



American Society of Greek and Latin Epigraphy

Société américaine d'épigraphie latine et grecque

<http://www.case.edu/artsci/clsc/asgle/>

ASGLE Bulletin, 9 May 2013 Volume 17, Number 1

MESSAGE FROM THE SECRETARY-TREASURER

Dear Members and Friends of ASGLE,

This issue of the *ASGLE Bulletin* brings with it some changes to the ASGLE administration, and with those changes, to the duties of the secretary-treasurer position.

The duties of the secretary-treasurer have now been divided into three positions: I (Jim Sickinger) serve as secretary-treasurer and handle membership and financial matters (including dues). Paul Iversen serves as Website Editor and handles all queries about the website and its content. Laura Gawlinski is now the Senior Editor and is responsible for our semi-annual newsletter (*The ASGLE Bulletin*).

On the issue of dues: members can expect a message from the Secretary-Treasurer regarding their membership and dues status shortly. Members can send dues directly to me via check paid in US dollars; please fill out the dues payment form located elsewhere in the *Bulletin*. And members can also pay via PayPal (which includes a small service fee); the link for PayPal payment can be found on the membership page of the ASGLE website.

Sincerely,
Jim S.

UPCOMING ELECTION

Election time for the next Vice-President is approaching quickly: **please send nominations to Jim Sickinger at jsicking@fsu.edu by June 1** (self-nominations are welcome). Duties of the Vice-President include organization of the ASGLE panel at the APA Annual Meeting. It is a 2-year term and then the Vice-President automatically becomes the next President, and finally as Past President continues to serve on the EC for two more years.

The current Executive Committee is:

President, Nora Dimitrova, 2-year term ending on 31 December 2013

Vice-President, John Bodell, 2-year term ending on 31 December 2013

Past President, Stephen V. Tracy, 2-year term ending on 31 December 2013

Member-At-Large, Christer Bruun, 3-year term ending on 31 December 2014

Member-At-Large, John D. Morgan, 3-year term ending on 31 December 2015

Senior Editor, Laura Gawlinski, 3-year term ending on 31 December 2015.

ANNOUNCEMENTS

J. Nicols informs us that the 11th Workshop of Impact of Empire will be held at New York University, 13-16 June 2013. The theme is "Rome and the Worlds beyond Roman Frontiers," and epigraphic material will be featured prominently. The organizing committee is Mike Peachin (New York University) and Danielle Slootjes (Radboud University Nijmegen). Contact information can be found at their [website](#).

William West reports that after new insights gained from renewed excavation at Azoria this summer, he will present "Informal and Practical Writing in Graffiti from Azoria, Crete" at our upcoming meeting in Chicago next January. This will build on the earlier version he presented at the XIVth International Congress of Greek and Latin Epigraphy, Berlin, last summer.

Tim Winters reports that he read a paper at the 2013 CAMWS Annual Meeting in Iowa City titled, "Stoned Classes: Carving Out a Place for Inscriptions in the Elementary Greek Classroom." This is his second talk on inscriptions in elementary Greek. A brief abstract of the panel which featured this paper is available [here](#).

TEACHING HISTORY AND CLASSICS WITH INSCRIPTIONS

A Report from the 2013 AIA/APA

During the 2013 AIA/APA meetings in Seattle, a panel of epigraphists were brought together by Georgia Tsouvala

(Illinois State University) to discuss "Teaching History and Classics with Inscriptions" under the auspices of the APA Committee on Ancient History, and were tasked with asking how epigraphy can be deployed in the classroom to aid the teaching of language and ancient history.

After an introduction by Georgia, Glenn Bugh (Virginia Tech) gave a number of illustrative examples of how inscriptions can bring history to life in an undergraduate class with little or no Greek language training in his paper "Hellenistic Inscriptions: When History Fails Us." Having students look at a squeeze or photograph of an inscribed monument adds a sense of immediacy and proximity to historical documents, and allows them to investigate the monumental message in addition to the historical significance of the document. Projects can be assigned whereby students grapple with the editions of an inscription and find out what is missing and how to restore it. For the Greekless, a manufactured fragmented and unpunctuated text of Lincoln's Gettysburg Address was offered to show how historians restore fragmentary texts (I hope Glenn's students fared better than I did at this test!).

Joseph Day (Wabash College) then discussed the role of inscribed monuments in the teaching of Greek verse in his paper "The Lithic Muse: Inscribed Greek Poetry in the Classroom." Many pedagogical birds can be killed with one (inscribed...) stone: verse inscriptions are documents containing historical and cultural information which broadens a course's range of primary documents and

deepens students' engagement with source-criticism. Consideration of their archaeological, artistic, and topographical, as well as textual, aspects enables students of history, literature, and language to practice a multidisciplinary approach to culture. The sense of engagement with the physical object which often excites students' interest can be further peaked by the frequent discovery of new inscriptions, such as the extraordinary recent find of a 5th century BC inscribed epigram and tribal casualty list for those who died at the battle of Marathon.

Two papers on electronic resources concluded the panel: John Bodel (Brown University), "Teaching (with) Epigraphy in the Digital Age" and Tom Elliott (ISAW, NYU) "Digital Epigraphic Resources for Research and Teaching." The future certainly looks bright in the field of online resources and tools for epigraphy, and a great deal can be made of them in the classroom. Access to corpora has never been easier, with databases such as the Packard Humanities Institute's searchable collection of Greek inscriptions allowing immediate access to thousands of documents previously only available in often obscure and expensive volumes. Common sharing of data is becoming more sophisticated and the adoption of a set of digital editing conventions and

practices by the consortium of researchers under the rubric "EpiDoc" will be vital in linking many disparate sites and projects together.

