

A Message From the OCC President

Dear OCC Members,

The Ohio Classical Conference Executive Council continues its planning for the 2009 meeting. The 2009 Ohio Classical Conference will be held on October 23-24 at the Hilton Garden Inn in Cleveland Ohio. This year's Vergilian Society Luncheon speaker will be Dr. Julia Nelson-Hawkins of The Ohio State University, whose research focuses on medical imagery in Augustan poetry. Our OCC Banquet speaker this year will be Dr. Michael Bennett, Curator of Greek and Roman Art at the Cleveland Museum of Art. Dr. Bennett is the curator who obtained the Apollo Sauroktonos sculpture by Praxiteles, which has been called, "...by far the most important work of Classical sculpture to come to light and be acquired by a North American art museum since World War II." Dr. Bennett will be discussing this sculpture and issues surrounding its acquisition.

We also have planned for Saturday morning a panel on pedagogical topics, which include a presentation on teaching epigraphy (by Dr. Bryan K. Harvey of Kent State University) and a presentation on teaching Latin composition and teaching students to write in meter (by Dr. Wil-

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liam Batstone of The Ohio State University). We will also be holding a panel discussion during Saturday's luncheon to discuss issues surrounding the future of Classics Programs in the state of Ohio. Many thanks go out to Sherwin Little (Indian Hill High School and President of ACL) and Stergios Lazos (Saint Edward High School) for agreeing to serve on this panel.

There will also be general paper sessions, so if you would like to present a paper, please send an abstract to me (koloj@mcsoh.org) by June 1, 2009. Papers on any topic related to the field of the Classics or related to pedagogy are welcome.

Please also immediately notify the OCC if you

are aware of any high school Latin program threatened with elimination so that the OCC can take the appropriate action. Also, please send the OCC any good news (such as the expansion of an existing program or awards won by OCC members) for posting on the webpage and dissemination to OCC members.

Please continue to check the OCC Webpage for information regarding the OCC and the 2009 meeting of the Ohio Classical Conference.

Respectfully Submitted,

Jeffrey D. Kolo
OCC President

A Note From the Editor

This issue presents two articles that I hope will be of interest and practical value to many readers of *Humanitas*. First, Jay Arns offers his perspective on dual-enrollment programs through which high school students earn college credit for their coursework. Jay's paper, which he presented at the 2008 OCC meeting, is based on his experience conducting a Latin course that earned his students credit from Xavier University. Our second paper is written by a John Carroll University undergraduate, Maria Roberts, who used summer research funds to investigate the classical roots of city names in Ohio. The paper presented here is an excerpt of her research results.

As always, I encourage you to send any news items, announcements, papers, or pedagogical materials for inclusion in *Humanitas*. The next submission deadline is August 1.

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“The Dual-Enrollment Alternative”

• *Jay S. Arns, Bishop Fenwick High School*

I would like to invite you to consider an alternative to the College Board’s Advanced Placement program. Everyone is familiar with the AP® system, and many would say that it is the best method to prepare a student for college-level work. Despite this optimism, however, the program has its drawbacks, and I believe a dual-enrollment course provides the same preparation for college, with additional benefits. A dual-enrollment course allows your students to be officially enrolled in a college class while still in high school. They receive credit (in the case of the course I am offering this year, at a significantly reduced rate of tuition) directly from a college or university, and that credit is transferable to the school they eventually attend (even if it is not the one that granted the credit). This model provides, as I shall argue, several different types of advantages not only for your students, but also for you as teachers.

Before I demonstrate these advantages, however, it will be helpful to describe both the process I went through to establish this course at my school and the course itself. I became aware of Xavier University’s Collegium Program when I was a high-school student. During the academic year 1999-2000, I took a dual-enrollment American history class for which I received six hours of credit, and thereby satisfied the core history requirement at Xavier, where I eventually studied as an undergraduate. In the second semester of the 2000-2001 school year, I took a dual-enrollment theology course that satisfied

three of the nine hours I would need in that subject area to graduate from Xavier. When I looked into offering a Latin course through this program last year, however, I found that Latin was not among the offerings. I contacted the person in charge of the program, and he worked with me to establish the first Latin course offered as dual-enrollment for high-school students in Xavier’s history. The first step in this process involved writing a proposal for the course, in which I outlined which author and work would be the focus, as well as major assignments, goals, and my overall philosophy in putting the class together. Once the program director looked this over, he passed it on to the chair of the classics department for approval. Once the chair approved, I submitted a formal syllabus that included the same information from the proposal augmented by more specific treatments of the assignments (including a day-by-day schedule for the entire year) and the grading scale that would be used. Once this syllabus was approved, the chair contacted the program director, who then sent me the registration materials. We filled them out in class, sent them in, and now my students are also Xavier students.

