35%	34%
8-9	81%		104%		20%	
9-0	66%		91%		23%	
0-1	79%		111%		18%	
1-2	69%		93%		13%	
2-3	88%	76.6%	75%	94.8%	41%	23%
Avg.	73.6%		100.9%		28.5%	

21.1% avg. persistence 111-252/253

3. College Service Courses

One facet of the picture that emerges from the discussion of persistence rates in Greek and Latin is the increasing amount of college-wide service the Classics Department undertakes in offering courses that fulfill the language requirement. The increased enrollments in beginning and intermediate Greek and Latin, together with the increased caps and enrollments for Classics courses mean that the Classics Department is shouldering an ever greater burden in service of the college's general education requirements. This is not something the department begrudges: we are committed to making our

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discipline as accessible as possible. In addition, the increased enrollments in beginning and intermediate Greek have led to an increased average enrollment in advanced courses, though the same cannot be said for Latin. In essence, this means that the Classics Department is in part sacrificing the rewards that should accrue to it in terms of greater numbers of upper-level Latin students in order to pursue the interests of the broader college. There must be better ways to balance the department's two-fold charge of both serving the college at large and nurturing the next generation of Latin and Classics majors, either by limiting enrollments in the two beginning sections or by offering more sections. Neither alternative is desirable: enrollment caps may have the effect of keeping interested students away, while offering more sections without an increase in FTE would require department members to teach even more overloads than they already do. Granting of some additional FTE to the department would of course be the ideal solution, but from a realistic point of view, other options need to be considered.

Figure III.h.

Classics Department Service Course Enrollments

Year	Classics						Greek						Latin					
	Fall		Interim		Spring		Fall		Interim		Spring		Fall		Interim		Spring	
93-94			123	27			111	9					111	20			112	18
	241	15	251	27	243	15	111	6			112	7	111	11			112	8
							231	7			112	6	231	24				
94-95			126	17			111	9					111	21			112	23
	241	11	251	23	243	11	111	2			112	8	111	21				
							231	12			112	0	231	26			112	9
95-96			126	17			111	14					111	25			112	15
	241	23	251	22	243	18	111	10					111	24				
							231	6			112	18	231	31			112	18
96-97			130	14			111	9					111	11			112	16
	241	21	251	30	243	11	111	10					111	16			112	0
							231	9			112	15	231	21			112	0
97-98			126	27			111	14					111	20			112	12
	241	20	251	30	243	16	111	11			112	19	111	16				
							231	9					231	23			112	12
98-99			126	26			111	8					111	18			112	14
	241	20	251	28	243	23	111	11			112	19	111	24				
							231	16					231	25			112	20
99-00			130	21			111	9					111	23			112	21
	241	27	251	29	243	30	111	11			112	15	111	30				
							231	10					231	31			112	14
00-01							111	8					111	24			112	17
	241	25	128	36			111	16			112	20	111	28				
			251	30	244	31	231	13					231	16			112	24
01-02							111	8					111	27			112	16
	241	28	251	27	243	26	111	20			112	20	111	25				
							231	16					231	21			112	20
02-03							111	15					111	30			112	28
	241	58	127	14			111	10			112	20	111	26				
			251	30	244	56	231	16					231	27			112	21

The courses considered to be offered as service to the college are those that fulfill the college's language requirement (Latin and Greek 111, 112, and 231), together with all courses listed as Classics. The total number of these courses regularly offered on an annual basis is thirteen to fourteen, an FTE of 2.17 or 2.33. In other words, 72–77.7% of the total Classics Department FTE is devoted to courses that serve the college and non-Classics majors' fulfillment of their general education requirements.

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Enrollments in these courses has increased dramatically. The overall pattern suggests an increasing popularity among students of courses offered by the Classics Department as a way to fulfill their general education and language requirements for graduation from the college. While the department is glad to see its services so used and in such great numbers, the increase nevertheless exerts greater pressure on enrollment caps and diverts faculty energy away from the courses that put the finishing touch on our majors, those language courses offered at the 300-level.

C. Student Awards and Honors

Our students regularly compete in Eta Sigma Phi 's national Maurine Dallas Watkins translation and composition contests; in fact, in no year since 1980 have St. Olaf classics students failed to win at least one of the prizes. This is the best record of any school in the country. St. Olaf has had 78 award-winners, with the most (18) in the challenging category of Latin prose composition, 17 in Koine (Biblical) Greek, 14 in Advanced Classical Greek, 12 each in Intermediate Latin and Intermediate Classical Greek, and 6 in Advanced Latin. 25 of the awards in the various categories have been first prize; 28, second prize; 29, third prize; and 6, honorable mention.¹⁴

St. Olaf classics students have been the recipients of other national honors as well. Classics major Kimberly Severson '78, for example, was the first woman from Minnesota to be selected as a Rhodes Scholar. Christopher Smith '92 and Margaret Emond '85 both won Eta Sigma Phi summer scholarships to the American Academy in Rome. Jeremiah Harrelson '99 received an American Bible Society Scholarly Achievement Award. Matthew Steenberg '01 was named to the *USA Today* Academic All-American Team and selected as a British Marshall Scholar. Three St. Olaf students have received the Manson A. Stewart Scholarship from the Classical Association of the Middle West and South: Catherine Kusske '97 in 1996, Paul Moran in 1999, and Kristina Alton '02 in 2001. Pamela (Severson) Vaughn '71, who now teaches at San Francisco State University, was awarded the American Philological Association's Collegiate Teaching Award for 2001.

In the spring of 2001 the department began sponsoring its own Latin translation contest (the Loomis Endowed Academic Award in Latin) and a year later inaugurated its own ancient Greek translation contest (the Groton Endowed Academic Award in Greek). Both competitions are now held annually in the spring and offer \$300 for first prize, \$200 for second, and \$100 for third.

D. Profile of Classics Department Students and Life after St. Olaf Classics

As a classics department in a liberal arts college, we do not view it as our primary purpose to prepare tomorrow's classics scholars: we aim instead to exercise our students in that prong of the age-old trivium, grammar, and to introduce them to texts, objects, and thoughts that will challenge them to confront questions of fundamental human importance and seek answers to them. Along the way, we have been fortunate to be recipients of the added bonum that this approach to our curriculum has enkindled the desire in some of our students to pursue further study in classics and to aspire to do it with a quality that others deem worthy of note.

In the summer of 2000 we mailed out a survey, still posted on our website, to all of our alumni: 84 people have responded, the oldest from the class of 1933! The survey results confirm that many of our graduates have earned advanced degrees in classics and related disciplines (e.g., theology, patristics,

¹⁴ A full list of all Maurine Dallas Watkins Contests winners can be found in Appendix H; for winners of the Groton Greek Contest, go to http://www.stolaf.edu/depts/classics/general_information/groton_greek_contest.html; for winners of the Loomis Latin Contest, go to: http://www.stolaf.edu/depts/classics/general_information/loomis_latin_contest.html.

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archaeology, history, medieval studies). Of the respondents, 22 have gone on to graduate school in classics. 19 have gone on to advanced study in theology, either in graduate schools or seminaries, and two have done graduate work in history. The seven Ph.D. classicists are employed as classics or classical art and archeology professors, while two of those who have done graduate work in theology are employed as theology professors, and 13 are serving or have served in the public ministry of the Church as parish pastors or missionaries. Of the 12 who identified themselves as K-12 Latin teachers, some, but not all, have earned the M.A. or M.A.T. in Latin. In terms of the number of Latin teachers produced by the department, the best decades were the thirties, forties, and, gladly, the nineties.¹⁵

While quite a few of our majors do attend graduate school in classics, it is significant that the majority of them do not. Our classics alumni include librarians, physicians, attorneys, writers and editors, homemakers, nurses, computer programmers and data base developers, insurance agents, missionaries, financial planners and controllers, grants administrators, educational consultants, international studies directors, international business consultants, carpenters, bakers, and intelligence officers. The range of their careers is testimony to our department's commitment not only to prepare students for graduate school, but more importantly to prepare them for life in general, with critical skills, insights into human behavior, and an abiding appreciation for the classical heritage of the West.

IV. Classics Faculty at St. Olaf College

A. History

Classics had been a continuous presence at St. Olaf from its earliest days as an academy, but in the years following World War II the department began to languish. After the retirement of Bert Narveson in 1964, Robert Hoerber was brought in, essentially to oversee the passing of the department. For a couple of years he managed to keep it alive, with help from members of the English, Religion, and Philosophy Departments, most notably Richard Peterson, Vern Faillettaz, and Bill Narum. Then, in 1967, President Sidney Rand and the Dean of the College, Albert Finholt, intervened: believing strongly that a good classics department was a distinguishing mark of a high-quality liberal arts college, they hired St. Olaf alumnus Lloyd Gunderson ('53), who by then held a Ph.D. in Ancient History from the University of Wisconsin-Madison, and charged him to rebuild the classics program.

In those days the department consisted of just two full-time faculty members, Gunderson (who was tenured) and another junior professor on a term appointment. Richard Peterson, a noted 18th-century English scholar, who had earned a Ph.D. minor in Latin, assisted with instruction in that language. Richard Olson, an ancient historian housed in the History Department, also lent support by teaching courses in Greek and Roman history, and occasionally Classics courses in translation. From 1967 to 1977, Gunderson was assisted by a succession of three fine classicists, Donald Mills, Karelisa Hartigan (who founded Delta Chi, St. Olaf's chapter of Eta Sigma Phi, in 1971), and Lee Percy, all of whom are still active in the profession. Enrollments in the languages were solid but not spectacular, and a modest complement of courses in translation was offered for general education requirements. It was during this period that Gunderson and colleagues, recognizing the need for an alternative track, one less focused on the languages, took advantage of expertise from across the campus and introduced St. Olaf's first interdisciplinary contract majors, Ancient Studies and Medieval Studies.

Percy left St. Olaf in 1977 and was replaced by James May, a newly minted Ph.D. from the University of North Carolina-Chapel Hill. Gunderson and Peterson, during their interview with May, told him that they were looking for someone who could build enrollments, especially in Latin; though

¹⁵ See Appendices D-E.

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St. Olaf did not offer tenure-track appointments at that time, it might be possible, they said, to earn a tenured appointment by producing desired results. In the following years, Gunderson and May went about building the program in the languages. During May's first years, elementary Latin was split into two sections to increase opportunity and accommodate more students. Though the standard teaching load was six courses per year, the Classicists at St. Olaf were regularly teaching from 7 to 9 per year as voluntary overloads. May also developed a new interim course, "Daily Life in Ancient Rome," that drew in successive offerings 70, 90, then 100+ students. The interim abroad to Greece, begun by Gunderson and Olson in the early 1970's, continued to be offered on a yearly basis. The department had begun to make an impact on a larger segment of the student body, and the results were obvious.

In the spring of 1981 the department invited N.G.L. Hammond, a distinguished Classicist and ancient historian, to take a visiting appointment as a leave replacement for Gunderson. With the support of President Harlan Foss, Hammond was hired and taught several courses in Greek, Latin, and English. Hammond's professorship at St. Olaf and his subsequent honorary degree brought a higher level of recognition to the department throughout the state and the region. Indeed, from his temporary base in Minnesota, Hammond made numerous trips, lecturing literally from coast to coast.

