

MEAI NUCESQUE

A newsletter for Classics at the University of Dallas

PLATO PERUSED ON CITY SUBWAYS?

To view subway ad as it was placed in this article, go to <http://www.greaterwashington.org/>, and click on "View Ads" under "Recent News".

The picture on this page is the right half of an advertisement put up in D.C. subways. To the left of the Plato-reading subway rider is a parallel picture of the same person reading a pulp fiction romance novel, with the caption "Average Subway Reading" above the picture. Small print below the ad reads:

"The nation's most educated workforce? Right here in Greater Washington. In fact, 45% have a bachelor's degree or higher. So it's no wonder you'll find more science and engineering employees working here than in any other major metro area."

The Greater Washington Initiative, a nonprofit development group, recently put up the ad as part of its aim to attract investors to the Greater Washington area. Doubtless the reason the news made the *New York Times* was the explosion of internet "blog" rage by people who felt slighted by the association of reading romance novels with being uneducated. The novelist Nora Roberts wrote, "They went, as often people do, for the least common denominator... 'What's the stupidest thing somebody could read? 'Oh, a romance novel.' That's really insulting all across the board." She continued, "The fact that romance novels make up about 50 percent of sales of all mass market fiction should be an indication of how many passengers are reading a Romance novel on the D.C. Metro and how many might be insulted by this ad." Someone else added, "Must we denigrate any form of literature...[The Greater Washington Initiative] should be ashamed for perpetuating a stereotype that has no basis in truth." But Tim Priest, executive director of the Greater Washington Initiative, does not seem worried: "I think most people are smart enough to see the humor in this," he said.

Humorous? Maybe. But curiously no one mentions the funny logic of the text below the ad. Here's how it goes: First, somebody sees the side-

by-side pictures of the pulp-fiction and Plato reader and the association of the latter with D.C. subways. Second, he reads the text below. Let's, to continue the Tim Priest's joke, proceed in the manner of a Platonic dialogue:

"The nation's most educated workforce?," it asks. Okay, that's a legitimate question. "Right here in Greater Washington." Well, I guess that means, in a sly, evasive, ad-campaign way, "Yes the nation's most educated workforce is right here in Greater Washington." But can you prove it? "In fact, 45% have a bachelor's degree or higher." Okay, that's pretty good, you haven't exactly proved D.C. has the *most educated* workforce, but I'll concede that they're pretty educated. But what of it? "So it's no wonder you'll find more science and engineering employees working here than in any other major metro area." Sorry Hippocrates, you've missed me there on that last point. I thought we were going in one direction, and you've turned the whole thing around. Do you mean that the most educated people are science and engineering employees, or those 45% percent of people with a Bachelor's degree or higher are science and engineering employees, or, finally, that science and engineering employees read Plato on the way to work on the subway?

Maybe, as Tim Priest seems to imply, people like Nora Roberts don't have a sense of humor when it comes to jobs at their line of work. On the other hand maybe Socrates wouldn't have liked people associating his discussions with a highly educated workforce. At any rate the ad is set to run for the month of October in the subways and in newspapers in the area, and the Greater Washington Initiative intends to take the ad campaign to other highly-educated metropolitan areas across the U.S.

Material for this article is from *The New York Times*, written by Ian Urbina, Tuesday, October 10, 2006, A17; and *The Washington Post*, written by Chris Kirkham online access at <http://www.washingtonpost.com/wp-dyn/content/article/2006/10/09/AR2006100901173.html>, Tuesday, October 10, 2006; D01. The ad is from the Greater Washington Initiative's website: <http://www.greaterwashington.org/>.