It should be mentioned at this point that there are further credentials required for this model to work. The person teaching the course must qualify as an adjunct instructor at the university, which usually means having a master’s degree in the subject area. Some may see this as a deal-breaker, but I urge them to reconsider.

Even if you already have a master's in another discipline, obtaining an M.A. in classics or Latin part-time is well worth the time and effort not only for your students, but for you. With a deeper level of knowledge about the ancient world and a higher level of proficiency in those skills you already possess, your classes will become even more enriching and meaningful, since you will be able to provide a more solid, complete picture of antiquity and perhaps even branch out into some of the sub-disciplines less often explored at the high-school level, like archaeology and philosophy.

As for the specific class I am offering this year, I chose Ovid's *Heroides*. For those who are perhaps unfamiliar with this work, it is a collection of poetic epistles written in elegiac couplets from famous mythological wives to their famous mythological husbands—Penelope to Odysseus, Medea to Jason, etc.—which are on average somewhere between 100 and 200 lines long. I chose this work partly due to a personal affinity for Ovid, but mostly because I saw the potential in this collection of poems to provide a more integrated, complete picture of the ancient world for my students. I also thought that questions of personal identity and of love would resonate more with teenagers than questions of the personal and communal cost of founding an empire. (Although I must admit that, with friends and relatives serving their country abroad, perhaps the students appreciate that cost more than I give them credit for.) I conceived of this course in three sections: Latin translation, mythological context, and literary considerations. For the reading portion, the students translate eight of the poems (for a total of 1,606 lines—250 fewer than the AP[®] Virgil syllabus), in addition to reading

the entire collection in English. I believe this total provides a more-than-sufficient amount of material to ensure the students become proficient in the art of translation. The ancillary reading of the poems in English allows the students an appreciation of the text as a whole, especially since several of the poems are not part of the translation assignments. The students are tested on this portion of the course through translation exams that occur after each poem has been completed. These exams require the students to translate two passages of 25-30 lines each; to parse 5-10 words per passage; to scan two elegiac couplets from each passage; to answer comprehension questions about each passage (usually clarifying ambiguous subjects of verbs or explaining oblique references to the mythological background); and to write a take-home essay on Ovidian style and characterization.

The mythological portion of the class consists primarily of my lecturing to the students on the mythological stories from which Ovid has taken his material. The first poem we read in this course, for example, was *Heroides* 10 (Ariadne to Theseus). The day I gave the students their first translation assignment, I told them the story of Theseus' besting the Minotaur and escaping from Crete with help from Ariadne, and I showed them paintings from the Western artistic tradition that deal with episodes in this story. This basic treatment of the myth occupied only one class period, yet it allowed them to comprehend and appreciate the poem in a much more significant way. The students had the opportunity to display this contextual knowledge in the short-answer section of the test.

For the literary considerations portion of the class, the primary concern is a six- to eight-

page research paper the students write during the second semester of the academic year. The topic for this paper is to examine the dubious authenticity of the final poem we translate, *Heroides* 17 (Helen to Paris). Scholars debate whether or not Ovid wrote poems 14-21 of the collection. This provides the students with plenty of scholarly literature on both sides of the issue. Also, they will have at their disposal their own extensive notes (in the form of their take-home essays) on Ovid's style, methods of characterization, and treatment of persona. They will be in a great position to argue one way or the other whether or not poem 17 belongs in the Ovidian corpus. They will have further help in this area from Michelle Early, Xavier University library's liaison to the classics department. The students have already visited Xavier's campus and library and have benefited from Ms. Early's presentation on how to conduct research in the field of classics. As students enrolled at the university, they stand to benefit not only from Xavier's library holdings, but also, through a program called OhioLink, from the holdings of most of the universities in Ohio, including the considerable resources at The Ohio State University, as well as those in the Burnam Classics Library at the University of Cincinnati, which is among the best classics libraries in the world.

