



Amicitiae immortales,
mortales inimicitiae de-
bent esse—Livy 40.46

Amicitia

Celebrating Three Magnificent Careers: Pat Burr, Vicki Campbell, and Mary Ann Harness

At the end of this school year, Latin teachers Pat Burr (Bettendorf), Vicki Campbell (Dowling, West Des Moines), and Mary Ann Harness (Valley, West Des Moines) will retire from full-time teaching. All three have been mainstays of AMICI, the Classical Association of Iowa, over the years. Pat was long-time Chair of the Iowa Junior Classical League, and Mary Ann has been high school consul since the early 90's. *Amicitia* asked each of them to answer some questions about their love of teaching Latin and some of their experiences in 100 combined years of teaching.

When did you begin teaching Latin? Where? When did you land in your current job?

Pat Burr: I began teaching Latin in the fall of 1963 in Albia High School, Albia, Iowa. I have been at Bettendorf High from August of



L to R: Pat Burr, Mary Ann Harness, Vicki Campbell

1965 to June of 2005.

Vicki Campbell: I began teaching Latin and French at Liberty Central High School in Liberty, New York in May 1962. Earlier in the year I had been hired to teach Latin beginning in September 1962. One day the Latin teacher walked into the Principal's office and informed her that they needed to hire a sub because she was not returning on Monday. They asked her for how long and she replied, "I'm not returning." Evidently that had been

a bad year for Latin teachers at this school, and this particular person had been a permanent sub. One evening I received a phone call from the District Principal asking if I could start that week. I told him I was graduating on Sunday. He asked me to report on Monday. So on Monday morning my two brothers and Mom took me to Liberty to start my permanent sub job. Liberty was two hours away from my home in Scranton, Pennsylvania. I went to

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"I have tried to impress upon my students the value of Latin as basic. Maybe it doesn't answer all the questions, but it provides a tool for the systematic analysis of language by which we attempt to communicate clearly and convincingly."
—Pat Burr, explaining why teaching Latin makes a difference

Governor Vilsack Proclaims 2005 as The Year of Languages

Joining the U.S. Senate and the governors of more than a dozen states, Tom Vilsack, Governor of the state of Iowa, issued a proclamation on January 3, 2005, endorsing 2005 as The Year of Languages. In his proclamation, the governor highlights the value of studying other

languages: language study has been shown to contribute to increased cognitive skills, better academic performance, and greater understanding of other people and cultures.

The Year of Languages is an initiative to advance the concept that every American should develop proficiency

not only in English, but in other languages as well. If your school or organization hasn't made plans to celebrate the Year of Languages, there is still time. Visit www.actfl.org. To read the full text of Governor Vilsack's Proclamation, visit the AMICI website.

A Christian Lucretia? U of I's Production of Britten's *Rape of Lucretia*



Rembrandt, *Lucretia*. 1664. Oil on canvas. National Gallery of Art, Washington, DC

English opera began with chamber operas on Roman-inspired subjects, John Blow's *Venus and Adonis* (c.1683) based on Ovidian themes, and Henry Purcell's more famous *Dido and Aeneas* (1689), loosely adapted from the material of Vergil's *Aeneid* Book IV. Benjamin Britten's *The Rape of Lucretia* follows in this tradition, scored for eight singers and a chamber orchestra, and consisting of two acts that take an hour and a half or so to perform. It premiered at Glyndebourne in July of 1946.

Like its earliest English predecessors, it stands at several stages of removal from the ancient source, which in his case is of course Livy's report of the rape of Lucretia, the expulsion of the Tarquins, and the founding of the Roman republic. The libretto by Ronald Duncan is based on a 1931 French play by André Obey, *Le viol de Lucrece*. Its dependence on a chorus of two singers, a tenor and soprano, for background and comment gives the piece a narrative rather than strictly dramatic quality. This is partly a result of Obey's dependence on Shakespeare's narrative poem, *The Rape of Lucrece*, which in turn owes as much to Ovid's account in *Fasti* (II.685-862) as to Livy's prose narrative.

The story is essentially the same as that in the ancient sources. The young Roman, nobility, up too late and drinking too much, talk about their wives, on whom they had paid unexpected visits the night before. Only Lucretia, the wife of Collatinus is virtuous and chaste. Aroused by this claim, Tarquinius rides back to Rome, is received as a guest by Lucretia, and later that night he rapes her. The next morning Lucretia summons her husband, receives his forgiveness, but stabs herself to death in shame. The opera does not address the political events these events are supposed to have precipitated.

