

A CARPENTER BUILDS

For some light on the dimness of Robinson's light at ASCSA, and the brightness of Carpenter's, there is merit in looking at comments from the mentees of Rhys Carpenter, who Willy first encountered in his first year as Director of the ASCSA in 1927-1928. First, some background:

The Archeological Institute of America presents its Gold Medal Award for Distinguished Archaeological Achievement. For one 25-year time period our survey has already introduced many of these recipients, and will shortly present several others that are pertinent: to the subject of mentorship:

Year	AIA Award for Distinguished Archeological Achievement
1989	Virginia R. Grace
1988	Brunilde Sismondo Ridgway
1977	Lucy Shoe Meritt
1970	George E. Mylonas
1969	Oscar Theodore Broneer, Rhys Carpenter, and W.B.Dinsmoor
1965	Carl W. Blegen

During the course of history the word 'mentor' became synonymous with trusted adviser, friend, teacher, wise person. The Oxford Dictionary definition of mentor is: "experienced and trusted adviser". Mentoring has long been accepted as a way of developing individuals to reach their potential. Mentoring is often associated with a senior 'expert' person within a profession adopting a protégé to develop their potential and to support their career development. For many people, however, mentoring often takes place informally and is characterized by the mentor helping the learner to discover things about themselves and their capabilities. A good mentor is like a good carpenter.

Rhys Carpenter was a mentor for many generations of archeology and art students. We have already seen that he gave great moral and professional support to Willy as she struggled with her decisions in Athens and Olynthus. Let us look at his biography and some comments from one of his outstanding students, who contributed greatly to her area.

Carpenter, Rhys Born: 1889; died: 1980

Carpenter's father, William Henry Carpenter, was a provost at Columbia University, which the younger Carpenter attended, graduating at age 19. He received a Rhodes scholarship at Oxford, studying at Balliol College. At Oxford he published poetry and took both a second B.A. (1911) and an M.A. (1914). He had spent the year 1912-13 at the American School of Classical Studies at Athens, which ignited a passion for classical studies. Learning of his preciosity, Bryn

Mawr president Martha Carey Thomas (1857-1935) asked Carpenter to establish a department of classical archaeology there. Carpenter did, continuing PhD coursework at Columbia. He graduated from Columbia in 1916, his dissertation topic *The Ethics of Euripides*. By 1918 he was already full professor. Ever fascinated by the larger archaeological world, Carpenter journeyed over a thousand miles in Guatemala, the account of his trip published in 1920 as *The Land beyond Mexico*. In 1921 he published perhaps his most widely read book, *The Aesthetic Basis of Greek Art*. An introduction to Greek art, Carpenter attempted to place the production of Greek art (mostly sculpture and architecture) in terms of “artistic behavior”. The starting point of analyzing Greek art, Carpenter contended, was the practice of artistic production. His *The Greeks in Spain*, 1925, was the result of archaeological excavations in that country. In 1926 Carpenter was appointed an annual professor at the American School of Classical Studies in Athens, merging those duties with that of Director (1927-32). During that time he founded the school's journal, *Hesperia* (1932-). The beginning of the American excavations in the Agora in Athens were also under his tenure. Carpenter returned to teaching full-time at Bryn Mawr in 1932. His 1946 *Folk Tale: Fiction and Saga in the Homeric Epics*, the result of the Sather Classical Lectures given at the University of California at Berkeley, suggested that the folk tales of Europe deeply influenced the Homeric writings, still a controversial theory. He retired from Bryn Mawr in 1955. His theory that catastrophes and migrations in ancient history were because of climate changes manifested itself in the volume, *Discontinuity in Greek Civilization*, 1966. The last of his books, *The Architects of the Parthenon*, was published in 1970, when he was 81. Carpenter was an unconventional scholar whose contributions, both as a teacher and as a scholar, were extensive. (Bryn Mawr archives, personal communication Prof. Ridgway)

Professor Brunilde Ridgway— Rhys Carpenter Chair at Bryn Mawr— shared the following memories and views of Rhys Carpenter with me via e-mail in 2002.