Those are some of the specifics regarding the course I am teaching and how I set it up for dual-enrollment credit. The class I developed for this year, I believe, allows the students to develop college-level skills not only in the specific area of Latin, but also in the more general areas of writing and research—skills that will serve them in all the courses they take in college.

There are many benefits to using the

dual-enrollment model. First, I would like to discuss fluidity. With the AP[®] system, you must cover what they deem important and beneficial. The dual-enrollment program allows you, the teacher, to determine what is best for your students. Similarly, the haste with which one must advance through the AP[®] syllabus does not make it easy to pause at certain places and explore in depth the interests of the students. During our reading of the Ariadne poem, for example, my students expressed an interest in learning more Latin meters than just the elegiac couplet, and I prepared a lesson for them which led to discussions not only of the meters used by Catullus, Horace, and Virgil, but also of English meter. That small digression—which would not have been impossible in the AP[®] Virgil course, but would certainly have put more strain on the reading portion—opened the students up to the varied meters employed by some of the major Roman poets and those employed by later poets writing in English.

Another issue to consider is variety. As of Friday, 15 May 2009, the College Board will no longer offer the AP[®] Latin Literature examination. From that point forward, the only AP[®] option available to advanced high-school students will be Virgil's *Aeneid*. Please do not misunderstand me—I think the *Aeneid* is great. It is a towering, majestic work of Latin poetry and an informative lens for viewing the Augustan age. It is not, however, the *only* work of Roman poetry. With the dual-enrollment model, you can certainly offer Virgil, but you also have the freedom to change the author every year if you like. I do not think that the students or the teachers benefit from offering the same fourth-year class every year.

A similar issue to bear in mind is the certainty of dual-enrollment credit. When these students complete this class, they have the credit. It is theirs to transfer where they please. In the AP® model, the students can break their necks in the course, pay their money, score a four out of five on the test, and still not receive any credit for their work. Citing a study at Harvard that demonstrated a significant number of the students who received credit for their AP® scores performed less well in the upper level courses than those who took the introductory classes at the university in their freshman year, many schools (especially the more selective among them) have begun requiring a five on an AP® test

before they will consider granting the student credit. A dual-enrollment course, therefore, puts your students at an advantage.

As a final consideration, I ask you to think about the goal of the courses you teach and the familiar objection of teaching to the test. With the dual-enrollment model, your students have a chance to show what they can do day-in and day-out, spread out over the course of a whole year, rather than in only four hours. You can relieve a great amount of the stress that accompanies an AP® class while maintaining a standard of excellence and rigor that will demonstrate to college admissions officers that your students have what it takes to succeed at that level.

DO YOU BELONG TO CAMWS?

The Classical Association of the Middle West and South (CAMWS) is an organization of university, college, secondary, and elementary teachers of Latin, Greek, and classical antiquity. CAMWS publishes the quarterly *Classical Journal*, issues a Newsletter three times a year, and holds an annual conference in the spring. Institutional memberships are also available.

In addition, the CAMWS Committee for the Promotion of Latin regularly makes awards to help support a variety of projects. Further information is available at: <http://department.monm.edu/classics/CPL/Grants/CPLFundingProcedure.htm> For further information about all CAMWS activities, please see the CAMWS website at <http://www.camws.org/>.

“Classical City Names in Ohio”

• *Maria C. Roberts, John Carroll University*

This article explores the classical basis that forms many of city names around Ohio. While the men who founded these towns might not have been scholars, the tradition of the ancient past pervaded through them into our daily existence.

I have chosen to focus on five well-known Ohio cities: Cincinnati, Athens, Xenia, Bucyrus, and Akron. By studying the history of each and understanding how the naming of the city fits into its overall development, we can see a pattern emerge. In many towns, the use of a classical term or historical figure was chosen to more fully characterize the site, whether geographically or communally, in such a way that is compact, easy to remember, and also esthetically pleasing. By these names, we are called upon to remember the potential that their founders saw in these cities, in an amalgamation that reflects both American and ancient ideals.