By this time the hard work of Gunderson and May had paid off: enrollments were burgeoning, so much so that a strong case could be made to the Dean of the College to hire a third full-time classicist. The college had now begun to offer tenure-track positions, and a new one was offered to Anne Groton, who was finishing her dissertation at the University of Michigan. With Groton on board, faculty were able to cut back to a regular load of six classes per year. Groton introduced the production of Latin plays in alternating years, as well as other Eta Sigma Phi activities.

As senior colleague, Gunderson had always urged the junior members of the department to be active professionally and to publish their work. In the fall of 1981 the Classical Association of Minnesota was re-founded, and St. Olaf Classicists soon began serving as CAM officers. In addition, members of the department regularly attended APA and CAMWS annual meetings and gradually moved into leadership roles in those two organizations. Meanwhile the department gained a reputation for excellent teaching (May and Groton both won the APA Award for Excellence in Teaching at the College Level); textbooks that May and Groton had written for their Beginning Latin and Greek classes at St. Olaf were published and, much to the authors' surprise and delight, became national bestsellers.¹⁶

As the 1980's were winding down, Lloyd Gunderson, who had worked so diligently to build this now flourishing program, decided to retire from teaching. Kenny Morrell, currently Associate Professor of Classics at Rhodes College, taught for four years at St. Olaf, introducing faculty and students to the Perseus Project. In 1994, the department was fortunate to hire Steve Reece, then a Mellon Fellow at Vanderbilt. With his expertise in Homer and oral tradition, Reece proved the perfect complement, both in teaching and scholarship, to Groton and May. When Reece received tenure and promotion in 2000, the department was again able to boast three full-time tenured faculty.

With stability achieved and enrollments strong, the St. Olaf classicists felt that they could branch out and take on new administrative and teaching responsibilities without jeopardizing the department's future. Between 1997 and 2001, May served as St. Olaf's Associate Dean for the Humanities; he is now in his second year as Provost and Dean of the College. Groton is beginning a five-year stint as CAMWS Secretary-Treasurer, with one course release per year. Between 2000 and 2004 May, Groton, and Reece each taught a cycle of the Great Conversation Program (Groton had done this once before, in 1987-89). These activities, together with sabbaticals and participation (by Reece) in the Boldt Faculty Seminar,

¹⁶ Anne H. Groton and James M. May, *38 Latin Stories Designed to Accompany Wheelock's Latin*, 5th ed. (Wauconda: Bolchazy-Carducci, 2003); Anne H. Groton, *From Alpha to Omega: A Beginning Course in Classical Greek*, 3rd ed. rev. (Newburyport: Focus, 2000); Jon Bruss, *From Alpha to Omega: Ancillary Exercises*, rev. ed. (Newburyport: Focus, 2001).

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have created opportunities for the department to hire, on one-, two-, or three-year appointments, several fine young classicists: St. Olaf alumna Gwendolyn Compton-Engle, University of Minnesota graduate student Kent Gregory, St. Olaf alumnus Jon Bruss, and Carleton College alumnus Christopher Brunelle. The department has benefited greatly from their talents, energy, and dedication. One negative result, however, is that temporary faculty have, for two years, been teaching two-thirds of the departmental FTE, and well over 75% of the students the department sees.

B. The Gunderson Philosophy and Its Enduring Impact

As the historical outline in Part A makes clear, the modern incarnation of the St. Olaf Department of Classics is largely the creation of Lloyd Gunderson, and the fulfillment of his vision. He knew that the program would stand or fall on the strength of the personnel who served it. In hiring new faculty, he followed two rules of thumb: always hire someone whom you believe to be better than yourself; and appoint only someone who has the potential (in terms of both teaching ability and scholarship) to become a full professor. Surprisingly few departments are able to follow these simple-sounding principles. They require both forethought and humility on the part of those doing the hiring. The secret of building a great team is to subordinate one's own ego to the needs of the department, insist on high standards, and humbly recognize the gifts and abilities of others. By adhering to the Gunderson philosophy, the Classics Department has managed to grow and flourish over the past three decades.

C. Present Departmental Faculty

All of the pedagogical and scholarly activities of the classics faculty may be perused in their individual C.V.'s. This section is simply a summary of their activities and interests.

The department operates on the general principle that everyone ought to teach everything. As a result, each member of the department regularly teaches upper- and lower-level Greek and Latin and courses in English translation, and although some courses are rightly associated with certain professors (e.g., Cicero with May, Homer with Reece), the general impression is that the ancient world is the common property of all. The tenured members of the department take turns leading the classics interim to Greece, all using a similar syllabus and following a similar itinerary, but they design distinct on-campus interim courses in areas of special interest to them, e.g. ancient comedy (Groton, Classics 126), oral literature (Reece, Classics 130), Alexander the Great (Bruss, Classics 127).

With a classicist as Provost and Dean, it is not a surprise that the department excels in service to the college. The three tenured faculty (May, Groton, and Reece) have together accumulated well over 200 committee-years of experience in every area of the college, from the Campus Ministry Council to the Athletic Committee. All five members make a habit of responding to requests from the college and local community for other forms of intellectual and personal support: pedagogical talks for CILA (the Center for Innovation in the Liberal Arts), presentations in chapel, lectures at local schools and churches, courses for Elderhostel, fund-raising drives for public radio and charities, etc.

Over the last decade, faculty members' hourly commitment to teaching has remained virtually the same, with some small fluctuations from year to year. Yet, the department's FTE efficiency has improved dramatically, as shown in the following chart.

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Figure IV.a.

FTE Efficiency, 1993–94 through 2002–03

Year	Classics			Greek			Latin			Totals		
	effective FTE	students	Ratio	effective FTE	students	Ratio	effective FTE	students	ratio	effective FTE	students	ratio (as expression of <i>de iure</i> FTE)
93–94	.67	84	1:125.4	1.33	49	1:36.8	1.5	113	1:75.3	3.5	246	1:82
94–95	.67	62	1:92.5	1.33	44	1:33.1	1.5	127	1:84.7	3.5	233	1:77.7
95–96	.67	80	1:119.4	1.17	65	1:55.6	1.33	138	1:103.8	3.17	283	1:89.3
96–97	.67	76	1:113.4	1.17	63	1:53.8	1.5	100	1:66.7	3.33	239	1:71.8
97–98	.67	93	1:138.8	1.17	65	1:55.6	1.33	97	1:72.9	3.17	255	1:85
5-yr avg	.67	79	1:117.9	1.23	57.2	1:46.5	1.43	115	1:80.4	3.33	251.2	1:83.7
98–99	.67	97	1:144.8	1.17	73	1:62.4	1.33	118	1:88.7	3.17	288	1:96
99–00	.67	107	1:159.7	1.17	65	1:55.6	1.33	141	1:106	3.17	313	1:104.3
00–01	.67	122	1:182.1	1.17	79	1:67.5	1.5	151	1:100.7	3.33	352	1:117.3
01–02	.5	81	1:162	1.17	81	1:69.2	1.5	143	1:95.3	3.17	305	1:101.7
02–03	.67	158	1:235.8	1.17	86	1:73.5	1.33	157	1:118	3.17	401	1:126.5
5-yr avg	.64	113	1:176.6	1.17	76.8	1:65.6	1.4	142	1:101.4	3.2	331.8	1:110.6
difference, 93–98 to 98–03			+49.7%			+41.1%			+26.1%			+32.1%
difference, 93–94 to 02–03			+40.8%			+99.7%			+56.7%			+54.3%

The department also excels in the area of professional service. The three tenured faculty (May, Groton, and Reece) have together accumulated more than 80 committee-years of experience in the three major national, regional, and local organizations (the American Philological Association, the Classical Association of the Middle West and South, and the Classical Association of Minnesota), and Bruss is currently the Treasurer of CAM. The reviewing of others' manuscripts before publication is a generally thankless task, but the members of the department have been consulted for their opinions by nine book presses, more than a dozen journals, and one Hollywood movie producer. Since most classicists work in the company of relatively few colleagues, the national community of classicists relies heavily for its sense of interconnectedness on the smooth functioning of its organizations and publications, and St. Olaf may rightly be said to be doing more than its share of this essential work.

The department maintains a relatively strong profile in the areas of scholarly publication and presentation, especially given the demands of teaching and service and the lack of a university-size library. Since 2002 the five members of the faculty have delivered eight academic papers and published twelve articles or book chapters; the recent highlight is surely the 632-page *Brill's Companion to Cicero* (2002), edited and co-authored by Jim May.

D. Affiliated Faculty at St. Olaf College

Anyone teaching a course that counts for Ancient Studies or Medieval Studies is considered to be a member of the Ancient and Medieval Studies Committee, though that body seldom ever meets. This year the group includes, in addition to the five classics professors, these faculty members, from 10 different departments: Laurel Carrington (history), Karen Cherewatuk (English), Rick Fairbanks (philosophy), Vicki Harper (philosophy), Gerald Hoekstra (music), Timothy Howe (history), Rebecca

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Judge (economics), Karil Kucera (art history), Eric Lund (religion), Karen Marsalek (English), William Poehlmann (religion), Todd Nichol (Norwegian), Robert Nichols (Russian & Central European Studies), Anne Sabo (Norwegian), Jamie Schillinger (English), Nancy Thompson (art history), Mary Trull (art history), Norm Watt (German), Colin Wells (English), and Charles Wilson (religion).

At St. Olaf, ancient history courses have always been taught through the Department of History. Following the retirement of Richard Olson, who had taught at St. Olaf since 1967, the college expressed its commitment to ancient history by hiring Rosemary Moore for a one-year term (2002-03) and then Timothy Howe in a tenure-track position. Medieval history is taught primarily by Laurel Carrington, whose specialty is medieval and early modern Europe, particularly Erasmus.

Ancient and medieval philosophy, taught by Plato and Presocratic expert Vicki Harper, is offered through the Department of Philosophy. Ancient and medieval art history, taught by medieval art specialist Nancy Thompson, is offered through the Department of Art and Art History. Several members of the Religion Department (e.g., Eric Lund, Gary Stansell, Charles Wilson) teach courses that count for Ancient Studies or Medieval Studies. In the English Department we are fortunate to have two medievalists, Karen Cherewatuk and Karen Marsalek. Gerald Hoekstra teaches medieval music history and directs the Early Music Singers and the Collegium Musicum.

The first year of St. Olaf's two-year Great Conversation program, a five-course interdisciplinary humanities sequence in Western literature and civilization, always includes two Ancient Studies courses (The Greeks and the Hebrews, The Romans and the Christians) and one Medieval Studies course (The Medieval Synthesis). Each cycle of the program is taught collaboratively by three instructors, each from a different department, who work with a group of c. 69 students during their freshman and sophomore years. Classics faculty members Groton, May, and Reece have all found this team-teaching experience beneficial and enjoyable. Someday the department hopes to be able to participate in the college's Foreign Languages Across the Curriculum program, either by attaching an ancient Greek or Latin FLAC component to a Classics course or by joining forces with a non-classics colleague teaching a course in ancient or medieval history, philosophy, or religion.