The Martha-Ellen Tye Opera Theater at the University of Iowa produced *The Rape of Lucretia* April 1-3. The production was directed by Gary Race, with stage and costume designs by Margaret Wenk, lighting by Laurel Shoemaker, and music direction by William LaRue Jones. The production partnered with the Rape Victim Advocacy Program for the event: audience members passed through the Clothesline Project in the lobby of Clapp Recital Hall as they entered the theater. The Clothesline Project is a series of t-shirts representing real women and girls who have been abused, raped and sometimes murdered. Re-

cordings of whistles and tolling bells indicate the frequency with which such awful events take place. It was a sobering reminder of the seriousness of the subject matter.

Two aspects of this libretto struck me particularly. The first was that although the chorus members explain that the Tarquins are tyrants and treat Rome like their whore, Britten's Tarquinius does not initially conceive of the plan to violate Lucretia on his own. Instead, Junius (a.k.a. Lucius Junius Brutus) provokes him to the act out of jealousy that his own wife was caught in adultery, and perceiving that Collatinus may be besting him the political arena. Eventually, Tarquinius' own lust takes over ("When Tarquin desires then Tarquin will dare") but we see a more complex figure as in Shakespeare, rather than the villain of the Roman sources.

The other striking change is the inclusion of a Christian element in the presentation of the story by the chorus. The male chorus and the female chorus, one person comprising each, participate in and stand outside of the action. In the prologue, in the interlude at the end of Act II, scene 1, and in the epilogue, the choruses place the action of 510 BCE in the context the life, death, and finally the resurrection of Christ. The conclusion, if I understood it correctly, was that after the coming of Christ the true tragedy of the story could no longer be relevant, because of the forgiveness and redemption available to the Christian world. This was apparently an element added at the request of Britten, who felt that the some kind of resolving epilogue was needed to make the music seem complete.

The University of Iowa production was well-directed and good to look at. As always Margaret Wenk's sets and costumes were effective without being intrusive, in this case vaguely upsetting without upstaging the actors and music. The colors were ochres and black; the singers moved on raked platforms. The back wall was decorated in a subtle rectilinear pattern that broke down as it approached an off-center, angular opening. Gary Race's direction made the action move smoothly and effectively in cooperation with the music, building to the disturbingly vivid rape and the traumatic denouement.

Britten's music is not harshly modern, but a mix of effective dissonances with some hauntingly lyrical passages. The singers were

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Last Chance to See *Art in Roman Life*

If you haven't had a chance to see the Cedar Rapids Museum of Art's unique exhibit, *Art in Roman Life: Villa to Grave*, or if you want to see it again, it's not too late—yet. The exhibit, which showcases more than 200 objects from museums across the country, can still be seen until August 25.

What sets this exhibit apart from others is that the museum has recreated the rooms of a Roman villa so that museum-goers can view and appreciate these objects in their original context. After the exhibit closes, the

galleries housing *Art in Roman Life* will close until sometime in December 2005, while the museum returns the loans and reconfigures the new Roman gallery.

The Cedar Rapids Museum of Art (CRMA) has made it easy to tour *Art in Roman Life*. A free, 70-minute audio tour is now available to guide visitors through the exhibition. Your guides are the scholars and curators who put together this spectacular exhibition. Jane Milosch, CRMA Curator of Collections, leads this tour along with Dr. Richard De

Puma, Senior Consulting Curator for *Art in Roman Life*, Dr. David Caccioli, Assistant Consulting Curator, as well as CRMA Executive Director Terence Pitts. Together they provide fascinating insights about objects featured in the show while explaining cultural traditions of ancient Rome.

In addition, Museum Gate gift shop is making *Art in Roman Life* merchandise available at a discount. For more information, visit www.villatogrove.org.