Cincinnati

The city of Cincinnati is perhaps the best example of how the classics have come to be incorporated into American society through the use of city names, even by sometimes indirect means. Established in south-western Ohio in 1789 by Matthew Denman, Robert Patterson, and Israel Ludlow, the town was one of the first permanent settlements within the Miami Purchase. Even from the beginning, ancient languages would serve as a basis for

the name. When John Filson, a local school teacher, was asked to christen the town in such a way that would celebrate the geography of the site, he took it upon himself to create one entirely new and completely unique. In a complex compilation of languages, he derived the name Losantiville. The initial *L* represents “Licking,” while *os* is Latin for “mouth” and *anti* means “opposite” in Greek. Finally, *ville* is French for “city.” Therefore, Losantiville technically means, “The city at the mouth of the Licking River.”

Not everyone seemed to appreciate Filson’s creativity, particularly not the first and only governor of the Northwest Territory, General Arthur St. Clair. A military and political leader in the Ohio country since the days before the Revolution, St. Clair was appointed charge of the territory by the Confederation Congress in 1785. At the time, his first priority was making the land safe for settlement by establishing peace with the local Native Americans. Although a few were convinced to sign the Treaty of Fort Harmar in 1789, which required them to give up their land in Ohio, not all were persuaded. In order to protect the settlements, St. Clair ordered the construction of forts in western Ohio, including Fort Washington in 1789, near Losantiville. The city soon thrived with the added population of soldiers and their families. In 1790, St. Clair established Hamilton County and named Losantiville as its county seat. Upon visiting the

town, though, St. Clair decided that he did not like the name, perhaps even ridiculing it for its convoluted translation, and gave it its present designation of Cincinnati.

While Cincinnati shares with Losantiville a classical reference, this was not the intended inspiration. Instead, St. Clair had chosen it to reflect the newly formed Society of the Cincinnati, a military organization founded for the army officers of the American Revolution and their French allies. St. Clair had served as the first president of the Pennsylvania state branch, one of the largest of the colonies. The society was created in 1783, having been proposed by Henry Knox after a tavern-discussion with John Adams about Roman history and the present ongoing war. The two men recognized how their men followed in the example of Cincinnatus, a general of the Roman Republic, leaving their own farms and homes to fight for their country. In the society's original Institution, they would even state:

The officers of the American army
Having generally been taken from the
citizens of America,
Possess high veneration for the character
of that illustrious Roman,
LUCIUS QUINTIUS CINCINNATUS;
And being resolved to follow his example,
by returning to their citizenship,
They think they may properly denominate
themselves

THE SOCIETY OF THE CINCINNATI

To this day, the society exists to honor the sacrifice of those who fought in the Revolution, to protect the inalienable rights and union of their country, and to rekindle the friendships formed during the war. George Washington,

called "The Cincinnatus of the West" for his willing resignation of power and return to private citizenship, was elected the society's first president, a position he held until his death in 1799.

Athens

The city of Athens in south-east Ohio takes its name from its classical counterpart in Greece, due to the dedication of this land upon its founding to the furthering of education. The city was founded in 1805 by the members of the Ohio Company of Associates, a group of Revolutionary War soldiers and to-be settlers who wished to take advantage of the new land offered within the Northwest Ordinance of 1787. This creation of the Continental Congress helped establish a system of government for the recently acquired Northwest Territory and lay out a format for how certain areas may attain statehood. The Congress hoped to sell the land in lots no smaller than 640 acres, at \$1 per acre. This proved to be too much land and too much money for any individual settler. General Benjamin Tupper thus established the Ohio Company of Associates as a way for people to pool together their money and buy land for an entire community. The Ordinance of 1787 allowed for up to one and a half million acres to be sold to the Ohio Company for their speculation and use. The government would also give the Company two free townships which, according to requirements, must be used to establish an institution of higher education.

Although this was agreed upon, and settlers had already begun to move onto the land, a few years elapsed before any thought

was given to the university or even locating the townships for it. The logistics of actually settling the land and contending with local Native Americans had to be dealt with first. When these issues were settled with the Treaty of Greenville in August 1795, by December, the Ohio Company's records read, "The reconnoitering committee, having reported that townships eight and nine in the fourteenth range are the most central in the Ohio Company's purchase, and it being fully ascertained that the lands are of excellent quality, resolved unanimously that the aforesaid townships number eight and nine in the fourteenth range be reserved for the benefit of an university, as expressed in the original contract with the Board of Treasury."