Dear Reader,

Maybe they don't ever read Plato on the subway in Washington D.C., but one is sure to find people reading him or Augustine or Shakespeare on the metro in Rome, at least, as long as UD students are there. I have a fond memory of a train ride to Nettuno to the tune of "brek-kek-kek-kek ko-ax ko-ax", and of a vain attempt to read Herodotus, sandwiching the Middle Liddel between myself and a nearby subway pole. I've done this on the plane too, sometimes because I'm studying for class, but, I confess, other times hoping that someone will look over and ask me a question. Do you have any stories like these? Please email them, or anything else, to mpawlow@udallas.edu, drop them off at the Classics department desk, or put them in UD Box 610, Attn: MN. χαίρε,

Mary Pawlowski, Editor

Wondering how to remember all those noun endings?
from Kate Wyman

1st Declension
(to the tune of Twinkle, Twinkle, Little Star)
a, a - e, a - e, a - m /
a, a - e, a - r - u - m /
i - s, a - s, i - s, too /
Now the first declension's through. /
First declension now I know /
My magistrae told me so.

Next Week: The Second Declension

LATINAM? by ELIZABETH MALONE

From the Classics Links Page:

(www.udallas.edu/classics/useful.cfm)

Here's a useful link: www.perseus.tufts.edu. This is the site of the PERSEUS PROJECT. Once you get to that website, click on "Classics" on the top of the left hand menu. There you will find Greek & Latin tests (but only those most commonly taught in American colleges) also English translations, commentary, Latin and Greek dictionaries, maps, pictures, etc.,; also a data-bank of papyri. For downloading, other sites are better since it is you can only download one page or section at a time.

Book Review from the Classics department Library



The Trial of Socrates I. F. Stone.
Boston: Little, Brown, and Company. 1988.

What with midterms and all I didn't have time to read this book, so I'll be sympathetic to you if you don't have time either. But, take the word of Bernard Knox, an eminent classicist:

"As any reader of *I.F. Stone's Weekly* could have predicted, *The Trial of Socrates* is a lively specimen, a challenging investigative probe of the evidence; Stone has read the texts the way he did the *Pentagon Papers*--with an eye for the significant detail and the latent connection. His book is an attempt to reconstruct the 'missing case for the prosecution'."

Anybody can come check out this book, or others, from the Classics department's shelves in the Audio Visual Center in the Department of Classics and Modern Languages. Please sign books out in the yellow folder, so we see who has them!

DAILY SUMMER SCHEDULE OF PLINY THE YOUNGER IN TUSCANY

Or some ideas about what to do on Fall Reading Day?

1. Early waking about sunrise; working out ideas in the dark
 2. Secretary enters; dictation period
 3. Walk on the grounds to continue thinking
 4. Drive and more concentration
 5. Short sleep
 6. Another walk
 7. Reading Latin or Greek speech aloud to improve digestion
 8. Another walk
 9. Oiling and bathing
 10. Dinner with reading
 11. Literary performance
 12. Another walk with conversation
- Schedule may be varied by substituting horseback for carriage ride or by hunting.. Time may also be spent with tenants.

Compiled, from Pliny's Letters, by Eleanor Winsor Leach in "*Otium as Luxuria*", *Arethusa* 36 (2003) 147-165. c. 2003.
Accessed online through Project Muse: <http://muse.jhu.edu>.

The Agora

FROM OXFORD UNIVERSITY PRESS
A Greek-English Lexicon
"The Great Scott"

Compiled by H.G. Liddell & R. Scott
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1996 Ninth Revised Edition
List Price \$150 **Sale Price \$75**
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Oxford Latin Dictionary

Edited by P.G.W. Glare
2150 pp., 0-19-864224-5
List Price \$295, **Sale Price \$125**

We have both of these titles in the Classics Department Library, if you want to check them out first.

Bit from Smyth's Greek Grammar

from Scott Laverick

The Infinitive: Part II Smyth ¶ 2001

The infinitive can define the meaning of adjectives, adverbs, and substantives, especially words expressing a capacity, ability, or fitness for something (or the lack thereof). Such a use of the infinitive reveals, once more, the datival meaning of the infinitive:
ἵκανός ἡμᾶς ὠφελεῖν "able or sufficient to assist us"--lit. "for helping us"