Upcoming Lectures and Events at CRMA

Thursday, May 19, 7 p.m.
Cedar Rapids Museum of Art
"We Stay Here and Die: Disease, Demography, and the Roman Way of Death"
Glenn Storey,
Assoc. Professor of Classics,
University of Iowa

Saturday, July 2
A Family Fun Day
"Make 'n' Take Children's Activities" 1 - 4:00 p.m.
"What Iowans Were Doing When Rome Was Sacked" - a program by the Office of the State Archaeologist, 2 pm
Cedar Rapids Museum of Art

Thursday, July 21, 7 p.m.
"Gold Jewelry Techniques of the Etruscans and Romans"
Richard De Puma,
F. Wendell Miller Distinguished Professor, the University of Iowa, and Senior Consulting Curator of "Art in Roman Life: Villa to Grave"

Britten's *Rape of Lucretia* (cont.)

(Continued from page 2)
very strong, lead by Elisabeth Bieber as Lucretia and Michael Krzankowski as Tarquinius. At least some of the singers were miked, but this, and the fact that the libretto is in English still did not ensure we heard every word. The libretto is highly poetic, and the words are very important to the meaning of this opera: supertitles would have helped.

In the epilogue, the female chorus asks, "Is it all? ... Does this old world grow old in sin alone? Can we attain nothing but wider circles

of our own tears?" The male chorus seeks to reassure her: "For us did he live with such humility; for us did He die, that we might live, and He forgive wounds that we make, and scars that we are." Does this softening the message of the story of Lucretia's rape and suicide with an assurance of forgiveness really do service to the call to action in the theater lobby? The director seems to have been concerned about that; the program notes qualified the Christian message, suggesting that "even as [the choruses] leave, the question, 'Is

it all?' echoes to the end." The female chorus member looked unconvinced by the male chorus's reassurances. And the body of Lucretia was taken off stage, trailing behind a long shred of cloth that seemed to be an endlessly running stream of blood. But these seemed to me trying to make the opera say something that it doesn't really, and I had to wonder after all about the appropriateness of this opera as the companion for the Rape Victim Advocacy Program and its Clothesline Project.—Robert Ketterer, University of Iowa



Roman glass Goblet, 4th-5th century A.D., on loan to *Art in Roman Life* from the Toledo Museum of Art

Three Magnificent Careers (cont.)

(Continued from page 1)

the school and asked the administration if they would recommend a place to live and they suggested a tourist home that was within walking distance of the school. So my family took me there and met the husband and wife who promised my Mom and brothers that it was a safe place and they would take good care of me. My family took me out for dinner and left. On Tuesday morning bright and early I started my new job.

In 1974 our family moved to Des

Moines where Bruce [Vicki's husband] had accepted a position in the English Department at Drake University as a professor of linguistics. From 1974 to 1979 I stayed at home and volunteered at our children's schools until I became a Librarian at Woodside Middle School. I stayed there until I was hired as a Latin teacher at Dowling in 1985.

Mary Ann Harness: I began my teaching career in Michigan in 1965, and then marriage and family took me to West Virginia, Indiana and then back to Michigan; then in 1982 to Iowa. After graduating from Michigan State and attending graduate school at the University of Michigan, my first teaching job was not in language, but during the summers of 1965 and 1966 working with one of the first Head Start classes begun under President Kennedy.

When did you first realize that you loved Latin? What people inspired you to go on and teach Latin?

Pat Burr: Well, I was a Catholic altar boy in my extreme youth, and I guess I prided myself on my ability to read and pronounce the Latin to the satisfaction of my Latin-trained pastor. I was given the duty of teaching new altar servers the prayers of the Mass, and I enjoyed the teaching. At Loras College, I needed to take a language, and since I had some limited knowledge of Latin (my high school was so small we were lucky to have English! Ha) I enrolled in a Latin Class. I

discovered I enjoyed the challenge and I seemed to have some talent in mastering the language, so I continued and majored in it along with a major in Philosophy.

Vicki Campbell: I took Latin in junior high because I took the Classical Course and that was a requirement. I enjoyed Latin in my freshman and sophomore

“My love for Latin began with my high school Latin teacher and the fact that I loved analyzing and working with a language that was fairly predictable.”

years. Then I went to high school and took it as a junior and senior. I liked my Latin teachers and decided to be like them. Ever since first grade I had wanted to be a teacher, and in high school I decided that I liked languages and wanted to major in Latin and French.

Mary Ann Harness: My love for Latin began with my high school Latin teacher and the fact that I loved analyzing and working with a language that was fairly predictable. I could never say the same about French, although I love languages in general. But only two years of Latin was offered in high school, and then I began French during my senior year. When I went to Michigan State, such a large university, I felt very comfortable in the smaller classes of classics. I also grew up attending Latin masses, and this no doubt was a good immersion program.