Even with location agreed upon, it was still another few years before any more work was done for the university. The Ohio Company had asked both Congress and the Territorial Council for aid in applying this land to the original land grant, but neither responded. It was not until squatters from other areas of Ohio began to use townships eight and nine as free land that the Ohio Company realized they needed to work fast. Rufus Putnam, one of the first settlers, called upon twenty "substantial men" from Marietta, the first settlement of the Ohio Company, to move onto the university land in the spring of 1797. By 1799, the Ohio Territorial Legislature passed a resolution that allowed for surveyors to finally lay out the town plat for the new university. In the following year, the plat was accepted and the town established. The city, expected to become a seat of culture and learning in the Northwest Territory, an oasis of academia in the wilder-

ness, was named Athens.

On February 18, 1804, the American Western University, later to be known as Ohio University, became the first public institution of higher education within the state of Ohio and within the Northwest Territory. Even today, the university is still a cornerstone to the city's well-being, as its single largest employer. In 1980, the city of Athens had a population of roughly 19,800 people, 14,150 of whom were enrolled as students.

Xenia

The south-western city of Xenia reflects community, both in name and in its establishment. When Greene County was founded in 1803, the county government and seat of justice were quickly put in motion. The next logical step then was to settle on a permanent county seat. John Paul, a resident of the area since 1797, was ready to meet that challenge. At first, he envisioned the county seat on his own land in the Beavercreek Township and boasted loudly of its advantages. Fellow pioneer, Lewis Davis, however, convinced him that the forks of Shawnee Run might have more potential. Paul was persuaded to switch his loyalties and purchased 2,000 acres of that land from its Virginian landowners, Thomas and Elizabeth Richardson. At the next meeting of the Court of Common Pleas, it was that land he exalted. Joseph C. Vance was soon afterward appointed to survey and lay out the county seat town plot. In November 1804, one year later, Vance finally bought 257 $\frac{3}{4}$ acres of Paul's land, plus the 1 $\frac{1}{2}$ acres of ground donated by Paul for public buildings. By August 20, 1805, the town of Xenia was founded.

It is well known in Xenia that the city name is based on the Greek word ξενία, meaning “hospitality”, and was suggested by local minister Reverend Robert Armstrong. While these fundamental facts are consistent among the various accounts, the exact circumstances by which the name was chosen changes slightly. A first-hand rendition was given by Mrs. Maria Stone, the daughter of one of the most influential men in the establishment of the Greene County government system, General Benjamin Whiteman. According to Mrs. Stone, General Whiteman, his father-in-law Owen Davis, and his mother-in-law Laticia Davis, were invited as prominent members of the community to meet with Joseph C. Vance, John Paul, and others to decide on a town name. The afternoon brought many suggestions, such as Greenville, Wayne, and Washington, many of which were already towns elsewhere in Ohio. The debate continued until a scholarly-looking man, who would later be identified as Reverend Armstrong, stood up and said, “Gentlemen, allow me to suggest a name for your county town. In view of the kind and hospitable manner with which I have been treated whilst a stranger to most of you, allow me to suggest the name of Xenia, taken from the Greek and signifying hospitality.” Taking this name into consideration, the vote was narrowed down to Xenia and another which Mrs. Stone did not remember. Laticia Davis, as a sign of respect to her husband Owen, one of the earliest settlers in the area, was given the deciding vote. Xenia was chosen.

In 1854, a similar, but distinct story about the founding of Xenia was published in

the Cincinnati Commercial, by an author only identified as M. In this account, the county commissioners and whoever else was interested met at a local tavern to decide upon a town name. A long afternoon of proposals and whiskey passed, but no decision could be reached. While the debate was happening, a stranger checked into the tavern and, because his clothes and behavior seemed to indicate someone with an education, the townspeople agreed that the name should be left to him. The stranger consented, and promised that he would make his decision by the following morning. After breakfast the next day, the stranger suggested Xenia, explaining its Greek translation and how it was meant to reflect the welcome he had received from the community.

Reverend Robert Armstrong was one of the first ministers in Greene County. It is apparent that he was serving nearby in the winter of 1803, in one instance issuing a marriage license. A year later, he would move to Xenia permanently from Kentucky. Until his death, he became very prominent for his ministries to the area. It is said that people walked or rode on horseback for up to 12 miles, and sat without a fire in the coldest conditions, just to listen to him preach.