"I am delighted that you are interested in Rhys Carpenter. I knew him only during his last few years of teaching, and at that time I was still very "Italian"--that is, for me, a professor was somewhat of a distant being with whom I did not hope to develop a friendship. Yet I got to know “my” version of Rhys Carpenter quite well, since we shared a common love for Greek sculpture and he seemed to be amused by my impetuous and enthusiastic Italian ways. I first met him when I arrived at Bryn Mawr from Italy (where I had received my laurea) in the Fall 1953. I already had a great interest in Greek sculpture, and took a supervised unit with Carpenter, with the intention of writing an M.A. thesis under his supervision. He had a wonderful teaching method, entirely Socratic. He asked so many questions and pointed me so subtly in a certain direction that I was bound to come up with conclusions that seemed to me original and exciting--until, on second thought, I could see that he had been leading me. He emphasized, first of all, honesty to the monument, and power of observation. He was not too interested in reading what others had said (you will note that Carpenter's own

writings have very few footnotes), but insisted that all his students "look with their own eyes" without being prejudiced by what others thought. He made me write my M.A. thesis (on the chronological development of Archaic Greek sculpture) primarily on the basis of my own observations, without excessive consultation of bibliography. (His) habit of focusing on the sculptures first, without preconceived notions, had allowed Carpenter himself to promote some revolutionary theories that changed traditional thinking. This originality and independence in thinking gave Carpenter a reputation for "pulling hares out of hats" (as one distinguished British Archaeologist put it in a review), almost as if he meant to be a "scholarly maverick" to startle others. Although he may (perhaps?) have enjoyed being unorthodox, I know he was not doing it for the sake of originality or other practical purposes, but simply because he "saw" style much better than many. Even now, when I have come to disagree with some of his conclusions, I always find that Carpenter had "seen" well. The problem was that he was somewhat of a prophet, and the archaeological world was not ready to accept some of his advanced thinking. You had asked to know the reason why Carpenter's fame endures despite the "relatively" small number of publications. I suspect it is because of this exceptional quality that made him notice what others had not seen. He was a wonderful writer and speaker--the "Bryn Mawr Nightingale," as he was called--and I found myself taking notes (at his undergraduate course!) not simply on what he said but on how he said it. At almost 50 years distance, I can still hear his words in my mind whenever I look at a specific statue. Carpenter also had a great sense of humor; he knew fluently many foreign languages--he was a true polyglot; he had a great love of Greece and Italy and enjoyed working with an Italian, as he said, probably because my very Italian ways amused him. He was a most generous teacher, with me, even lending me some of the books from his personal library to consult, so that I could read the marginalia he had added. He urged me not to leave the field--and I hope I have kept my promise to him not to give up archaeology."

Lucy Shoe Merritt—And Bryn Mawr

published the following charming interview concerning Lucy Shoe Merritt and the origin of her success. The occasion was a reception in her honor at Bryn Mawr, where she received her undergraduate and graduate training. She was a student at ASCSA in 1929, when Rhys Carpenter was Director.



Lucy Shoe Merritt and Brunilde Sismondo Ridgway, Ph.D. '58, Rhys Carpenter Professor Emerita of Classical and Near Eastern Archaeology.

Dr. Merritt's profound knowledge of classical architecture, combined with a sensitive feeling for the subject and a passion for unearthing the truth, led her to an extraordinary discovery. It seems an absurdly simple observation, yet she insists it was possible only because of her Bryn Mawr training. Taught that profiles of Greek mouldings do not differ, but also taught to "see what you look at" and "ask what is the significance," she noticed on her

first trip to Greece in 1929, as a Fellow of the American School of Classical Studies in Athens, that they differed, wildly. (Mouldings in classical architecture can be simple curves, flat surfaces or combinations of both; they are used to decorate the "order" or style of a building, which is composed of a column and the horizontal parts at its base and top.) For a year, she kept quiet, too shy to tell the formidable Rhys Carpenter, Director of the School, and mentioned her findings only to another Fellow, Homer Thompson, who would also become a preeminent archaeologist. Finally, she approached a younger architect and archaeologist, Prentice Duell, who was to serve for Carpenter for a interim year. Duell told Carpenter, who summoned Shoe to his office and thundered, "Why haven't you been telling me what you've been looking at all year?" [see Bryn Mawr article sidebar below] Duell offered to finance her investigations, and the School renewed her fellowship so that she could continue her work. "What's that phrase everybody uses, 'The rest is history,' " Meritt says. Her exhaustive documentation and analysis, published in 1936 as *Profiles of Greek Mouldings*, showed that they change over time according to a predictable pattern, and provided a chronological tool for dating ancient buildings and for eliciting the personalities of individual architects.