E. Other Classicists in Minnesota

The St. Olaf classics professors occasionally get together with their peers at Carleton College ('03-'04: Jackson Bryce [on leave in fall], Clara Shaw Hardy, Jack Peradotto [visiting in fall], Matt Semanoff, Nancy Wilkie, Chico Zimmerman) and at Gustavus College ('03-'04: Eric Dugdale, Stewart Flory [retired], Pat Freiert [retired], Will Freiert, Matt Panciera, Bronwen Wickkiser). We often attend guest lectures and other events at one another's schools. Our students, on the other hand, rarely fraternize, although there have been times when the Eta Sigma Phi chapters in the state (at St. Olaf, Gustavus, Macalester College, Concordia College-Moorhead, and the University of Minnesota) made attempts to organize an event together.

Every classics professor at St. Olaf is actively involved in the Classical Association of Minnesota (CAM). Jim May and Steve Reece are Past Presidents; Anne Groton is the current President; Jon Bruss is the current Treasurer. St. Olaf has always taken the lead in working with Minnesota's K-12 Latin teachers and promoting classics in the state; among other things, we have hosted two Classics Festivals for high-school Latin students (1992, 1993) and sponsored statewide classics contests (2000). In 1989 and again in 1991, Jim May received an NEH grant to run an NEH Summer Seminar for Teachers, "Marcus Tullius Cicero: Orator, Politician, Patriot." Finally, Anne Groton, first as CAMWS Vice-President for Minnesota and then as CAMWS Vice-President for the Northern Plains, has kept herself perpetually busy with outreach activities.

V. Classics Resources at St. Olaf College

A. Libraries

Most of the holdings in classics are housed in the main library on campus, the Rølvaag Library, which is complemented by the more specialized Glasoe Science Library (Science Center), the Halvorson Music Library (Christiansen Hall), and the Kierkegaard Library (lower level of Rølvaag).

In accord with Rølvaag Library's acquisition philosophy, the library maintains standing orders with some presses and for some book and monograph series, and the librarians themselves sometimes order books based on reviews in *Choice*, etc., and in response to students' requests. But the responsibility for acquiring and maintaining the holdings in classics lies primarily with the Classics Department, whose requests are channeled through a departmental liaison. The department's chief goal is to have available the best editions of all primary texts in their original languages; of almost equal importance is to have available a variety of the best translations of all these primary texts. As this is an undergraduate library, secondary scholarship in English is given priority, and those works that are especially pertinent to the classes we regularly teach and the areas of research that we are involved in are given highest priority. When considering the acquisition of works that are deemed useful but not indispensable, efforts are made to complement rather than duplicate the acquisitions of Carleton College's library.

Rølvaag Library has historically maintained a strong collection of books in the classics, housing, for example, 3750 volumes in the PA (classics) section and 2080 volumes in the DE-DG (Greek and Roman history) sections, with somewhat smaller collections in ancient philosophy, art history, ancient religion, and archaeology. Its holdings are particularly strong in the areas of departmental teaching and faculty research; hence, one will find stronger than normal holdings in Cicero, Greek and Roman comedy, Greek epic, and Alexander studies. The library maintains subscriptions to printed versions of the following classical journals:

American Journal of Ancient History 1983-
American Journal of Philology 1880-
L'Année Philologique 1924-
Archaeology 1956-
Bulletin of the American Society of Papyrologists 1963-
Classical Journal 1905-
Classical Philology 1906-
Classical World 1964-
Gnomon 1965-72, 1984-
Greece and Rome 1967-
Journal of Hellenic Studies 1974-
Journal of Near Eastern Studies 1988-
Speculum 1951-
TAPA 1974-
Zeitschrift für Papyrologie und Epigraphik 1985-

It also maintains subscriptions through JSTOR, ATLAS, Expanded Academic ASAP, etc. to electronic, full-text versions of the following classical journals:

American Journal of Archaeology 1897-1997
American Journal of Philology 1880-1995

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Archaeological Reports 1954-1998
Britannia 1970-1997
Classical Philology 1906-1997
Classical Quarterly 1907-1997
Classical Review 1887-1997
Greece & Rome 1931-1997
Harvard Studies in Classical Philology 1890-1998
Hesperia 1932-1999
Journal of Field Archaeology 1974-1999
Journal of Hellenic Studies 1880-1997
Journal of Near Eastern Studies 1942-1997
Journal of Roman Studies 1911-1997
Speculum 1926-1997
Transactions of the American Philological Association 1974-2000
Transactions and Proceedings of the American Philological Association 1897-1972
Transactions of the American Philological Association 1869-1896
World Archaeology 1969-1999

Carleton College's library maintains the following additional subscriptions:

Arethusa 1968-
Classical Antiquity 1982-
Classical Bulletin 1939-
Classical Quarterly (most recent issues)
Classical Review (most recent issues)
Greece & Rome (most recent issues)
Greek, Roman and Byzantine Studies 1959-
Hermes: Zeitschrift für klassische Philologie 1977-
Hesperia (most recent issues)
Phoenix 1946-
World Archaeology (most recent issues)

Via Inter-Library Loan, books and journals may be requested from Carleton College through Sage, the library web browser, and usually arrive within a day. However, most Inter-Library Loan requests are filled via Minitex by the University of Minnesota, or by other institutions in Minnesota, North Dakota, or South Dakota, and usually arrive within three to five days. These materials, as well as any requests from the University of Illinois, major Wisconsin universities (including the University of Wisconsin), Illinois State University, the University of Manitoba, and from the 60+ colleges that are members of the Oberlin Group, come free of charge. Requests from other institutions sometimes take up to three weeks to fill and are often accompanied by a \$15 fee. The increased reliance on electronic versions of journal articles—Minitex Electronic Document Delivery—has sped up the process slightly but has not reduced the number of fees.

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B. Departmental Budget

The Classics Department's operating budget (non-compensation) is currently \$4000, supplemented by the Ancient & Medieval Studies operating budget of \$900. From these funds we must pay nearly \$1000 each year simply to have telephones in our office; yearly costs for copying, printing, and postage add up to at least \$1500, with another \$500 needed for general supplies. This leaves less than \$2000 to cover everything else, from honoraria, meals, and media services charges to repair costs for our IBM Selectric II typewriter (which we still use!). In the current economic climate there is little hope of increasing the department's operating budget.

Each full-time member of the department is allocated \$200 per year from the college's Faculty Travel budget; additional funding for travel to, and participation in, professional meetings may be requested from the Associate Dean for the Humanities or, for small projects or special professional needs, from the Provost & Dean of the College.

The chair of the Department of Classics receives an annual \$1000 stipend for running the department and an annual \$500 stipend for administering the Ancient Studies and Medieval Studies programs. All of the foreign-language departments at St. Olaf share the services of two full-time academic administrative assistants, Jennifer Bothun and Letti Zenner.

C. Endowed Funds

Until recently, the Department of Classics had no endowed funds of its own. Now, thanks to the generosity of several donors, we have two funds that support annual prizes in Latin and Greek, a fund that supports an annual \$2000 scholarship for a Classics major, and another fund that eventually will support a scholarship for a Latin major. Here are specifics about the funds:

The Loomis Endowment supports annual prizes (Loomis Endowed Academic Award in Latin) of up to \$400 each; winners are determined by performance on a Latin translation examination. This endowment was established by Kenneth and Kathleen Loomis of Louisville, Kentucky, and their son Stephen Loomis, a 1997 St. Olaf graduate who majored in Latin and mathematics. Prizes were first awarded in the spring of 2001. In 2002-03 we awarded a \$300 first prize, a \$200 second prize, and a \$100 third prize.

The Groton Endowment defrays the cost of special activities sponsored by the Department of Classics and supports annual prizes (Groton Endowed Academic Award in Greek) of up to \$400 each; winners are determined by performance on an ancient Greek translation examination. This endowment was established by Anne Groton, Professor of Classics at St. Olaf. Prizes were first awarded in the spring of 2002. In 2002-03 we awarded a \$300 first prize, a \$200 second prize, and a \$100 third prize.

The Scarseth Endowment supports an annual scholarship for a student majoring in Classics; the criteria are good citizenship, financial need, and scholastic ability. This endowment was established by the late Margaret Scarseth, a 1928 graduate of St. Olaf who taught Latin in Austin, Minnesota. The scholarship was first awarded in 1997-98. In 2003-04 it is held jointly by Hilary Lehmann '04 (\$1100) and David Schiedler '04 (\$1000).

The Grimsrud Endowment, when fully funded, will support an annual scholarship for a student majoring in Latin; criteria will be financial need and scholastic achievement. This endowment was established by retired Latin teacher Karen Silness Grimsrud, a 1971 graduate of St. Olaf, and her husband George. They live in Evanston, Illinois.

Additional money comes to the department via the Eta Sigma Phi Fund. As a student organization, the Delta Chi chapter of Eta Sigma Phi (classics honor society) is eligible to receive \$50 per semester

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from the student activities fund. In 1997-98 the parents of Jena Iffert '98 contributed \$500 to Delta Chi; with that money we opened an account to help pay for various student-centered activities sponsored by the department. After the Ifferts' money was used up, the Eta Sigma Phi fund remained empty until, in December, 2002, the Loomis family decided to contribute \$1200 to it, with the understanding that the money would be used primarily to defray the cost of producing the St. Olaf Latin play. This welcome donation enabled us to purchase three new portable projection screens to hold up our backdrops; it also covered the costs of transportation, printing, and costumes, with money left over for Eta Sigma Phi honor cords. In 2002-03 an anonymous donor began contributing \$30 per month to support the expansion of the departmental library collection through the acquisition of new or revised reference books; these will be available in the office for use by students as well as faculty members.

D. Resources for Faculty Scholarship

In addition to the resources supplied by the library, through technology, and from extramural funds, the Classics Department has also made use of several college resources to further their work beyond the classroom.

1. St. Olaf routinely funds faculty travel to conferences. Faculty members can apply to receive up to approximately \$1200 per year from the college, and the Classics Department has been the recipient of frequent support from this fund, not only for travel to the APA and CAMWS but also to overseas conventions such as the Groningen Workshop on Hellenistic Poetry.

2. St. Olaf's Faculty Development Committee oversees three categories of college-funded grants: Released-Time Grants for Tenured and Tenure-Track Faculty (two courses of released time during one semester), Summer Grants for Scholarly and Artistic Activity (up to \$5000), and Grants for Teaching and Curricular Development (up to \$2500 during the academic year or \$4000 during the summer). Anne Groton, Jim May and Steve Reece have all been awarded summer grants, while Reece has also been awarded a released-time grant.

3. The Government and Foundation Relations Office supports faculty in search of funding from government agencies and private foundations.

4. Through the Center for Innovation in the Liberal Arts, the college frequently offers opportunities for pedagogical research and development. In recent years Gwen Compton-Engle and Steve Reece have participated in the Summer Institute for Classroom Instructional Technologies.

5. All the tenured members of the department have made good scholarly use of their regularly scheduled sabbaticals. The college provides full financial support for one semester's leave and 70% support for a full year's leave; the remaining funds to support a full year's leave are usually obtained from outside sources. Most recently, in 2000-01 Steve Reece, with the help of the college and of the Center for Hellenic Studies, wrote three new articles, finished three other articles, and made steady progress on his monograph on Greek linguistics.