Bucyrus

The name of the north-western city of Bucyrus is as singular as the man who founded it, Colonel James Kilbourne of Connecticut. Born in 1770 to a poor farming family, he was forced to leave at the age of 16 due to financial troubles. While each of his six siblings was able to attain a formal education, James, as the oldest, was not. Kilbourne realized, though,

that if he was to succeed, he would need to be both trustworthy to his employers and educated. The answer came in the form of Alexander Viets Griswold, the son of Kilbourne's second apprentice-master. Alexander was well-educated and had quickly mastered Latin and Greek in his youth. At the age of 10, however, he nearly died after inhaling a bearded grain of rye. He was left sickly, and so turned to his books. Alexander, after witnessing Kilbourne's attempts to educate himself while maintaining full-time employment, offered to tutor him. These lessons proved beneficial, in that Alexander could tailor Kilbourne's education to practical needs: classical languages to understand his native tongue, math for surveying and accounting, etc. Kilbourne would say that Alexander was "the most disinterested and valued friend I ever had, or could ever desire."

With this foundation, Kilbourne was employed by the Scioto Surveying Company in 1802, and was soon dispatched to Ohio. He was named the Surveyor of Public Lands in 1805 and devoted the rest of his life to developing central Ohio into a commercial center for the Northwest United States. He delighted in writing poems about each of the dozen towns he established, considering each his own. Kilbourne was brought to the southern banks of the Sandusky River in the fall of 1821, looking for a site to establish a road from Columbus to Lake Erie. Samuel Norton, a settler from Pennsylvania, had lived in the area with his family since 1819. Norton was at first hesitant about the idea of a town on his land, unwilling to let his farm be marred by development. With the persuasion of his neighbors, though, he consented, and Bucyrus

was established on February 11, 1822.

The original contract between Norton and Kilbourne indicates that the name of this town was Bucyrus from the very beginning. Exactly where this unique name came from, however, is still debated. According to an old Bucyrus citizen, F. Adams, Kilbourne sought a name that would be different from any other place in the world. The most popular theory is that it was named after Cyrus the Great, the ancient founder the Persian Empire and Kilbourne's favorite historical figure. The name of Cyrus alone was rather short for Kilbourne, perhaps too much so to fit the meter of his celebratory poems. The prefix "Bu-" was then attached, to honor the beauty of the surrounding country. Thus, the town name would mean "Beautiful Cyrus." This method of naming towns is seen in Kilbourne's other towns as well. For example, Melmore, Ohio was named using the Latin word *mel* meaning "honey" and adding "more."

However, according to W.M. Ferguson, who wrote on the founding of Bucyrus in 1862, the story that the town was named after the Persian king might have been a cover for one more personal. When Kilbourne married his second wife, Mrs. Barnes, in 1808, she had three daughters. One, Mira, married Cyrus Fay in 1818 and had a son of the same name. According to Reverend Ferguson, this boy must have had pet names from his grandfather and been often told what a beautiful child he was. Unable to repeat the compliments of his family, little Cyrus might have first lisped "Boo-Cyrus" instead of "Beautiful Cyrus." Kilbourne then named his town in honor of his beloved grandson. As Cyrus grew older,

perhaps to avoid any teasing among the boy's peers, Kilbourne incorporated Cyrus the Great.

The name Bucyrus may not even relate to anyone named Cyrus. Instead, it might have come from the name of an ancient Egyptian city, Busiris. It is also the name of an Egyptian king, as found in Book I of Milton's Paradise Lost: "When the fierce winds Orio arm'd, / hath vexed the red sea coast, / whose waves o'erthrew Busiris and his Memphian chivalry." Perhaps having come across the name when reading Milton with Alexander Viets Griswold, Kilbourne liked it, but changed the spelling to make it unique. This is similar to how Kilbourne named the town of Claidon, referencing a distinguished family of the area, the Claredons, but changing it slightly to make it look and sound more pleasing. John Kilbourne, James' nephew, affirms this theory, when he published in 1829 the ninth issue of the Ohio Gazetteer, which named all the towns and post offices of Ohio at the time. When listing the B's, he includes "Busiris, see Bucyrus." Likewise, the Post Office Department in Washington has recorded that the area postal service belonged to the city of "Bucyrus, alias Busiris."