What textbooks have you used over the years? Could you describe what a typical Latin class is like?

Pat Burr: I have used *Latin for Americans, Using Latin* and, for the last several years, have used the Jenney Latin Series. Several years ago in my high school we experimented with individualized instruction and I used the Latin series from "Britannica," which was a programmed text designed to allow the student to progress at their own rate. The entire course in Latin I & II was

based on a series of Basic Sentences memorized by the students by which they were expected to master grammar and vocabulary in a "natural way." It was difficult since I was much more comfortable with a more structured course of study.

A typical class! Well, for many years I had Levels I-IV, or at least I-III in the same class. Usually I spent about half of the period with Level I as they needed most of my attention. Sometimes I utilized my III or IV level students to present material to Level I and often to monitor quizzes and tests but discovered it was more time efficient and effective if I presented the material myself. The last portion of the period was spent with the translators of II-IV. We did not try to cover a daily number of lines. We translated as much as possible with emphasis on mastering the vocabulary and grammar contained in the material covered. Over the years I became a believer in Quality over Quantity.

Vicki Campbell: I used the Jenny Series in New York, and at Dowling Catholic I used *Latin for Americans* in Latin I and II and *Our Latin Heritage* for Latin III and IV. At some time I heard of *Ecce Romani* and decided to try it in Latin I and II. Since *Our Latin Heritage* books were in good condition I decided to stay with it for Latin III. In high school I had

“Our standards for the Foreign Language Department are reading, writing, speaking, listening, culture, and connection. Each class will focus on activities in at least 3 or 4 standards. We may play a game, work on English derivatives, do computer exercises or work on a culture project.”

used *Vergil's Aeneid* by Pharr and I'm still using it. I also use different materials now to supplement my classes, as we have 90 minute classes and we have to have at least four different activities in a class. Sometimes that doesn't work, as I'd like to finish an activity and it may

take longer, so we have to skip something and do it another day. Our standards for the Foreign Language Department are Reading, Writing, Speaking, Listening, Culture and Connection. Each class will focus on activities in at least 3 or 4 standards. We may play a game, work on

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A Student and Colleagues Pay Tribute to Mrs. Harness

High school Latin with Mary Ann Harness introduced me to a world of culture and language that has continued to exert a profound influence on me in all of my academic and personal endeavors. In 1996 I took my battered high school Latin folder with notes from Mary Ann's classes to Iowa State University, where I majored in Classics and contended with the likes of Pliny, Caesar, and Tacitus. That well-worn folder proved to be a faithful ally. In 2000 I learned that I would be teaching elementary Latin at the University of Iowa for my first graduate school teaching assignment in Classics, and my high school Latin folder remained a trusty companion in the classroom. I particularly relied on Mary Ann's legendary T.E.S.T handouts to help my own students navigate the perils of the third declension, ablatives, and frequently terrifying class of deponent verbs.

I am now completing my first year in a criminal justice doctoral program at the University of Nebraska-Omaha. I study the theft and illicit export of art and antiquities. While I don't do much sight translation anymore, my training in Latin continues to serve me well. It has sharpened my mind and made me a more logical, observant, and analytic thinker; it has provided a solid foundation for learning other languages and a lifelong love of cultural diversity and history. So, from a criminologist who still likes to think of herself as a closet classicist, thank you, Mary Ann Harness! You have had a lasting influence on the academic, intellectual, and young woman I've become, and many thanks to you for all of it.

Blythe Bowman, former student

It has been my honor to be a teaching colleague of Mary Ann Harness for almost 20 years. In that time, I have appreciated her generosity to me as a younger teacher and have grown to love her. She would do anything to help any student or friend, and continues to work tirelessly, even this close to retirement, to ensure that her students have a quality education. More than that, she has always tried to instill a sense of values in Valley's young people. I am thrilled for Mary Ann that she will now have the chance to spend her time as she pleases, but incredibly sad that my friend will no longer be here at work every day.

Vicki Gallagher, Mary Ann's colleague at Valley

Mary Ann and I came to Valley together in 1982. My room has always been next to hers. She ran such an orderly class that I never was bothered by noise or any disruption, but if I ever needed her, she was there. As she taught at two schools on different schedules, I frequently had the job of "watching" her students for several minutes, so Mary Ann could run from one school to the other. Her kids were so well trained that I'm embarrassed to admit on occasions I forgot that they were in there!