E. Technology

In regard to our teaching, much of what we do in the classroom requires little more than a text, a blackboard, and a piece of chalk. For most of our classes in the primary languages, it will probably stay this way. However, we have begun to tap into the considerable technological resources at our disposal through Information and Instructional Technologies (ITT) at St. Olaf in our courses in "Greek and Roman Myth", "The Golden Age of Greece," "The Golden Age of Rome," and in the various courses taught on campus during the January Interim. Our reliance on technology in the classroom has

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increased as the enrollments in these courses have steadily risen from fifteen or twenty a few years ago to about sixty today. Classrooms for these courses are fitted with SmartCarts (or their equivalent) that provide video equipment and projectors, computers (Mac and PC), and access to the Internet. We are able to prepare PowerPoint presentations on our office computers, and a scanner is housed in the foyer for common use. Support from St. Olaf's IIT is generous, both in terms of hardware and in terms of training. Instructional sessions are regularly offered, for example, in such applications as PhotoShop, Scanning, Clip Art, Excel, PowerPoint, TrackStar, Hot Potatoes, and WebQuest.

To facilitate research, we have recently developed a work station in the foyer for student (and faculty) research. At this station a student will be able to get a good start on a research project and in fact will be able to conduct much of the research *in situ*. Resources at this work station include:

1. Access to almost all Greek and Latin literature in electronic form through the *Thesaurus Linguae Graecae* and the Packard Humanities Institute disks of Latin Texts and Greek Inscriptions and Papyri. All these databases are available on compact disks and are searchable through the application Pandora. In addition the *Thesaurus Linguae Graecae* with its most recent updates is searchable in a web-based form through a site license.

2. Access to an electronic form of the most recent forty volumes of *L'Année Philologique*, the most comprehensive database of annotated bibliography pertaining to classics, searchable via the web through a site license.

3. Internet access to a wide array of research tools, including the full text versions of many classical journals (library website SAGE), the titles of almost all recent articles in classics (TOCS-IN), large databases of images of archaeological and art-historical interest (Perseus), databases of collections of papyri (*POxy*, *BASP*, *ZPE*), databases of book reviews (*BMCR*), as well as links to all major libraries and professional associations important to the field of classics.

4. Much of the funding for the site licenses, the software, and the scanner at this work station has come from TALC (Technology Across Languages and Cultures), a grant sponsored by the Rockefeller Brothers Fund.

F. Physical Setting

The Classics Department's home is an air-conditioned office suite on the third floor of Old Main. Its foyer contains a printer, a small library of mainly older instructional texts, and several desks for use by the departmental tutors and by students (and faculty) conducting research at the work station. Each of the four offices in the suite is currently occupied by a classics professor. In years when the Department of Classics employs only three faculty members, one of the offices in the suite is usually assigned to a professor from another foreign-language department, most often Spanish or French.

While the Classics Department has no classrooms or seminar rooms of its own, the Registrar gives us first dibs on Old Main 30 (holds 30) and 31 (holds 35), the two rooms directly across from the office, which are equipped with maps of the ancient Greek world (in Rm. 30) and of the ancient Roman world (in Rm. 31). Our upper-level courses generally meet in OM 03 (holds 12 and is equipped with ancient maps) or 36 (holds 8); the department owns a portable set of maps that can be moved into these rooms. With the exception of OM 36, none of the classrooms in Old Main is air-conditioned. Our largest courses (Greek & Roman Myth, Golden Age of Greece, Golden Age of Rome) are taught in Holland Hall 501, a lecture hall that holds over 100 and is outfitted with an assortment of technological bells and whistles (SmartCart, equipment for PowerPoint and slide presentations, VCR, etc.).

Old Main, the home of the Classics Department, is the most historic building on campus, a virtual symbol of St. Olaf College. Beautifully updated and restored in 1981-82, it also provides one of the

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most welcoming interiors on campus, with classrooms, hallways, bathrooms, and suites decorated in late-19th-century tones and outfitted with reproduction lighting and period trim. For all its old-fashioned charm, however, Old Main is also fully handicapped accessible, with electric doors, ramped entrances, and an elevator. Being housed together with all the other foreign-language teachers (German, Romance Languages, Norwegian, Japanese, Chinese, Russian) leads to frequent informal and fruitful conversations with colleagues. Nearly all St. Olaf students spend at least a couple of semesters in Old Main completing their required coursework in foreign language, so even though we are high up on the third floor, students are aware of the department's existence, and they often wander into our office in search of Kleenex, a stapler, or a pencil sharpener, only to leave as Classics majors!

For the maintenance of Old Main's beauty, its denizens rely on the outstanding services of custodians Mike Kasel and Arlene Koktavy, whose office is located in the basement of the building. On the first floor, opposite the front doors, is the office for Old Main Secretarial Services (OM 13), headquarters for Jennifer Bothun and Letti Zenner, the foreign-language departments' top-notch academic administrative assistants (AAA's). Across the hall are a student computer laboratory (OM 10) and a "Xerox room" (OM 16) with a state-of-the-art copy machine used by the faculty. The departments also have access to a color printer and a fax machine in the AAA's office.

Conclusion

A. Issues

1. Curricular Emphasis

While our students tend to receive less education in material culture, secondary literature, and literary theory than their counterparts in other B.A. programs, the language- and primary-text orientation of the department produces students of outstanding linguistic skills. This is both a weakness and a strength. We would like to address the weakness without sacrificing the strength. Should we continue to concentrate on the development of our students' language skills and deemphasize theory and research, or should we strive to mix the two more evenly? How can we guarantee that our Classics majors graduate with an adequate amount of knowledge about ancient history, myth, and classical civilization?

2. Curricular Shape

With our students nearly all double- or triple-majoring, and heavily involved in extracurricular activities, they do not have time to take many courses beyond the bare minimum for their major in our department. If, in order to address point 1 above, we were to require more courses for our majors, including perhaps a senior seminar, would fewer students opt to complete our majors?

3. Persistence

Taken as a whole, course enrollments and persistence rates show a dramatic increase. Yet, there are troubling data: increased enrollments in Beginning Latin, for example, have not yielded significantly more interest in upper-level Latin courses; and the persistence from third-term language courses to fourth-term language courses has fallen. Why is this the case? In what academically responsible ways can we improve student persistence? Should we teach our Latin (and Greek) courses as if *all* of the students in them were potential Classics majors, headed for graduate school, or as if *none* of them were?

4. K-12 Latin Licensure

Very few of our recent graduates have pursued K-12 Latin teaching licensure at St. Olaf; instead, they opt for M.A.T. programs or go straight into teaching in private institutions. Is this necessarily bad?

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Can we, or should we even try to, persuade more of our undergraduate students to complete Latin education majors?

5. Study Abroad

Very few of our students participate in College Year in Athens, and none of our students has ever attended the Intercollegiate Center for Classical Studies in Rome. Neither have we been able to afford to join the ICCSR consortium, nor has there ever seemed to be a compelling reason to do so; and while the idea of accepting the College Year in Athens as a St. Olaf-approved program has surfaced, the disadvantages (pressure to send students regularly, required site visits and other administrative chores, concerns about the quality of CYA courses and their fit with the St. Olaf classics curriculum) have always appeared to outweigh the advantages (primarily the ability for students to transfer their regular St. Olaf financial aid to the CYA program). Is this decision the best one for our students, or should we seek ways and means to encourage participation in these or similar programs? Does our interim abroad in Greece give our students adequate on-site experience with the classical world?

6. FTE Pressure

As this report has revealed, the department is maxed out as far as its use of personnel goes. Over the last decade, with a compensated (*de iure*) FTE of only 3, the department has been regularly teaching 3.16 to 3.5 FTE per year. In other words, a substantial portion of the Classics Department teaching load is unremunerated: teaching at least 1-2 overloads per year is the only way to cover our offerings at present. This situation makes it all the more difficult for Classics Department faculty to participate in a program such as the Great Conversation or the Boldt Seminar, to accept administrative positions and committee memberships, and to take full-year sabbaticals. Despite the difficulty, members of the department have, in fact, recently taught outside the department and taken on extra responsibilities. This has been made possible by the hiring of faculty on short-term appointments. Such appointments bring benefits to the department, but may also have negative effects. A better solution, in an ideal world, would be to hire an additional permanent faculty member, perhaps through an endowed chair of classics. Realistically, however, that may not be possible. How, then, can the department best address the pressures being exerted on its three FTE?

7. Future of Medieval Studies

The Classics Department administers Medieval Studies, but its control over the program is limited: it cannot require other departments to develop courses that count toward the Medieval Studies major, nor can it dictate the frequency with which other departments offer their existing Medieval Studies courses. Currently, there are few regularly offered courses in the program; students often end up having to complete the major's requirements with courses taken abroad. In addition, the tiny budget for Medieval Studies makes it next to impossible to pay for high-profile events. Under these circumstances, the low number of students majoring in Medieval Studies is predictable. On the other hand, the high quality of the majors that we have suggests that the program is worth maintaining and fostering. Is there a way to get more college-wide commitment to the program? What steps could and should be taken to support those students already majoring in Medieval Studies and to increase the number of majors?

B. A Final Word

We hope that this document will be the beginning of strategic thought, planning, and action that will ensure the vitality of the St. Olaf Department of Classics throughout the 21st century.

Appendix A
Classics, Greek, and Latin Majors, 1932-2003

- 1932: Mabel Adamson, John M. Andersen, Maurine Brogmus, Muriel Oline Gustuson,
Laura Kramer, Mildred Tonjum
- 1933: Almyra H. Baker, Bernice Hofengen, Anita Hoover
- 1934: Henry R. Christman, Lillian C. Judd, T. Arnold Thompsen
- 1935: Daniel J. Adamcik, Leona E. Langemo, Julie Mason, Marian E. Nelson, Lurene J. Quale
- 1936: Esther Goodmonson, Gladys Oscarson, Viola Osterberg, Odella Solheim
- 1937: Jeanette Hagestande, Margaret Hagestande, Doris Elaine Skog
- 1938: Lois Bjelland, John R. Groettum, Miss Belva Nerlien, Irene Olson, Margaret Sullivan
- 1939: Ragna Cartford, Jane Halverson, Lois M. Knutson, Irma Peterson
- 1940: Harlan F. Foss[†], Mildred Schmidt, Doris Urdahl, Griffith H. Williams
- 1941: Carl J. Groettum, Enid C. Lace, Alice Torgerson
- 1942: Doris Fevold, Clifford L. Kalmoe, Rueben H. Redal, Genevieve Schoewe
- 1943: Charlotte G. Olson
- 1944: Jeannette Louise Olsen
- 1945: none
- 1946: none
- 1947: Dorothy Minnie Miller, Delores A. Salzsiedler, Audrey B. Tronson
- 1948: none
- 1949: Robert G. Johnson
- 1950: Oliver K. Olson, Kermit M. Roisen
- 1951: Ann Marie Holt, Leonard D. Jacobsen, Lionel B. Simonson
- 1952: Helen Anderson, John O. Jurkow, Beverly Peterson
- 1953: Curtis H. Johnson
- 1954: Ann C. Bjornemo
- 1955, 1956: none
- 1957: Thomas W. Jacobsen
- 1958: Daniel Lee Andersen, Peter G. Ansorge, Noel K. Barstad
- 1959: Larry Koehn, John Martin Mason
- 1960: Kenneth A. Falk, Deann Loe