Finally, we were reminded that around 3,000 ancient Greek and Latin inscriptions are disbursed in some 80 public and private collections in the US. [The U. S. Epigraphy Project](#) exists to make more widely known this aggregate "American collection" and to promote further its study and appreciation by the general public. A new mapping function on the site allows for the searching within a state of any nearby stones which could be visited by a class trip wanting to practise their epigraphic skills and get a feeling for history in their hands. What are we waiting for? Find an inscription near you!

Robert K. Pitt
The British School at Athens
Assistant.director@bsa.ac.uk

The papers of this panel will form the core of Georgia Tsouvala, ed. *Epigraphy and History. Publications of the Association of Ancient Historians* (under contract, publication anticipated in 2014).

ΜΝΗΜΗΣ ΧΑΡΙΣ

Charles Babcock

(26 May 2014 – 7 December 2012)

a personal reflection by

John Gruber-Miller, Cornell College

One of the most momentous days in my life was the day I first walked into the offices of the Classics Department at The Ohio State University. Charles Babcock (with Mark Morford) was there to greet me as I came for a visit. Charles' towering, yet smiling presence welcomed me to embark on a professional career as a Classicist. His passion for Latin literature, inscriptions, material culture, teaching, and collaborating with others has shaped my career as no other person has in the twenty-six years since I left OSU.

It was no surprise that Charles was there in the office, because he was always present, checking in with graduate students, offering counsel, ready to chat about a text, a trip, or anything that was happening in life. While I might have been worried about receiving one of his scowls because I had not performed up to his expectation, I realized in retrospect that it was his way of showing he cared, challenging me to do better next time, to reach my potential.

Charles was recognized at Ohio State for his teaching, but Charles's greatest strength may have been as a teacher of teachers. He certainly nurtured a passion for teaching in me. His visits to observe my teaching always yielded great encouragement and practical advice for how I could improve upon what he had just witnessed. His beautiful notes—written long hand—summarizing his observations never failed to inspire me to do better. And when as a senior graduate student, I was given the chance to teach Latin Literature in translation, he sat me down to talk through the reading list and the organization of the course. When I was teaching intermediate Latin and wanted to develop a special unit focusing on inscriptions, he was there, taking me to the slide library to show me slides of Latin inscriptions and providing me with a short course on Latin epigraphy.

When I was deciding on a dissertation topic and choosing an advisor, he helped me narrow down my options and devise a dissertation proposal and, though not his beloved Horace or Tacitus, then volunteered to mentor me through a dissertation on Propertius. Forever patient, Charles would welcome me to his office for long discussions about my reading of a poem or set of poems, organizing a chapter, or revising a section. His strategy was to ask questions and let me come to possible solutions to interpretive cruces.

Two years after I had begun my teaching career, I was fortunate to earn a Fulbright to study at the American Academy in Rome summer session, and it just so happened that Charles was there that summer working on the epigraphical collection at the Academy. In our free time, he graciously spent time sharing with me his twin passion for Roman topography and opera. Although I never had the opportunity to take his Roman topography course as a graduate student, he gave me a tour through the Roman Forum, uncovering for me not just the various monuments individually, but helping me make connections between monuments, explaining how they were part of a larger building program, and how their location in the Forum mattered. That same summer, Charles invited me to accompany him to Verdi's *Aida* in the Baths of Caracalla. What a perfect combination, 19th century opera, set in Egypt, performed in Rome in the ruins of Caracalla's Baths. Little did I realize that Charles was such a connoisseur of opera and theater. Later I learned of his trips with his wife Mary across North America to attend performances of Wagner's Ring Cycle and Shakespeare.

Finally, Charles had a gift for bringing people together. Indeed, had he lived in ancient Rome, he might very well have been elected pontifex maximus because he was the consummate bridge-builder. Whether it was sponsoring Classics Day for high school Latin students at OSU, encouraging students to attend the Centro in Rome, co-founding (with Stephen Tracy) the Center for Epigraphical and Palaeographical Studies at Ohio State, offering leadership to the American Academy at Rome, CAMWS, and the APA, or leading a search for a new President and chairing the Campus Campaign for renovating the Thompson Library at Ohio State, Charles encouraged people to come together, both for their own good and that of the larger project. In short, Charles always looked to the greater good, and by doing so, has left us a model of leadership and a legacy of goodwill among his students, colleagues, and friends.

Further details of Charles Babcock's career are available at the website of the American Philological Association:

http://apaclassics.org/index.php/apa_blog/apa_blog_entry/in_memoriam_charles_l_babcock_1924-2012/

MEMBERSHIP INFORMATION

You may pay ASGLE dues online with a credit card via PayPal in many different currencies (<http://www.case.edu/artsci/clsc/asgle/membership.html>) or in US Dollars by regular mail with a check. Only those who enroll at the College or University Faculty level will be automatically enrolled in the Association Internationale pour l'Epigraphie Grecque et Latine (AIEGL). *If paying with check, please send only US funds, make all checks payable to ASGLE, and send to James Sickinger at the address given below. Dues will be applied to the year in which they are received unless you request otherwise.* You may wish to make a copy of the completed form for your records. Choose one of the following:

____ College or University Faculty. Annual dues \$40. Membership in the International Association of Greek and Latin Epigraphy is automatic.

____ Student, Retired, Independent. Annual dues \$10. Does NOT include membership in the International Association of Greek and Latin Epigraphy.

____ Student, Retired, Independent. Annual dues \$40. Membership in the International Association of Greek and Latin Epigraphy is included.

Please print or type the following information:

Year(s)/Total enclosed: _____

Date: _____

Name: _____

Email: _____

Address: _____

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