Mary Ann and I have always agreed on the importance of academics, and any

parent of a student in her class could rest assured that the student was always challenged and would leave Valley having learned how to think. Even though that has not always been immediately appreciated by everyone around us, I'm happy to say that as time passed, the students who had her as a teacher have realized their wonderful opportunity.

Kay Hines, Spanish Instructor, DMACC, West Campus (formerly at Valley H.S.)

In a sea of apparent indifference in a difficult era for Latin in Iowa, I vividly remember Mary Ann Harness as a devoted and active teacher of Latin at West Des Moines Valley High School. I first met her in the late 1980s, when I offered a summer workshop for high school Latin teachers at Iowa State; three teachers came to the workshop, one of them Mary Ann; we read some Cicero, some Plautus, and in general did some things that were both interesting and potentially useful for high school teachers. When Jeff Buller (then at Loras College) and I (then at Iowa State) put together an informal annual meeting that eventually became AMICI, Mary Ann was an immediate and reliable participant. She gave presentations at IFLA and brought students to the AMICI conference. On several occasions, I taught her students who came to Iowa State and took Latin after graduating from Valley. Whenever I saw that she had come to a meeting or to an event, it brightened my day. I thank her for her many years of work and for the wonderful students she helped to grow.

James S. Ruebel, Dean, The Honors College, Ball State University



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English derivatives, view a video, do computer exercises or work on a culture project. This year *Ecce Romani* has a program with exercises on the computer. From the library I always tell the students about certain books that they may read for our Reading Across the Curriculum program.

Mary Ann Harness: I have used the following texts for the core program: *Using Latin*, then *Jenney*, which includes the

last update. I use as many supplements as possible. A typical class includes grammar and translation of course. I interweave history, mythology, comparisons of Latin authors and writers of other languages; always making connections in the cultural sense as well as linguistic. Students have projects and use the internet whenever possible. I include a variety of games and hopefully make it as lively as possible. Last year the Latin IV class received "honorable mention" on the Augustana

web challenge. We entered again this year and await the results. It can be found on the Valley Site under Latin (<http://www.wdm.k12.ia.us/valley/latin/>).

How has teaching changed over the years since you began teaching?

Pat Burr: When I began teaching Latin, my students were not involved in multiple extracurricular activities and part time employment. Now, it is very difficult

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Two former Students Praise Mr. Burr

Studying Latin with Mr. Burr was always an exciting experience. He was always enthusiastic about the language, and when we were translating the first *Ca-tilinarian*, he made Cicero more accessible. It was possible to see the trial through the Latin (something that I was having difficulty doing!). Although I took German my senior year of high school, I was in another class with Mr. Burr, and he was constantly reminding me that I should be in Latin instead. He was right, and although I minored in German in college, I majored in Classics. Because of his enthusiasm and encouragement, I continued with Latin, and the major led me to a teaching job, which led me to my current position of getting an MAT in Foreign Language Education and preparing to teach high school Latin. Mr. Burr both encouraged me to pursue Latin and served as a model for how one should teach Latin. He is one of my favorite teachers of both language and history to this day, and his presence (and Latin program) will be greatly missed at

Bettendorf High School.

Amanda Barrett is completing an MAT in Latin at the Univ. of Iowa.



Let me begin with the obvious: all of my skill with Latin and zeal for Antiquity can be traced to Patrick Burr. Few of the Classicists I know, and I know a fair number of them, have as firm a grounding in the fundamentals as I do, thanks to his rigorous methods. A few years ago I stumbled across some old papers from high school and was amazed by how tough his assignments and tests were. Good old rote

memorization. I thank him for that. The Latin, however, is just the beginning of his influence on my life. For an awkward, unathletic teenager in high school Mr. Burr's classes were a haven, where intelligence was valued and intellectual curiosity was nurtured. This haven extended to the Philosophy Club sessions he held after school. These are my fondest memories of high school. Mr. Burr's quick mind, sharp wit, and constant questioning established a model of active scholarship and lively teaching that I continue to follow today. I truly believe that he made me the academic I have become. I'd be remiss not to mention his sense of humor also. I will always remember the Fickle Finger of Fate that we all dreaded. His classes engendered a real sense of camaraderie and pride in his students. I still feel that pride today. *Ave atque vale, Magister Burr, domine optime. Gratias tibi maximas ago.*

Dave Oosterhuis is completing his dissertation at the University of Minnesota.