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- 1961: none
- 1962: Bonny Berger, Margaret Groth, Carolyn Willetta Heidemann, Richard G. Sayther
- 1963: Margaret Oestreich, Sharon A. Pleuss
- 1964: Joyce F. Cruickshank, Carol M. Steinberg
- 1965: Mary J. Anderson, Joyce Elaine Andreas, Adelaide Bianchi, Linda Hultin
- 1966: Connie Bodding, David F. Grose
- 1967: Thomas J. Martin, Judy K. Noble, William R. Watters, Jr.
- 1968: Judy A. Nugent
- 1969: Cheryl Grangaard, Patricia A. Huls, Jean C. Husby, Susan J. Lee, Dianne G. Lubinski
- 1970: Laurel Ann Conlon
- 1971: John W. Hager, Pamela L. Severson, Karen E. Silness
- 1972: Martha Howard, John L. Mestemacher, Lorene K. Osberg, Barbara Lane Smith
- 1973: Mark P. Gravrock, Leslie Smith
- 1974: Mary M. Aldorfer, Margaret J. Anderson, Urton Anderson, Daniel R. Bergeson, Susan K. Frankenberg
- 1975: David E. Gooch, Christine Marie Jerpbak, William B. Witt
- 1976: William S. Anderson, Joanne Kuemmerlin, Kevin E. Passe
- 1977: Elizabeth A. Card
- 1978: Mark B. Brown, Joel M. Quie, Joyce M. Scheitel, Kim Ann Severson
- 1979: Charles M. Bressman, Jr., Russell P. Graef, Heidi G. Hunder, Nona Hyytinen, Eric L. Johnson
- 1980: Shawn K. Aiken, Karen L. Davidson, D. Christian Derauf, Scott L. Larson, Kari E. Nelson, Terry L. Papillon, James Y. Prichard, Bradley D. Schultz, Kathryn Townsend
- 1981: Valerie R. Haugen, Kristin E. Kessler, Brian A. Smith, N. Jane Twetten
- 1982: Eric H. Bluhm, Anna C. Haaland, David P. Lenz, Christopher C. Smith, Daniel C. Stoll, Helen T. Voelker, John T. Voelker, Sharon Kathleen Ion
- 1983: Karin M. Koehn, Andrew L. Rutrough, Jeffrey R. Schneider
- 1984: Felicia A. Jurgens, Jill M. Schwendeman, Steven C. Trewartha
- 1985: Margaret A. Emond, Heidi A. Fisher, Martha Ellen McNey, Debra J. Olson, Justin D. Stets, Ansis V. Viksnins
- 1986: Bethann Laree Baglien, Stephen T. Clark, James E. Moore, Amy Louise Railsback, Sheila L. Richmond, Susan Louise Elizabeth Ryberg, Angela Lynn Schwitters

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- 1987: Dean M. Apel, Margaret A. Corzatt, Susan Marie Lindholm, Jason L. Norton, John H. Reinschmidt
- 1988: Daniel J. Albrecht, Michael A. Cantagallo, Beth Danelle Ecker, Sonja M. Froyen, Cynthia L. Grzanowski, Bryan M. Hanson, Karen Ruth Hassenpflug, Allison M. Hoff, Lisa A. Paulson, W. Anthony Smith
- 1989: Jon S. Bruss, Cheryl Lynn Gross, Kristin K. Kriesel, Laura F. Proudfit, Laura Kathleen Puumala
- 1990: Kerry A. Neises, Michael L. Page, David L. Shaw, Steven P. Yaeger
- 1991: Amy E. Berndt, Ariel J. Siewerth, Erik L. Swanson, Erik S. Weber, Jeffrey D. Westberg
- 1992: Edward S. Armstrong, Thomas J. Boswell, Gwendolyn Leigh Compton, Tad P. Johnson, Michael S. Mercer, Hyun-Ah Youn
- 1993: Paul D. Bakken, Thomas C. Hasert, Sharon K. Hill, Kelsi K. Nelson
- 1994: Dacia F. Dressen, David M. Hajek, Lousene M. Hoppe, Todd D. Janke, Amy K. Martin
- 1995: Rebecca A. Johnson, Carrie A. Martin, Everett W. Meadors, Randall S. Piper, Julie L. Pohlman
- 1996: Terrina D. Anderson, Sarah E. Bowen, Kathryn E. Bubolz, Aaron D. Dennison, Amy M. Fuller, Corinna M. Knepper, Elizabeth M. Land, Gregory W. Randall, Jennifer M. Sevig, Andrea J. Ursprung, Carrie N. Vance
- 1997: Lynsey E. Barnett, Garrett S. Gentry, Peter C. Hansen, Catherine E. Kusske, Stephen M. Loomis, Kevin A. Moran, Sarah A. Nix, Philip A. Winger
- 1998: Christine E. DeLong, Jena M. Iffert, Mary K. Seeger, Regan L. Zwald
- 1999: Jeremiah J. Harrelson, Russell Eli Houghton
- 2000: Melissa E. Brand, Michelle M. Domondon, Joanna L. Hawkins, Anders O. Hendrickson, Lane B. Keister, Toni L. Melaas, Paul P. Moran, Kathryn M. Poland, Andrew H. Strong
- 2001: Jennifer L. Brown, Adrienne L. Grzenda, Edward F. Kemp, Kristel A. Kiesel, Matthew C. Steenberg
- 2002: Kristina L. Alton, Mark A. Murakami, Scott T. Teece
- 2003: Joseph D. Amos, Sarah L. Beaver, Marquis S. Berrey, Nathan D. Olawsky, Peter E. Sprangers

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Appendix B

Ancient Studies Majors, 1973-2003

1973: Jennifer C. Groot†
John W. Ward

1974: Mark T. Gustafson
Carol Schierenbeck

1975: Cynthia A. Bergmann
Paul L. Larson

1976:

1977: Ann T. Bennett
Julie A. Kelly

1978: Ralph H. Allen
Michael B. Daugherty
Jonathan E. Eng
Pierce E. Johnson

1979: Paul K. Erbes
Lizabeth J. Lauritsen

1980: David M. Schneider

1981: Timothy M. Bauer

1982:

1983:

1984: Pamela R. Hansen

1985: Thomas A. Griffin

1986: Gregory J. Swanson

1987: Nancy K. Olstad

1988: Barbara C. Pampu

1989: David S. Norland

1990: Douglas T. Lillesve

1991: Timothy J. Ross

1992: Jean E. Brunsdale
Maureen L. Brunsdale

1993: Leif C. Johnson
N. Charles Opstad

1994: Darren M. Jackson
Stacy K. Meyer

1995: Carl L. Beckwith
Angela L. Bucknell
David W. Fuller

Robert H. Nelson
Kristine B. Westerberg

Cameron McConnell

Laurel F. Krouse
Cynthia M. Neubecker
Martha J. Peterson
John P. Rossing

David W. Maxfield

Tron A. Engle

Michael E. Shelhamer

Derek S. Reiners

Carrie J. Lawrence
(major done in '01]
Thomas G. Pittz

Medieval Studies Majors, 1973-2003

1973: Keith A. Stende

1974: David K. Bonde
John H. Hagge

1975:

1976: Elisabeth E. Dahlstrom

1977:

1978:

1979: Kathleen L. Greenlee

1980:

1981:

1982: Linda S. Houts

1983: Andrew H. Klein

1984: Lucy A. Closson

1985: Gloria J. Betcher

1986:

1987:

1988:

1989: Douglas J. Fisher

1990: Anne G. Smith
Ina M. Westby

1991:

1992: James B. (Ben) Christenson
Stephanie L. Hill

1993:

1994: Benjamin J. Juergens

1995: Jason J. James

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	Thomas W. Grandy	Julie L. Pohlman			
1996:	Sarah E. Bowen Aaron D. Dennison	Scott A. Johnson Shawn D. Stafford	1996:	Christy L. Henrikson Rhys G. Jones	
1997:	Sara E. Curry Marlys E. Doppelhammer	Kaarin K. Ekstrum Peter F. Hourdequin	1997:	Heather J. Beggs John E. Broich	Catherine E. Kusske Angela J. Peterson
1998:	Melissa M. Amland James H. Anderson Sarah L. Anderson Christopher P. Renz	Timothy A. Schwecke Mary K. Seeger Peter D. Smith	1998:	Dorothy C. Porter Katherine A. Reilly	
1999:	Alyssa B. Blomberg Erik B. Vorhes		1999:	Katherine E. Hall Erica L. Schemper	
2000:	Andrea M. Hedding Heather L. Langenfeld Matthew P. Peterson		2000:	Martha J. Beck Robert A. Bursiel Hadley E. Johnson	
2001:	Jodie E. Crofts Kevin L. Gentz	Nathanael S. Johnson Daniel C. Mays	2001:	Lisa M. Pierce	
2002:	David R. Beck Adam L. Gatzke Amanda M. Heinrichs	Melissa L. Jackson J. Duong Phan Elizabeth B. Winter	2002:	Ashley J. Elston Erin V. Lien	
2003:	Esther J. Lee	P J Rossiter	2003:	Stephanie L. Wyman	

Appendix C Latin Education Majors , 1952-1997

Helen R. Anderson Bagne '52
 John O. Jurkow '52
 Kenneth A. Falk '60
 Joyce Cruickshank Rasmussen '64
 Carol M. Steinberg '64
 Linda Hultin Kuehl '65
 Joyce E. Andreas Sundrum '65
 Connie Bodding Floan '66
 Patricia A. Huls Crane '69
 Jean C. Husby Milton '69
 Susan J. Lee Grover '69 (St. Xavier U.-Chicago, M.A. in Education)
 Dianne G. Lubinski Key '69
 Cheryl Grangaard Reinertsen '69
 Laurel A. Conlon Froiland '70
 Pamela L. Severson Vaughn '71 (Prof. of Classics, San Francisco State U.)
 Mary M. Aldorfer Clausen '74
 Kevin E. Passe '76
 Pamela R. Hansen O'Hara '84
 Ariel J. Siewerth '91 (National Louis University, M. Ed. in Latin; teaching Latin at Lake Forest High School, Lake Forest, IL)
 Lynsey E. Barnett Struthers '97

