

Pelegrines of the University of Athens, the purpose of the exchange is "to promote academic relations between the two institutions through a common effort of mutual understanding and scientific cooperation." The cooperation agreement promotes exchange of academic faculty, and students and will be in effect for the next five years and renewable thereafter. This Global Education initiative was also important for Stockton as well, as it was one of the justifications, and also the first success, of the newly established Office of International Services.

Initial contacts between the University of Athens and Stockton College began in 2007, when Professor Iossif Vivilakis of the University of Athens Theater Studies Department met Stockton Professor David Roessel while Professor Vivilakis was on sabbatical leave at Princeton University. After that initial meeting, Professors Roessel and Vivilakis, and their colleagues and students began a relationship that culminated in a formal cooperation agreement meant to enrich each institution.

The Exchange Agreement is the product of a very fruitful working relationship that developed between the Department of Theater Studies at the University of Athens, and the Theater Arts Program and School of Arts and Humanities at Stockton

College. After their initial meeting, Stockton held a symposium in Delphi exploring the American Experience of Delphi in the summer of 2007. Professor Vivilakis was invited with his students who performed a staged reading of Susan Glaspel and George Cram Cook's play, *Suppressed Desires*. Additionally, the Theater Studies department sponsored a performance of Stockton's student theater production of Eugene O'Neill's play *Desire Under the Elms* that took place in Plaka under the Acropolis at the Old University site, the original location of the University of Athens.

Since then, students and faculty from each institution have continued their relationship with the Athens students doing a staged reading of *Auxentios Repentant* at the Stockton Symposium on Halki in Istanbul, Turkey in 2009. Additionally, contacts were increased with student Patrick Judd performing as Lord Byron in Athens at the National Historical Museum.

Last January, 2012, Stockton faculty were among the only international participants at the twentieth anniversary celebration of the University of Athens Theater Studies Department that took place in January 2011. Stockton College was honored during the opening ceremony when it was

While we usually “shine the spotlight” of our faculty profile on ICBS professors, there are some with whom we have so closely and often worked that they just feel like part of the family. Dr. Mark Mallett is one of them

Dr. Mallett joined the Studies in the Performing Arts Faculty in the Fall of 2000, as head of the Design and Production program. Prior to coming to Richard Stockton College, he taught at Morehead State University, Emerson College, and the University of Maryland, where he was Resident Lighting Designer for Maryland Dance Theater, and at Hobart and William Smith Colleges.

Among his professional credits are Production Stage Manager for the Cleveland Ballet, technical Director for the Maryland Ballet, and Manager of the Fort Worth Ballet. Dr. Mallett received a B. A. from the University of Akron, an M. A. from the University of Maryland, and a Ph.D. in Theater History and Performance Studies from the University of Illinois. He has presented research findings to the Mid-American Theater Conference, the Southeastern

Theater Conference, the Association for Theater in Higher Education, and has published articles in The Journal of American Theater and Drama and Theater Symposium.

While he does not have a favorite play, aside from whatever he might currently be working on, he did acknowledge being “drawn to the classics of ancient Athens because of both their place as a starting point for literary drama, and for the incredible heuristic quality that such ancient scripts present.” To him, a play is a sort of “time capsule of clues and symbols only be understood and interpreted by gaining

up many stairs to the Church of St. George, which is one of the mountains that we could see clearly from the Acropolis. It was a very full day that was anything but a meandering day. I would not have had it any other way.

Then we started our "Classical Tour" that had us cross the Corinth Canal to go into Corinth itself. We stopped at the Theater of Epidaurus where I recited a poem to demonstrate the function of the orchestra's acoustic ability in the theatron. We continued on to Nafplion, a beautiful seaside town where there are signs of the many different groups that have occupied the town over its history. It has many scenic areas to walk by the ocean, and the town is full of shops and dining for all. One of our group members did use some of her free time to swim in the ocean. Kim and I made sure to check out the worry bead strands, Komboloi strands, that are famous here, and get some of shopping done.

The next day was off to Tiryns and then to Mycenae. Mycenae is another significant art history stop, as it is home to the "Lions Gate". To be able to stand in front of this structure, see it in person, was truly an astonishing moment. All the while, relating all these sites back to the historical readings that we had done in preparations. Seeing the tomb of Agamemnon, was truly amazing, as we had seen the death mask of Agamemnon in a museum previously.

Our travels then took us to Olympia that evening. We walked into town to experience true Greek coffee where we hoped to have our fortunes told with the coffee grounds in the bottom. The cafe

Poetry Corner



It is a great pleasure for me to pen a few words about the fall 2011 and upcoming spring 2012 Classical Humanities Society of South Jersey (CHSSJ) Lecture Series. The theme for both semesters is "The Role of Education, Mentorship, and Teachers in the Classical World."