Dowling Students Thank Mrs. Campbell

When I signed up for Latin as an 8th grader I never imagined how great of an experience it was going to be. Thank you for all that you do for our class, and for all that you have taught us! You will be greatly missed in the halls of Dowling.
Maria Critelli

I couldn't imagine myself learning this ancient and beautiful language from anyone else. I am a Latin Scholar, and I thank you for that. Take it easy for the next few years because you've earned it. The future looks bright for us, and you helped pave the road. Thank you. *Ago tibi gratias!* **Gregorius**

Mrs. Campbell is a very caring person and a wonderful teacher. She always tries to connect what we are learning with something in the real world, or she will tell a story of her personal experiences so that we will better understand the concept. Mrs. Campbell keeps class fun and interesting by using different activities to teach her students. Her experiences from all her

traveling and her years of education are a great asset to our Latin class. She knows when to have fun and when to be serious, and that allows us to enjoy class while learning as much as possible every day. I am glad that I have had the opportunity to have her as a teacher, and I am glad that although she is retiring she is coming back next year to teach us again. **Rachael Bordelon**

Thank you Mrs. Campbell for your hard work and dedication to teaching us. I've enjoyed our class. **Jenny Kautcky**

I have had a lot of fun studying Latin with you. You know a lot about Latin, and you always have interesting stories. You also think of very enriching project ideas that are painful before they're done but very nice when finished! Thank you for all you've done for our class! **Katelynn Bishop**

Not only is Latin the best subject in the whole school, and quite possibly the whole world, but Mrs. Campbell teaches it with a unique approach that makes learning fun. Also, she has the coolest last name in the earth. Plus, Latin has some awesome students in it. Thanks, Mrs. Campbell! *Ago tibi gratias!* **John Campbell**

Thank you for teaching us Latin. I am both happy and sad for your retirement. I am happy that you can now enjoy yourself with more free time. I am sad that you are retiring because Dowling Catholic will be losing a great teacher and subject. I am sorry my little brother won't get to study Latin. I hope you enjoy a wonderful retirement. Maybe you will get to go to Alaska, or Poland, or visit-Donavon your Grandbaby! Enjoy yourself! **Joseph Formanek Maxims**



Plant a seed in your students' minds and watch it grow!

Three Magnificent Careers (cont.)

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to arrange any social activity outside the school day since my students are generally the intellectually gifted and are involved in music, art, drama, student council, peer educators, other organizations within the school and outside plus part-time employment. I have had to limit my homework assignments to the minimum necessary to provide practice and drill on grammar and vocabulary. Also, I have had to deal with many school-sponsored absences from class which have made my job more difficult since I need to individually teach missed material and coordinate make-ups. In addition, since I was raised in a rural environment and began teaching in the same, I have seen some change in parental attitude toward my profession. When I began, the teacher was "right" and the parent would impress such on their offspring. As time passed, parents became defensive of their children and if their success was limited, it became the teacher's fault. In addition, the politicians on the state and federal level have blamed the teachers for lack of success, and the students have picked up on the idea resulting in the attitude that failure is not the student's, but the instructor's, failing. This has not been true for my Latin students in general although in a few cases it has been so.

Vicki Campbell: When I started at Dowling there were two Latin teachers. I taught 5 classes and the other person taught 2 classes. That lasted for a few years, and gradually as German and Chinese were added to the curriculum, the Latin enrollment went down. German has remained, but Chinese was dropped after a few years. For one year I was only part-time. The next year I was hired as the Director of Media Services, but was allowed to teach Latin also.

What are some specific memories that you have about teaching Latin over the years?

Pat Burr: Well, the best memories are about students eagerly relating that they enjoyed a real advantage in English Grammar, French, Spanish and German classes because they understood how to examine and construct a sentence. Students who reported they consciously utilized their Latin knowledge on ACTs and SATs are also memorable. Students, long departed from high school, who come back to visit having embarked on successful careers in a variety of fields, who report they have come to realize just how beneficial knowledge of a basic language has been to them, have also been gratifying. The memory of National JCL Conventions in summers is still fresh in my mind. We traveled to several states and experienced five days of intense Latin-related activities. The effort to stay awake for five days in order to participate in as many activities as possible was difficult, but in retrospect an experience not to be forgotten and is treasured. I regret that such National Convention expeditions

have become impractical because of my students' summer activities and occupations.