Akron

The north-east city of Akron derives its name from the Greek adjective ακρος, -η, -ον meaning "at the top," characterizing the city's location at what was believed to be the highest point along the Ohio and Erie Canal. The city flourished in conjunction with the canal, according to the plan of Connecticut general and land speculator, Simon Perkins. Born in 1771 as the oldest son of a large family, Per-

kins was not able to enjoy the advantages of a formal education. As a young man, he became involved in real estate speculation in New York, teaching himself the art of land survey. In 1798, he became a member of the Erie Land Company and was called upon to help explore, survey, and sell the lands of the Connecticut Western Reserve in Ohio. His respect for the Reserve and its land soon became his lifelong passion.

After the War of 1812, in which he earned his title as a general, Perkins became involved with the Ohio Board of Canal Commissioners, which was then devising the Ohio and Erie Canal, a water system that would connect Lake Erie and the Ohio River for transportation and economic purposes. Perkins saw the potential this canal could hold for a town situated nearby, and he began to scout. Although first attracted to his home region in Trumbull County, Perkins was pushed toward the Akron area by close friend and fellow Canal Commissioner Alfred Kelley, due to the presence of a small portage, used for transportation by generations of Erie Native Americans. Perkins began accumulating land, trading 45 acres of his own land to Charles W. Brown for 58 acres of swampy, sandy real estate, probably considered a prime location to him alone. The eastern half of his intended town plat fell on the family farm of Paul Williams, a settler in the area since 1807. The two agreed to cooperate and on December 6, 1825, they recorded a plat of the future city in the archives of Portage County.

In order to ensure the use of their land for the future canal, they donated one hundred of their combined three hundred lots to the

state. This was quickly agreed upon because the gift, in addition to William's deed of land for use by the canal, provided not only the land necessary for the canal, but an additional income if it should sell building lots within the developing city.

Perhaps the most trouble Perkins encountered in creating his canal city was naming it. Swampy marshlands occupied the southern area, all around were innumerable sandy hills, and through the middle, the scars of the beginning of a canal. With such a landscape, Perkins had to endure much grief for his town from friends and family, especially by a certain Judge Calvin Pease. A scholar himself, Judge Pease suggested to Perkins a number of different classical names, each with a condemning or witty meaning. Perkins thereupon called upon his friend Charles Olcott of Medina, one of the first permanent lawyers in Ohio and a Yale graduate. Perkins asked Olcott to think up of a name that would not only portray the geography of the town, but also would not be liable to Judge Pease's humor. The result was the name of Akron. Judge Pease, however, could not be deterred. According to story, when Perkins told him of the decided name, Judge Pease sounded the name out: "Ach-e-ron! Ach-e-ron! Ah yes, I see, Ach-e-ron, a river in hell! Most appropriate!"

Perhaps it is lucky, though, that Perkins felt such a need to defy Judge Pease and his jokes with a classical name of his own. Throughout his life, and particularly with regard to his new city, Perkins was prejudiced about the study of ancient languages in particular, and higher education in general. Perkins' younger brother, Daniel Bishop, was a

classical scholar at Yale in 1794. At that time, the college was surrounded by a poor house, a sanitorium, and a public jail, the sounds and screams of which were said to mingle with the quiet atmosphere of the academic institution. This, in combination with hours spent pouring over books, took its toll on Bishop, and he became ill. He suddenly became alternately silent and aggressive, a condition which worsened until his death. Perkins blamed his brother's poor health on excessive study, and for the rest of his life opposed anything other than practical, vocational education, especially if it involved dead languages.

Suggested Further Reading:

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**Ohio Classical Conference
College Classics Award 2009-2010**

The OCC College Classics Award recognizes and promotes academic excellence in Ohio higher education Classics programs, regardless of their size. Although the award is made for the program as a whole, the intent is also to recognize the contributions of the individual professor(s) to the program in its local environment, the region, and the nation. The primary criteria for selection are the quality of the curriculum in the Classics and the academic opportunities for the students within that curriculum.

The classics program selected for the award will receive the following:

- A permanent plaque for the college to display
- A modest stipend to be used by the classics department
- Recognition in local newspapers and state classics publications

Eligibility:

The applicant will have held membership in the Ohio Classical Conference for at least three years prior to the year for which the application is made. In addition, the applicant will have had at least three years of experience with his or her college's classics program. In the case of programs with more than one faculty member, the preceding rules apply to the principal applicant alone; however, if the additional faculty are not members of the Ohio Classical Conference, they must join at the time of application.