Tradition is only alive in its transmission, and, in turn, transmission only means something if there is a tradition to transmit. This is where the role of education, mentorship and teachers comes in. In Greek myths it was often the mentor who molded the student, exercised them in doing great deeds, to live in a great style, and remain honorable. Life was seen as a sport and the educated pupil as a MVP. But things changed. When corporate education emerged, the life-ethics of the older education became popularized, and the Sophists wandered about and taught a version of this type of upbringing, but for a fee.

In all, the vision should be simple: the teacher gives a model to the student, and the student is to practice it, copy it, and then make it their own. This was the root of every true apprenticeship.

By EllenBeth Nappan



I am EllenBeth Nappen. I was born in Atlantic City and grew up in Union county, NJ. After graduating from Cranford High School in 1969 I continued my education at Monmouth College receiving a BA in Art Education. Soon after I started working on a Master's degree at SUNY in Canton NY, but was interrupted with the arrival of three children over the next 5 years.

In 1984 I started teaching in Fairfield Township, NJ and continued to teach for the next 18 years. Not having a classroom I had to travel from class to class AND

school to school. Those were definitely "labors of Love". On weekends, holidays, and summer vacations I began painting murals. The first one was at the Fitness Connection in Vineland, NJ. I did several pieces there over the next ten years. When Di Lisi's in Bridgeton expanded, Sal Di Lisi called me to create a room that would remind him of his home in Carrini, Italy and I began a series of murals all with an Italian theme.

In 1994 I started attending ATI – Artist Teacher's Institute. Over the years I've taken Book Arts, Lampworking & slumping (glass), Dance, Visual Arts, Painting, Printmaking, Mask making and Murals. From this training I was able to coordinate a multi level, multi subject program. It included Art, Music, Physical Education, and Library. We were able to put on a dance production that included 300 students and was so well attended that it had to be held outside! Because I enjoy learning I have also taken workshops and classes from Wheaton Village (marble carving, beading and stained glass), the Renaissance Center (Book Arts and Photography), GCCC (Book Arts), ACCC (Book Arts, Painting).

After the 18 years at Fairfield, I found an opening at Millville Senior High School and decided to make the move. It took 23 years to finally receive a room of my own for the entire day. I now teach Elements of Art (Art I) and Ceramics. I have even incorporated Book Arts (learned at ATI) into my classes. Some of my books have been on exhibit at the Renaissance Gallery in Millville. My latest work, completed in August of 2010, was a 8' x 12' glass mosaic (pictured above). It took an entire year to cut and arrange the approximately 22,600 tiles that cover the 96 square feet.

Richard Stockton College has been a big part of my lifelong learning experience. Taking "The Examined Life" has taught me more about Greek art, history, theater and literature than I ever thought possible. The culminating event was the 10-day trip to Greece. To complete the class we had to create lesson plans from our experiences. The entire course and trip were so exciting that I have also taken classes in Greek - reading, writing, and speaking. I plan to return to Greece over Spring Break 2011.