Vicki Campbell: I guess the greatest honor I have had in Latin was earning a Fulbright Scholarship for the summer of 1988 and spending two months in Rome, Pompeii, and Naples and surrounding areas. I also enjoyed my two summers at Iowa State where I was involved with the CY TAG program. I spent two summers working with the talented and gifted junior high students in Latin.

At one of the CAES meetings (Classical Association of the Empire State) in Albany, New York, I met a young man who was teaching Latin at Newark High School. We became friends and in October, 1968, I married Bruce Campbell and moved to Newark, New York. [Bruce taught Latin and linguistics at Drake for many years until his retirement.]

Mary Ann Harness: My special memories of teaching usually involve my relationship with my students. They have always been my focus, and I so enjoy hearing from many. Special moments or achievements again revolve

"The best memories are about [Latin]students eagerly relating that they enjoyed a real advantage in English grammar, or French, Spanish, and German because they understood how to examine and construct a sentence. . . . They have come to realize how beneficial a basic knowledge of Latin is."

around the accomplishments of my students. I was always pleased as they received honors on the National Latin Exam and State Translation Contest. It was always a special moment to give them awards at our banquets at the end of the school year as I knew that this was something they also treasured.

What are you especially proud of in your teaching career?

Pat Burr: I survived! I have gone through so many "fad-curriculums" and "breakthroughs in education" that I have lost count. Even more so, when former students come back to visit, e-mail or correspond by letter that they perceive "I made a difference!" I am proud of what I have done. In my career I have worked very hard and have tried always to keep the welfare of my students before school politics. I am proud that my peers respect and even address me as a "master teacher." I am particularly proud that my students respect me as a scholar and compassionate human being. If I truly "made a difference" in students' lives, my pride in accomplishment is tremendous. If this sounds egotistical, and it does, I hope you understand that I am not attempting to glorify my achievements. When peers and students state I influenced them, it scares me. I ask myself, "What did I do? I just blindly blundered forward, often without plan."

Vicki Campbell: I have had wonderful students who have graduated from high school and college and are doing great things either in their jobs or as parents. Some students come back and tell me how Latin has helped them. One girl recently emailed me about her new job in public relations at a hospital. She said she felt so proud of herself when she saw certain medical terms and her study of Latin helped her to understand them so she had to email me.

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**Thank you, Pat, Vicki,
and Mary Ann. To para-
phrase the poet Horace,
You have made an im-
pact more lasting than
bronze. Exegi[istis]
monumentum aere
perennius.**

(Continued from page 7)

Mary Ann Harness: One major endeavor by my classes of which I am so proud is the translation of the Inaugural Addresses of both the first President Bush and President Clinton. It was certainly a tremendous learning experience, and I believe the translations may still be in Washington, D.C. I am also proud that the Latin program grew from that of two years of Latin to four and that I leave it healthy. Next year the total number of students is 72, which includes two Latin I classes. AMICI has given me the opportunity for personal relationships as well as support. I will always be grateful for the letters written on my behalf and for the program at Valley High School. The years have brought many personal rewards, and I can only hope that I have made a difference in a child's life in some way.

Anything else?

Pat Burr: You are probably regretting asking these questions by now. Ha. I may have discovered Latin by accident of

circumstance, but I have never regretted the pursuit of the language. As a philosopher I constantly encourage my students to "discover the basic ideas about life, the universe and everything" as Douglas Adams so stated in his *Hitchhiker's Guide to the Galaxy*.

I have tried to illustrate and to impress upon my students the value of Latin as basic. Maybe it doesn't answer all the questions, but it provides a tool for systematic analysis of language by which we attempt to communicate clearly and convincingly.

Looking back on 41 years of teaching Latin, what comes to mind? I envy Zeus/Jupiter in their immortality. I extended my career a year because I could not quit! If it was not for all the additional responsibilities imposed upon me by politicians and administrations, if I could do what I love and do best, Teach, I would go on forever, but I am looking forward to walking away from education in June. Next August, for the first time in 61 years, I will not start school. How will I handle it? I don't know!