Materials to be Submitted (one set, not to exceed 25 pages, excluding the *curricula vitae* of faculty members):

1. A completed application form.
2. A description of the program. The relevant pages of a college/university catalog or brochure will suffice, so long as they include:
 - requirements for a major or minor in a classical field and/or an honors degree
 - course descriptions; please highlight those courses taught in the past three years
 - description of study abroad opportunities
3. A *curriculum vitae* for each faculty member.
4. Letters of recommendation:
 - one letter of support from the Dean or other high-level administrator
 - at least three letters from current students and/or recent graduates

Materials should be sent to

Mary Jo Behrensmeyer
127 Martinsburg Road
Mount Vernon Ohio 43050

All application materials should be submitted by September 30, 2009

The award committee, composed of the 2nd Vice-President (Bruce Heiden, The Ohio State University), one college professor (Judith de Luce, Miami University), and one high school teacher (Stergios Lazos, St. Edwards High School) will review all applications. The decision of the committee will be announced at the October meeting of the Ohio Classical Conference.

**Ohio Classical Conference
College Classics Award 2009-10
Application Form**

Name of Principal Applicant:

Name and Address of Department:

Names of all Faculty in Classics:

Total number of students in the college or university:

Current number of majors in classical degree program(s):

Current number of minors (or equivalent) in classical degree program(s):

Names of students who have gone on in classics (graduate school, teaching) in the past five years:

Recent co-curricular events or community awareness efforts:

**Ohio Classical Conference
Annual Latin Week – Folder Cover Design Contest**

For students enrolled in Latin, Greek, or Classics courses

Purpose: Students are challenged to create an original design for a folder cover that educates their school and community about the importance and relevance of Latin, Greek, and/or Classics.

Participation: Students may participate in one of three divisions, as follows:

1. Middle School (grades 5–8)
2. High School, Level I (grades 9–10)
3. High School, Level II (grades 11–12)

Requirements: In order for the judge to consider a design, students must meet the following criteria:

1. Designs must be 8 ½” x 11”. Please indicate the desired color of the lettering and the background.
2. Designs must be original.
3. Two copies of each design must be submitted, each with a copy of the Application Form. Teachers can make copies of the Application Form as needed. Students should place their names and school information on the Application Form, **not on the design itself**. Please attach the Application Form to the design.
4. Only five different designs may be submitted by a school in any single division.
5. The teacher of the competing school must be a member of the Ohio Classical Conference.
6. All designs become property of the Ohio Classical Conference and will not be returned.

Criteria for Judging:

1. VISUAL IMPACT: Does the design have visual impact? Is it neat and well presented? Is the design appropriate for a folder cover?
2. VERBAL IMPACT: Does the message promote the Classics? Is the wording correct, appealing, and memorable? Were Latin or Greek words used correctly?
3. CREATIVITY: Is the design original? Did the student show imagination?

Prizes: First and second place winners in each category will win a set of twenty folders with their designs. The first place winner will also receive a monetary award.

First prize: 15 folders with design of the winner + monetary awards

Second prize: 15 folders with design of the second-place winner

Use of Winning Design: Winning folder designs will be displayed, publicly recognized, and available for sale at the next annual meeting of the Ohio Classical Conference. The winners will also be announced in a future edition of *Humanitas*, the newsletter of the Ohio Classical Conference.

Deadline: All entries must be postmarked by **Friday, May 22, 2009**.

Submission: Send all entries to:

Professor Bruce Heiden
Department of Greek and Latin
The Ohio State University
414 University Hall
Columbus, OH 43210

**Ohio Classical Conference
Annual Latin Week – Folder Cover Design Contest**

2008–2009 School Year

Student's Name: _____

Home Address: _____

City, State, Zip: _____

Check the division in which this design is to be entered:

- _____ **Middle School (grades 5–8)**
_____ **High School, Level I (grades 9–10)**
_____ **High School, Level II (grades 11–12)**

School Name: _____

School Address: _____

City, State, Zip: _____

Teacher's Name: _____

Teacher's Address: _____

City, State, Zip: _____

Teacher's phone: _____

Teacher's e-mail: _____

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