Appendix D

Classics Majors Who Became K-12 Latin/Greek Teachers

Anita Hoover Aldorfer '33
Bernice Hofengen Haakenson '33
Lois M. Olson Knutson '39 (U. of Iowa, M.A. in Latin)
Alice Ruth Torgerson Denison '41
Doris A. Fevold Mikelson '42
Jeannette L. Olsen '44
Beverly Peterson Meyer '52 (U. of South Dakota, M.A. in Latin)
Carolyn W. Heidemann '62 (U. of Wisconsin-Madison, M.S. in Curriculum & Instruction)
Judy Noble Ulland '67 (teaching Latin at Logan H.S., La Crosse, WI)
Karen Silness Grimsrud '71
Barbara Lane Smith Woodard '72 (teaching Latin in Baton Rouge, LA)
Amy L. Railsback Graf '86
Sheila L. Richmond '86 (U. of Georgia, M.A.T. in Latin)
Amy K. Martin Gawtry '94 (U. of Virginia, M.A.T. in Latin)
Carrie A. Martin Shuler '95 (U. of Virginia, M.A. in Classical Art and Archaeology)
Regan L. Zwald '98
Russell Eli Houghton '99 (Kent State U., no degree; teaching Latin at Georgiana Bruce Kirby Prep. H.S., Santa Cruz, CA)
Michelle M. Domondon '00 (Bryn Mawr College, M.A. in Greek; teaching Latin & Greek at Episcopal Academy, Merion, PA)
Jennifer L. Brown '01 [completed nearly all courses for Latin Education at St. Olaf but not student teaching] (U. of Massachusetts-Amherst, M.A.T. in Latin & Classical Humanities)

Appendix E

Graduate Study by ASCGLMS Majors

Graduate Study in Archaeology & Art History

Thomas W. Jacobsen '57 (U. of Minnesota, M.A. in Classics; U. of Pennsylvania, Ph.D. in Classical Archaeology; Prof. Emeritus of Classical Studies, Indiana U.)
David F. Grose '66 (U. of Newcastle, U. of Durham, no degree; Harvard U., Ph.D. in History and Archaeology; Prof. of Classics and Archaeology, University of Massachusetts-Amherst)
Carol Schierenbeck Eisinger '74 (U. of Minnesota, M.A. in Classical Archaeology)
Carl E. Blair '85 [took Classics course but did not complete a major] (U. of Minnesota, M.A., Ph.D. in Ancient Studies; Visiting Assistant Prof. of Archaeology, Michigan Tech)
Jason J. James '95 (Purdue U., graduate work in New World Archaeology)
Carrie A. Martin Shuler '95 (U. of Virginia, M.A. in Classical Art and Archaeology)
Heather Beggs '97 (Indiana U., M.A. in Art History)
Ashley J. Elston '02 (U. of Kansas, pursuing M.A. in History of Art)
Esther J. Lee '03 (U. of Manchester Institute of Science and Technology, pursuing M.S. in Biomolecular Archaeology)

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Graduate Study in Classics

Peter G. Ansorge '58 (U. of Michigan, Ph.D. in Classics; Prof. of Classical Languages and Theology, Texas Lutheran University)
Kenneth A. Falk '60 (U. of Minnesota, no degree)
Charles M. Bressman '70 (U. of Oxford, no degree)
Pamela L. Severson Vaughn '71 (U. of California-Berkeley, Ph.D. in Classics; Prof. of Classics, San Francisco State U.)
Urton Anderson '74 (U. of Minnesota, M.A. in Classics)
Mark T. Gustafson '74 (U. of Minnesota, Ph.D. in Classics; Associate Prof. of Classical Languages, Calvin College)
Terry L. Papillon '80 (U. of North Carolina-Chapel Hill, Ph.D. in Classics; Associate Prof. of Classics, Virginia Tech)
Kathryn Townsend Weiner '80 (Indiana U., M.A. in Classics)
Christopher C. Smith '82 (Harvard U., M.A. in Classics)
Jason L. Norton '87 (U. of Illinois, M.A. in Classics)
John H. Reinschmidt '87 (U. of Pennsylvania, no degree; U. of Texas, no degree)
Beth D. Ecker Rockouski '88 (U. of North Carolina-Chapel Hill, M.A. in Classics)
Jon S. Bruss '89 (U. of Toronto, no degree; U. of Minnesota, Ph.D. in Classics; Assistant Prof. of Classics, St. Olaf College)
Cheryl L. Gross Bullington '89 (U. of North Carolina-Chapel Hill, no degree)
Laura F. Proudfit Crowder '89 (U. of Minnesota, no degree)
Gwendolyn L. Compton-Engle '92 (Cornell U., Ph.D. in Classics, Prof. of Classics; Assistant Prof. of Classics, John Carroll U.)
Sarah A. Nix '97 (Brown U., pursuing Ph.D. in Classics)
Paul P. Moran '00 (U. of Virginia, pursuing Ph.D. in Classics)
Anders O. Hendrickson '00 (U. of Michigan, no degree)
Marquis S. Berrey '03 (U. of Basel, no degree; U. of Texas, pursuing Ph.D. in Classics)

Graduate Study in Library Science

Julie A. Kelly '77 (U. of Wisconsin-Milwaukee, M.L.S.)
Karen L. Davidson '80 (U. of Iowa, M.A. in Library & Information Science)
Pamela R. Hansen O'Hara '84 (U. of Wisconsin-Madison, M.A. in Library & Information Studies)
Heidi A. Fisher '85 (Drexel U., M.S. in Library & Information Science)
Jean E. Brunsdale MacDonald '92 (U. of Iowa, M.A. in Library & Information Science)
Marlys E. Doppelhammer Gardner '97 (U. of Texas-Austin, M.S. in Information Studies)
Dorothy C. Porter '98 (U. of North Carolina-Chapel Hill, M.S. in Library Science)
Stephanie L. Wyman '03 (U. of Wisconsin-Madison, pursuing M.A. in Library & Information Studies)

Graduate Study in Linguistics

Dacia F. Dressen-Hammouda '94 (U. of Michigan, pursuing Ph.D. in Linguistics)

Graduate Study in Medieval Studies

Gloria J. Betcher '85 (U. of Minnesota, Ph.D. in English-Medieval Studies; Adjunct Assistant Prof. of English, Iowa State U.)
Stephanie L. Hill Simione '92 (U. of Minnesota, M.A. in English-Medieval Studies)
John E. Broich '97 (U. of Maine, M.A. in History-Medieval Studies; Stanford U., pursuing Ph.D. in History)

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Dorothy C. Porter '98 (Western Michigan U., M.A. in Medieval Studies)

Lisa M. Pierce '01 (U. of York, M.A. in Later Medieval Studies)

Graduate Study in Philosophy

Todd D. Janke '94 (Georgetown U., pursuing Ph.D. in Philosophy)

Graduate Study in Political Science

Daniel C. Stoll '92 (Georgetown U., M.A. in Arab Studies; U. of Missouri, Ph.D. in Political Science)

Michael E. Shelhamer '93 (American U., M.A. in American Government)

Derek S. Reiners '94 (U. of Wyoming, M.A. in Political Science; Indiana U., pursuing Ph.D. in Political Science)

Graduate Study in Theology

The Rev. T. Arnold Thompsen '34

The Rev. Daniel J. Adamcik[†] '35

The Rev. John R. Groettum '38

The Rev. Harlan F. Foss[†] '40 (Prof. Emeritus of Religion, President Emeritus, St. Olaf College)

The Rev. Griffith H. Williams '40

The Rev. Carl J. Groettum '41

The Rev. Clifford L. Kalmoe '42

The Rev. Robert G. Johnson '49

The Rev. Kermit M. Roisen '50

The Rev. Leonard D. Jacobsen '51

The Rev. Lionel B. Simonson '51

The Rev. Curtis H. Johnson '53

The Rev. Peter G. Ansorge '58 (Prof. of Classical Languages and Theology, Texas Lutheran University)

The Rev. Larry Koehn '59

The Rev. John Martin Mason '59

The Rev. Kenneth A. Falk '60

The Rev. Mark P. Gravrock '73 (Prof. of Biblical Studies, Trinity Lutheran College, Seattle, WA)

The Rev. Margaret Anderson Babcock '74

The Rev. David K. Bonde '74

The Rev. Paul L. Larson '75

The Rev. Mark B. Brown '78

The Rev. Joyce M. Scheitel Graue '78 (teaching Greek & Hebrew at Martin Luther Seminary, Papua, New Guinea)

The Rev. Joel M. Quie '78

The Rev. John P. Rossing '78

The Rev. Paul K. Erbes '79

The Rev. Russell P. Graef '79

The Rev. Timothy M. Bauer '81

The Rev. David P. Lenz '82

The Rev. Christopher C. Smith '82

The Rev. John T. Voelker '82

The Rev. Andrew L. Rutrough '83

Jill M. Schwendemann '84

The Rev. Steven C. Trewartha '84

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Justin D. Stets '85
The Rev. Angela L. Schwitters Monson '86
The Rev. Dean M. Apel '87 (teaching Greek and Theology at Matongo Lutheran Theological College, Kenya; pursuing Ph.D. at Lutheran School of Theology at Chicago)
The Rev. Barbara Pampu Haugerud '88
The Rev. Laura K. Puumala Berdahl '89
The Rev. Jon S. Bruss '89 (Assistant Prof. of Classics, St. Olaf College)
The Rev. David S. Norland '89
The Rev. Erik L. Swanson '91
Sharon K. Hill '93
Carl L. Beckwith '95 (Trinity College-Dublin, M. Phil.; pursuing Ph.D. in Patristic Theology at U. of Notre Dame)
Erica L. Schemper '98
Lousene M. Hoppe '99
Sarah E. Bowen '96
The Rev. Shawn D. Stafford '96
Carrie N. Vance '96
Garett S. Gentry '97
Jena M. Iffert '98
Mary K. Seeger '98
Jeremiah J. Harrelson '99
Lane B. Keister '00
Matthew C. Steenberg '01 (U. of Oxford, M.St.; pursuing Ph.D. in Patristic Theology at U. of Oxford)

Appendix F

Distinction Projects in Classics or Medieval Studies, 1969–2003

Susan J. Lee (1969) - “Joseph Hall As Juvenalian Satirist” (Classics)
Pamela L. Severson (1971) - “*De Rerum Natura*: The Outer Form of the Poem and Its Inner Hope” (Classics)
Mark P. Gravrock (1973) - “Following Neoptolemus through the *Philoctetes*” (Classics)
Kim Ann Severson (1978) - “Aristotle's Concept of *Hamartia*: Action, Character, and Human Limitations” (Classics)
Joyce M. Scheitel (1978) - “Classical Rhetoric and Luke's Rhetoric” (Classics)
Stephanie L. Hill (1992) - “The Doleful Day: Malory's Arthur and the Destruction of the Round Table” (Medieval Studies)
Gwendolyn L. Compton (1992) - “Spatial Semantics in Euripides' *Medea*” (Classics)
Catherine E. Kusske (1997) - “Dactylic Squeaks and Croaks: The *Batrachomyomachia* as a Parody of Homer” (Classics)
Jeremiah J. Harrelson (1999) - “A Letter to the Saints in Colossae” (Classics)

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Matthew C. Steenberg (2001) - "2 Maccabees: A New Translation from the Septuagint, with Notes and Introduction" (Classics)

Marquis S. Berrey (2003) - "Known for His Wisdom: An Assessment of Solon's Ethical Thought by way of Comparison to Herodotus 1.29-33"