By One Very Grateful Student

It has been almost 45 years since I had to

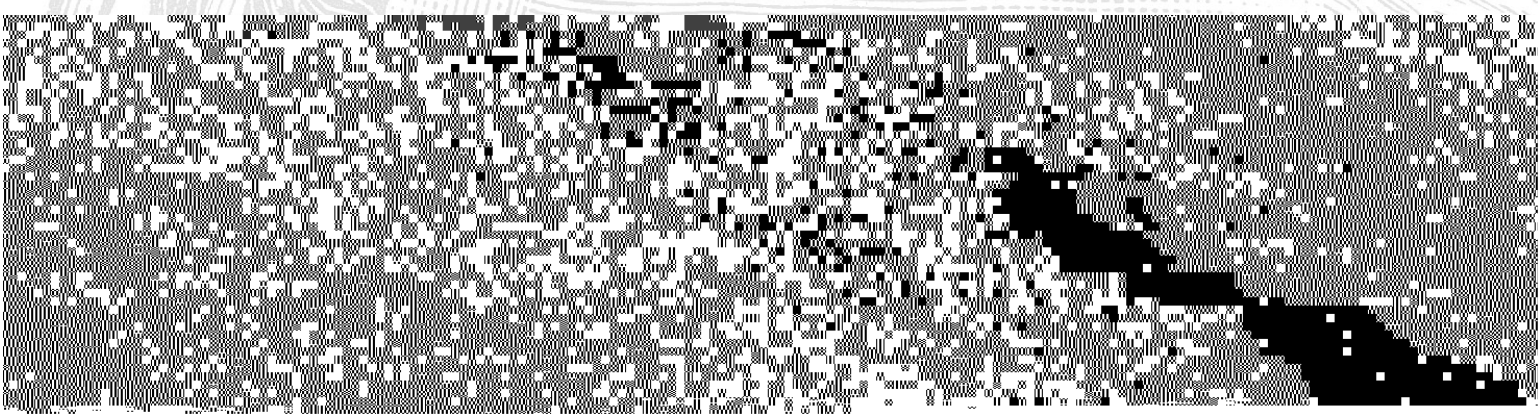
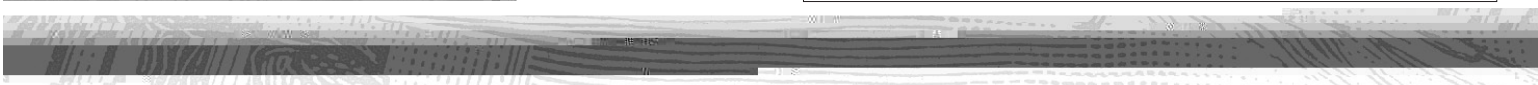
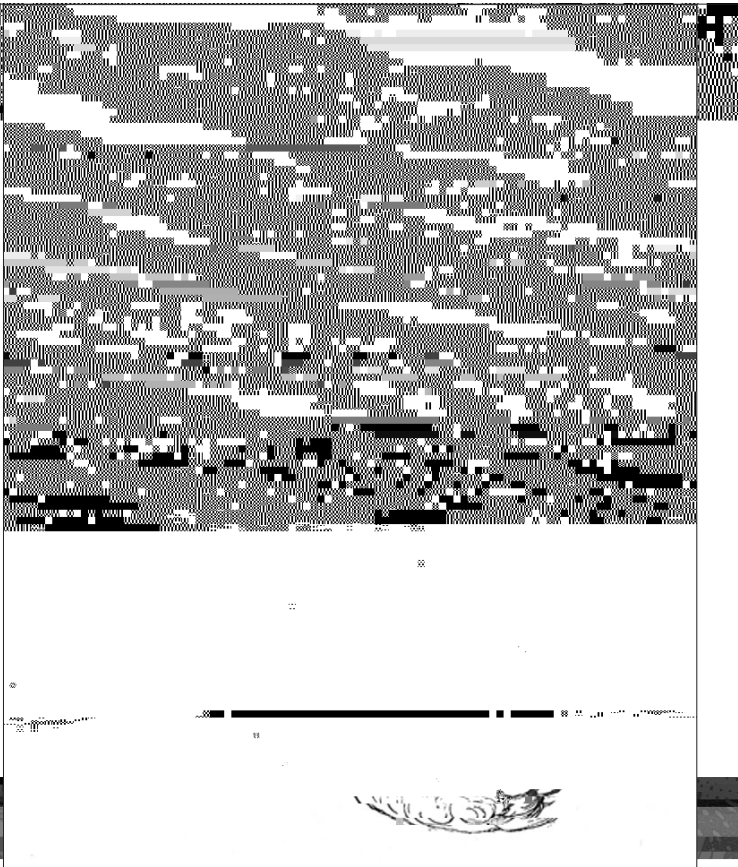
George taught us how to ask for directions, how to get medical assistance, order a meal, and (of course) how to shop. The best part was taking my daughter out to a Greek restaurant. I ordered our meals all in Greek, albeit slowly. By the time I got to the Greek festival in my area I could do a better job.

By Jared Ciocco

This past summer I was very fortunate to be accepted into the College Year in Athens summer study abroad program, allowing me to spend four amazing weeks in Greece. When I heard the experiences of other Stockton students who have done this program, I knew that it was something I wanted for myself. In addition to the opportunity to visit a country whose history I had been studying for much of my college career, I was looking forward to the cultural experience that comes when visiting another part of the world for the first time, especially since I had never been outside North America.

After my eleven-hour flight to Athens, I remember the excitement overcoming me while riding the bus into the heart of the city. I was actually in Athens, a place that I had only studied and read about! At several times during my journey I had to remind myself how lucky I was to be there. As soon as the bus stopped in Syntagma Square, I promptly got lost, luggage in tow, in the National Gardens on my way to the CYA building. However, asking for directions gave me my first experience of the warmth and helpfulness of the Greek people,

In March of 2011, the Order of Greco-Roman Enthusiasts (OGRE) hosted its Second Annual Marathon Reading of Literature. As many of you recall, the First Annual Marathon Reading took place in April 2010 where students, faculty, and staff read Homer's *Odyssey* in its entirety from 8 am to 9 pm and raised \$2500 towards Red Cross relief efforts in Haiti. This year, the students selected a Latin text, Vergil's *Aeneid*, and read it in its entirety. While most read in English, some chose to read large portions in the original Latin. Due to rainy weather, we held the event outside the library in G-wing. We decided to support the Red Cross once again, and in particular their work on behalf of the victims of the earthquake/tsunami in Japan. Once again, students, faculty, and staff volunteered to read in half-hour intervals and raised \$2600. The day was filled with many different emotions: excitement, nervousness, sadness for the victims, hope, and an overall feeling of community. Channel 40 covered our event as well as a staff writer for the *Argo*. Our Third Annual Marathon Reading of Literature will be held in the spring of 2012 and donations will go to the National Suicide Prevention Lifeline. Students are still discussing the text but Ovid's *Metamorphoses*



FIRST CLASS
U.S. POSTAGE
Pleasantville, NJ
Permit No. 223

THE HELLENIC
Voice