Appendix G

Delta Chi Chapter of Eta Sigma Phi - Historical Highlights

- 1970-71 Delta Chi chapter of Eta Sigma Phi was established on May 10, 1971.
- 1971-72 Mark P. Gravrock '73 attended the national convention in Tiffin, OH.
- 1972-73 Mark P. Gravrock '73 was National Secretary of Eta Sigma Phi.
- 1981-82 Christopher C. Smith '82 won the Eta Sigma Phi Summer Scholarship to the American Academy in Rome.
- 1983-84 Ansis V. Viksnins '85 and Carol D. Marckel '84 attended the national convention in Austin, TX.
- 1984-85 Ansis V. Viksnins '85 was National Vice President of Eta Sigma Phi; the national convention was held at St. Olaf College, April 18-20; Margaret A. Emond '85 won the Eta Sigma Phi Summer Scholarship to the American Academy in Rome.
- 1985-86 James E. Moore '86 was national President of Eta Sigma Phi and attended the national convention in Richmond, VA.
- 1986-87 Sonja M. Froyen '88 attended the national convention in Terre Haute, IN.
- 1987-88 Sonja M. Froyen '88 and Beth D. Ecker '88 attended the national convention in Baltimore, MD.
- 1990-91 Erik S. Weber '91 won \$50 for a paper ("The Seven Sages") he submitted and read at the national convention in Tallahassee, FL.
- 1993-94 Lousene M. Hoppe '94, Todd D. Janke '94, and Randall S. Piper '95 attended the national convention in Louisville, KY.
- 1996-97 Melissa M. Amland '98, Matthew R. Beise '97, Helene J. Bergeson '98, Garett S. Gentry '97, Jeremiah J. Harrelson '99, Jena Marie Iffert '98, and Leah Dinene Slagter '99 attended the national convention in Minneapolis, MN.
- 2000-01 Kristina L. Alton '02, Marquis S. Berrey '03, Jennifer L. Brown '01, David R. Schiedler '04, Peter E. Sprangers '03, Matthew C. Steenberg '01, and Prof. Groton attended the national convention in Monmouth, IL; Steenberg won a prize for "best-dressed *vir*"!
- 2001-02 Marquis S. Berrey '03, Julia L. Kelto '04, David R. Schiedler '04, and Prof. Groton attended the national convention in San Diego, CA.
- 2002-03 Esther J. Lee '03 and Prof. Groton attended the national convention in Norman, OK.

Appendix H

Student Winners in the Maurine Dallas Watkins Contests, 1980-2003

1979-80

Kristin E. Kessler '81: 1st prize, Latin Prose Composition

1980-81

Kristin E. Kessler '81: 1st prize, Advanced Latin

Christopher C. Smith '82: 1st prize, Latin Prose Composition; 1st prize, Intermediate Latin; 3rd prize, Advanced Classical Greek

David P. Lenz '82: 3rd prize, Intermediate Classical Greek

1981-82

Christopher C. Smith '82: 1st prize, Latin Prose Composition; 1st prize, Advanced Classical Greek

1982-83

Margaret A. Emond '85: 1st prize, Latin Prose Composition

1983-84

Daniel H. Dalthorp ['86 - transferred]: 3rd prize, Intermediate Classical Greek

Martha E. McNey '85: 2nd prize, Intermediate Latin

1984-85

Margaret A. Emond Kirkegaard '85: 1st prize, Latin Prose Composition

1985-86

Cathryn M. Hemken '88: 3rd prize, Intermediate Classical Greek

1986-87

Jason L. Norton '87: 2nd prize, Advanced Classical Greek

John H. Reinschmidt '87: 2nd prize, Intermediate Classical Greek

Lisa A. Paulson '88: 1st prize, Koine Greek

Andrew S. Leahy '89: 2nd prize, Intermediate Latin; 1st prize, Latin Prose Composition

1987-88

Jon S. Bruss '89: 1st prize, Koine Greek; Hon. Mention, Intermediate Classical Greek

Beth D. Ecker '88: 2nd prize, Intermediate Classical Greek; 3rd prize, Koine Greek

Paul A. Offhaus '90: 2nd prize, Koine Greek

1988-89

Jon S. Bruss '89: 2nd prize, Advanced Classical Greek; 2nd prize, Intermediate Latin

Andrew S. Leahy '89: 3rd prize, Advanced Latin

Jeffrey D. Westberg '91: 1st prize, Koine Greek

1989-90

Jeffrey D. Westberg '91: 1st prize, Advanced Classical Greek

Gwendolyn L. Compton '92: 1st prize, Intermediate Classical Greek; 1st prize, Koine Greek

Sharon K. Hill '93: 3rd prize, Latin Prose Composition

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1990-91

Gwendolyn L. Compton '92: 2nd prize, Advanced Latin; 2nd prize, Advanced Classical Greek
Sharon K. Hill '93: 3rd prize, Latin Prose Composition

1991-92

ALL CONTEST RESULTS WERE LOST IN THE U.S. MAIL!

1992-93

Lousene M. Hoppe '94: 2nd prize, Advanced Classical Greek
Sharon K. Hill '93: 3rd prize, Latin Prose Composition

1993-94

Todd D. Janke '94: 1st prize, Advanced Classical Greek
Terrina D. Anderson '96: 1st prize, Koine Greek
Gregory D. Lyng '96: 2nd prize, Koine Greek
Stephen M. Loomis '97: 1st prize, Intermediate Latin
Catherine E. Kusske '97: 2nd prize, Intermediate Latin; 3rd prize, Latin Prose Composition

1994-95

Everett W. Meadors '95: 2nd prize, Advanced Classical Greek; 3rd prize, Latin Prose Composition

1995-96

Timothy A. Schwecke '98: 2nd prize, Intermediate Classical Greek
Andrea J. Ursprung '96: 1st prize, Koine Greek
Mary K. Seeger '98: 2nd prize, Koine Greek
Shawn D. Stafford '96: 3rd prize, Koine Greek

1996-97

Catherine E. Kusske '97: 2nd prize, Advanced Classical Greek
Jeremiah J. Harrelson '99: 1st prize, Koine Greek
Melissa E. Brand '00: 3rd prize, Intermediate Latin; 2nd prize, Latin Prose Composition

1997-98

Paul P. Moran '00: 2nd prize, Intermediate Classical Greek; 3rd prize, Intermediate Koine Greek
Kristel A. Kiesel '01: 2nd prize, Intermediate Latin; 3rd prize, Latin Prose Composition

1998-99

Jeremiah J. Harrelson '99: 2nd prize, Advanced Latin
Paul P. Moran '00: 2nd prize, Advanced Greek; 3rd prize, Intermediate Latin
Matthew C. Steenberg '01: 1st prize, Intermediate Classical Greek; 1st prize, Koine Greek
Kristel A. Kiesel '01: 2nd prize, Latin Prose Composition
Christopher I. Brav '02: Honorable Mention, Intermediate Latin

1999-00

Anders O. Hendrickson '00: 1st prize, Latin Prose Composition; 3rd prize, Advanced Latin; 3rd prize, Advanced Greek
Paul P. Moran '00: Honorable Mention, Advanced Latin
Kristina L. Alton '02: 2nd prize, Intermediate Latin

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2000-01

Matthew C. Steenberg '01: 2nd prize, Advanced Greek
Joseph D. Amos '03: 2nd prize, Intermediate Koine Greek
Jennifer L. Brown '01: Honorable Mention, Latin Prose Composition
Marquis S. Berrey '03: Honorable Mention, Intermediate Classical Greek

2001-02

Sarah L. Beaver '04: 1st prize, Intermediate Koine Greek
Hilary J. C. Lehmann '05: 3rd prize, Intermediate Classical Greek

2002-03

Marquis S. Berrey '03: 2nd prize, Advanced Classical Greek
Keeley Esterhay '06: 1st prize, Intermediate Latin; 2nd prize, Latin Prose Composition
Kathleen R. Burt '04: Honorable Mention, Latin Prose Composition

Appendix I

Classics Department Faculty, Past and Present

Rev. Ole G. Felland, A.B., A.M.; Ancient Languages, 1881-1926
Jens A. Ness A.B., A.M.; Latin & Greek, 1888-1890
John S. Nordgaard; Latin, 1889-1894
Robert B. Steele, Ph.D. (J.H.U.); Latin, 1890-1891
Nils Flaten, A.B., A.M., Ph.D.; Latin, 1891-1892; 1900-1947
Andrew Fossum, Ph.D.; Greek, 1892-1910
Johan E Granrud, Ph.D.; Latin, 1892-1894
Olav Lee, A.B., A.M.; Latin, 1894-1944
Carl A. Mellby, A.B., B.D., Ph.D., L.H.D.; Greek, 1901-
Paul G. Schmidt, A.M.; Greek, 1902-
Frida M. Bu, A.B.; Latin, 1902-1907
George O. Berg, Ph.D.; Greek, 1903-1906, 1910-1935
Agnes M. Kittelsby, A.B.; Latin, 1904-1905, 1906-1914
Georgina D. Hegland, A.B.; Latin, 1924-1932
Gertrude M. Hilleboe, A.B., A.M.; Latin, 1915-1958
Adolph M. Rovelstad, Ph.D.; Latin, 1927-1930
Bert H. Narveson, B.A., Luther; M.A., Michigan; Classical Languages, 1930-1964
Majorie Davis, A.M.; Ancient Languages, 1935-1938
L. Ingemann Highby, Ph.D.; Ancient Languages, 1936-1937
Erik Sövik, A.B., C.T., D.D.; Ancient Languages, 1939-1940; 1943-1946
William H. K. Narum, B.A., St. Olaf; B.Th., Luther Seminary; M.Th., Th.D., Princeton Seminary;
Greek, 1947-1974; Interim to Greece, 1974
Vernon P. Faillettaz, B.A., Berkeley; B.Th., Luther Seminary; Ph.D., Chicago; Greek, 1962-1996
Joseph M. Shaw, B.A., St. Olaf; B.Th., Luther Seminary; Ph.D., Princeton Seminary; Greek, 1957-1991
Anita Bingham Kolenkow, B.A.; Classical Languages, 1962-1963
Robert G. Hoerber, S.T.B., B.A., M.A., Ph.D.; Classical Languages, 1965-1967
Richard G. Peterson, B.A., Minnesota; M.A., Northwestern; Ph.D., Minnesota; Latin, 1964-1996
Donald H. Mills, B.A., M.A.; Ph.D., Iowa; Classical Languages, 1966-1969

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Lloyd L. Gunderson, B.A., St. Olaf; B.Th., Luther Seminary; M.A., Ph.D., Wisconsin; Classical Languages, 1967-1988, 1993-1994
Karelisa V. Hartigan, B.A., Wooster; M.A., Ph.D., Chicago; Classical Languages, 1969-1973
Donald A. Sykes, M.A., St. Andrews; B.A., M.A., D. Phil., Mansfield College, Oxford; Classics, 1969-1970, Fall, 1987
Lee T. Percy, B.A., M.A., Columbia; Ph.D., Bryn Mawr; Classical Languages, 1973-1977
David W. Dahle; B.A., M.A., Alberta; M.A., Princeton; Classical Languages, 1973-1974
Richard A. Olson, B.A., Luther; B.D., Luther Seminary; M.A., Ph.D., Minnesota; Interim to Greece, 1973, 1976
James M. May, B.S. Ed., Kent State; Ph.D., UNC-Chapel Hill; Classical Languages, 1977-
Constance Gengenbach, B.A., Denison; M.A., Ph.D., Chicago; Interim to Greece, 1978
Joyce K. Penniston; B.A., Radcliffe; M.A.T., Harvard; M.A., UNC-Chapel Hill; Ph.D., Minnesota; Classical Languages, 1979-1981
Nicholas G. L. Hammond, B.A., Clare College, Cambridge; Classical Languages, Spring, 1981
Anne H. Groton, A.B., Wellesley; M.A., Ph.D., Michigan; Classical Languages, 1981-
[Department name was changed from Classical Languages to Classics in 1982-1983.]
Terry L. Papillon, B.A., St. Olaf; Ph.D., UNC-Chapel Hill; Classics, 1983-1984
Diane Warne Anderson, A.B., Wellesley; M.A., Ph.D., Duke; Classics, 1985-1986
Martin J. Gassler, B.A., Georgetown; M.A., Pennsylvania; Classics, 1987-1988, 1996-1997
Catherine D. De Krey, B.A., Bryn Mawr; M.A., Princeton; Classics, 1988-1989
Peter G. Ansoerge, B.A., St. Olaf; B.D., Luther Seminary; M.A., Ph.D., Michigan; Classics, Spring, 1989
Kenneth S. Morrell, B.A., Stanford; M.A., Ph.D., Harvard; Classics, 1989-1993
John C. Gibert, B.A., Yale; Ph.D., Harvard; Classics, 1990-1992
Steve Reece, B.A., M.A., Hawaii; Ph.D., UCLA; Classics, 1994-
Gwendolyn L. Compton-Engle, B.A., St. Olaf; Ph.D., Cornell; Classics, 1997-2002
J. Kent Gregory, B.A., Washington & Lee; Ph.D., Minnesota; Classics, 2000-2001
Jon S. Bruss, B.A., St. Olaf; M. Div., Bethany Lutheran Seminary; M.A., Ph.D., Minnesota; Classics, 2002-
Christopher M. Brunelle, B.A., Carleton; B.A., King's College, Cambridge; M.A., Ph.D., UNC-Chapel Hill; Classics, 2002-

Appendix J

Current ASCGLMS Majors

Current Classics Majors

Kathleen R. Burt '04 + English
Hilary J. Lehmann '04 + English & Women's Studies concentration
Katharine A. Monson '04 + Religion
David R. Schiedler '04 + German & Historical Perspectives concentration

Kathleen E. Ess '05 + Linguistic Studies concentration
Andrea F. Gatzke '05 + History
Seth J. Heringer '05
Evan R. Meyer '05 + Linguistic Studies concentration
Mark N. Royer '05
Christopher A. Schifani '05
Valerie R. Veo '05 + Psychology & Linguistic Studies concentration

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Stephanie E. Walker '05 + English

Keeley Esterhay '06

Lauren E. Gioe '06 + Media Studies concentration

Rachel L. Jenniges '06

Bryn A. Knatterud '06 + History

Kendra E. Olson '06 + Dance

Douglas A. Pierce '06 + Music

Abigail A. Sanborn '06

David W. Varvel '06

A. Kirstine Wynn '06

Jason G. Zencka '06

John M. Forsythe '07

Current Greek Majors

Eric J. Debelak '04 + Ancient Studies

Karl R. Helvig '04 + Religion

Julia L. Kelto '04 + Ancient Studies & Music

Current Latin Majors

Lauren V. Christensen '05

Current Ancient Studies Majors

James J. K. Abraham-Kurtz '04

Eric J. Debelak '04 + Greek

Alexander (Alex) P. Hontos '04 + Political Science & American Studies

Eric C. Jessen '04 + Religion

Andrew C. Johnson '04 + History

Julia L. Kelto '04 + Greek & Music

Jennifer (Jen) A. Rishavy '04 + Psychology

Matthew (Matt) D. Van Slyke '04 + Philosophy & Studio Art

Michael R. Zahniser '04 + Mathematics

Austin D. Bentley '05

Laura K. Berntson '05 + Chemistry

Marghet J. Hager '05

Majda Haznadar '05 + Chemistry

Brian T. Olson '05 + Mathematics

Jessica L. Overbeck '05 + English Education

Eric E Reitz '05 + Philosophy

Elizabeth A. Pearce '06 + Medieval Studies

Current Medieval Studies Majors

Alison L Klawiter '05 + English

Brigit C. McGuire '05

Samantha L. Gruner '06

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Elizabeth A. Pearce '06 + Ancient Studies

Bryan H. Stevenson '06

Appendix K

Classics Department Guest Lectures & Performances, 1977–2003

AY	Speaker	Title
77-78	F. P. Pickering	The Dance of Death; The Wheel of Fortune (Medieval Studies)
77-78	Anatoly Liberman	The Heroic Ideal in Old Norse (Medieval Studies)
77-78	Philip Vellacott	On the Art of Translation; Man and Woman in Ancient Greek Tragedy
79-80	Philip Vellacott	Aeschylus' Orestes
79-80	Calvin Bower	Hammer or a Serpent: Musical Science and Mystery in the Middle Ages; Text and Music in Notker's Easter Sequences; performance by Musica Antiqua (Medieval Studies)
79-80	Christopher Kleinhenz	Interdisciplinary Contexts in the Interpretation of Medieval Literature (Medieval Studies)
79-80	Keith Harrison	On Translating <i>Sir Gawain and the Green Knight</i> (Medieval Studies)
79-80	Anne P. Burnett	Hippolytus and the Triple Test; symposium on Greek and Roman tragic drama, supported by Mellon Grant for Faculty Development
79-80	Mavis Mate	Discipline Problems Within a Monastic Community (Medieval Studies)
80-81	Peter Arnott	Performance of Sophocles' <i>Antigone</i> (marionette theater)
80-81	W.B. Stanford	The Artistry of the <i>Iliad</i> (co-sponsored with Carleton)
80-81	N. G. L. Hammond	The Royal Tombs at Vergina; The <i>Oedipus at Colonus</i> and <i>King Lear</i> ; The Great Macedonians: Philip and Alexander
81-82	Kevin Crossley Holland	On Translating <i>Beowulf</i> ; Norse Mythology; poetry reading (Medieval Studies)
81-82	Frank Fowle, III	Dramatization by "The Bard" of passages from Homer's <i>Iliad</i>
81-82	N. G. L. Hammond	Alexander the Great
83-84	George R. Smith	Medieval Muslim Horsemanship and Cavalry (Medieval Studies)
83-84	Oscar Crawford	Master class in Gregorian chanting methods (Medieval Studies)
83-84	David Grose	Ancient Glass and Archeology
84-85	Daniel Taylor	Olympia and the Olympic Games: 776BC-1984 AD
84-85	Judith P. Hallett	Scipionic Laughter in Plautus' <i>Casina</i>
85-86	Stephen Daitz	Oral Reading of Ancient Greek
85-86	N. G. L. Hammond	Behind Enemy Lines in World War II; The Royal Tombs of the Macedonian Kings
86-87	James Svendsen	The Letter as a Dramatic Device in Greek and Roman Drama (co-sponsored with CAM)
87-88	Alain Renoir	Human Survival and the Study of the Past (co-sponsored with Carleton & CAM)
87-88	Stephen A. White	Classics Conversation Table (ancient philosophy)
89-90	John J. Peradotto	<i>Polyaretos</i> : The Unhallowed Name of Odysseus (co-sponsored with CAM)
89-90	Clayton Zimmerman	The First Idyll of Theocritus: Daphnis = Narcissus?
90-91	Gregory Nagy	The Ordeal of Reading (co-sponsored with St. Olaf Language & Literature Group)
91-92	Aquila Productions	Performance of Aeschylus' <i>Agamemnon</i> (supported by St. Olaf College Artist Series)
91-92	Patricia Eldred	Ellesmere Manuscript of Chaucer's <i>Canterbury Tales</i> (Medieval Studies)
91-92	Susan Treggiari	Roman Marriage (co-sponsored with CAM)
92-93	Erich Gruen	Antiochus Epiphanes and the Jews; The Making of the Trojan Legend (co-sponsored with Carleton & CAM)
92-93	Aquila Productions	Performance of Sophocles' <i>Ajax</i> (co-sponsored with Carleton)
93-94	Olin Storvick	The Excavations at Caesarea (co-sponsored with Carleton & CAM)
93-94	Faye Walker	The Cloisters Museum (Medieval Studies)
94-95	John F. Miller	Ovid, Love, and Augustan Rome
94-95	Aquila Productions	Performances of Sophocles' <i>Philoctetes</i> and Aristophanes' <i>Wasps</i> (co-sponsored with Carleton)
94-95	Linda Seidel	The Lure of the Levant: Medieval Art and the Image of the Holy Land (Medieval Studies, co-sponsored with St. Olaf's Phi Beta Kappa chapter)
95-96	Miranda Marvin	Morals and Marbles: The Parthenon Sculptures Go to London (co-sponsored with Carleton & CAM)
95-96	Kristen Seaver	Vinland Map (Medieval Studies, co-sponsored with Norwegian Dept.)

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95-96	Molly Delaney	Julian of Norwich (Medieval Studies, co-sponsored with English Dept.)
95-96	Jon S. Bruss	The Literate Hetaira: Witz & Writing
95-96	Stewart Flory	New Light on Herodotus and Thucydides
96-97	Steve Traylor	Demonstration of knightly armor during Hundred Years' War (Medieval Studies)
97-98	Eugene N. Borza	The Ethnicity of the Macedonians: A Balkan Nightmare
98-99	Nancy C. Wilkie	<i>Terra Incognita</i> No Longer
99-00	Peter Green	Alexander's Alexandria (co-sponsored with Carleton & CAM)
99-00	Cornell Fleischer	"Religion and State Are Twins": Mysticism and Prophecy in the Formation of Islamic Modernity (Medieval Studies, co-sponsored with St. Olaf's chapter of Phi Beta Kappa)
99-00	Jeffrey Henderson	Lost Ladies: Women in the Fragments of Old Comedy (co-sponsored with Carleton)
99-00	Cecil W. Wooten, III	Noon Becomes Night: Petronius and Cultural Turbulence
00-01	The Rose Ensemble	Performance and workshop (Medieval Studies, co-sponsored with Music Dept.)
00-01	Donald Lateiner	Streetlife: Civic Honor and Insult in Ancient Athens
00-01	Ralph M. Rosen	The Poetry of Mockery and Abuse in Ancient Greece (co-sponsored with Carleton)
01-02	Keyne Cheshire	Heracles Devoured: Layers of Deceit in Sophocles' <i>Trachiniae</i>
01-02	Katherine A. Geffcken	The Janiculum Hill, Rome: Aqueducts, Villas, & Battlefield; Female Figures on Ancient Roman Coins (co-sponsored with St. Olaf's chapter of Phi Beta Kappa)
02-03	Daniel M. Hooley	Dryden's Original Sin: Misreading Classical Satire
02-03	Christopher A. Faraone	Female Stereotypes in Aristophane's <i>Lysistrata</i> (co-sponsored with Carleton & CAM)
03-04	John J. Peradotto	The Greeks Revolutionize the Alphabet