She was subsequently awarded a Fellowship in the School of Classical Studies of the American Academy in Rome as one of the few women Fellows before World War II. There, she was again startled by the ancient Italian mouldings she saw: "These weren't Greek! They had nothing to do with Greece whatsoever! And yet I had been taught that Etruscan architecture was based on the Greek, and the Roman based on the Etruscan ... Something must be wrong somewhere." Her research in Italy showed that there are fundamental differences between the principles of Etruscan and Greek architecture. The main Etruscan profile, called the "round," is a single convex curve, a bold form well adapted to the soft stone, often local volcanic tufa, from which the mouldings were carved. Unlike Greek mouldings, the Etruscan round does not show chronological development, differing instead by city or region. Although Rome had finally adopted Greek orders by the 1st c. B.C., the Etruscan native forms persisted in old Etruria proper, as "the extraordinary expressions of a people with a tradition of their own." Meritt writes: "Only in the Empire with the final disappearance of any Etruscan entity does the Etruscan round, after some six centuries of power, go underground to emerge again from Tuscan soil in the days of the Renaissance to keep company with her old rivals, the Greek profiles, also renewed." (*Etruscan and Republican Roman Mouldings*, 1965) Thanks to the support of many scholars and institutions, Meritt has for the last five years been working on a reissue of *Etruscan and Republican Roman Mouldings* that will include full-scale drawings of profiles. Now Professor of Classical Archaeology and Visiting Scholar of the Department of Classics at the University of Texas at Austin, Meritt has conducted active research for more than 70 years. (Her husband, Benjamin D. Meritt, who died in 1989, was a distinguished scholar of Greek epigraph, internationally recognized for his contributions to the understanding of Greek history.) Revered as an editor, beloved as a teacher, she was honored at Bryn Mawr on September 29 in conjunction with a traveling exhibit that documents the important results of

her work as a scholar and teacher. She says she "can't think of anything happier to spend her life on" than her work.



Center: several types of mouldings; right and left: variations on Roman Ionic mouldings from *Etruscan and Republican Roman Mouldings*, 1965.

SIDEBAR: ' Build your life on truth and good.'

After the September 29 lecture and receptions in her honor, Meritt warmly thanked the crowd circling her in Rhys Carpenter Library, then began impishly: "You're all a little bit confused... What you are really doing this afternoon is to commemorate the 75th anniversary of something very important that happened on the first day of classes in 1925, in the back corner lecture room on the second floor of Taylor Hall, where a few students were gathered, sitting upright in their chairs, waiting anxiously for the appearance of Rhys Carpenter, the man who was known as the most exciting lecturer on the campus. "He entered, put something down on the table, looked at us, and said 'Good morning. Now I'm going to bore you.' We all sat up a little straighter. 'Yes,' he said, 'You might just as well be a plumber and go to work without your bag of tools as come to discuss architecture with anybody without the tools of the proper terminology, so you know what you are talking about, how each element of the building connects with the other, and so what the meaning of it all is. All right?' And with that, he descended underground, built up for us from the lowest foundations, course by course, structural element by structural element, telling us what it did, what its Greek name was, what the connections were until he got us up to the heavens. And then he said, the hour being pretty close to the end, 'Now before I go any further, I want you to be sure you have all this in hand, so we can talk about it. Go and learn these in the proper order with the relation to each other, so that if I woke you up in the middle of the night and asked you, you could build it up from the ground to the cyma (projecting moulding) or the other way round. Thank you. Good morning.' With that he left. Do you think any of us in the room that day ever was the same again? We rushed over to the library and found plenty of books but none that explained it the way we'd had it explained to us. Well, we were rocking back from that, I particularly because it was the architecture that I knew I cared about most of the things we were going to do. "The next morning Mary Hamilton Swindler [Ph.D '12] came. And Mary introduced us to the topography of Rome. ... "Mary sat, with that door of hers always open, at the end of the corridor under the guarding arm of Athena. Her door and her heart were always open for everyone, to see that we did what was right for each of us. "It was Rhys who said, 'See what you look at.' And then showed us *how* to see it, but Mary who said, "Yes, but what is the *significance?*' No wonder.... we feel the way we do about what they have given us, not just for those years we were here as undergraduates, but for the rest of our lives. With that

kind of force behind us, you couldn't not do it. You looked and looked, and what you saw all over the Greek countryside and in the excavations was not what you'd seen in the books in Bryn Mawr. You saw that difference because of the way they taught you. ... "That's the story of why I'm here with you today, thanks to what happened in that room 75 years ago. (From Bryn Mawr Alumnae Magazine, 2001)

Both Ridgway and Merrit focus on Carpenter's emphasis on "See what you look at". His guidance and mentorship formed an infrastructure for their later successes.

Willy's mentor defected into archeology.com. David Robinson had an opportunity to excavate at Olynthus in 1928, provided he had students from ASCSA accompany him. This was part of the monopoly agreement that had been arranged between Capps' ASCSA and the Greek government. Robinson knew that he could get manual labor inexpensively because of the refugee situation after the Greco-Turkish War and the Treaty of Lausanne. Little did he know that November of 1929 would soon curtail more extensive undertakings for a few years. Robinson's gamble succeeded however, and augmented his career. Willy's aspiration to combine art and archeology prospered for a while as she obtained her Ph.D. degree at Radcliffe, and continued archeological work with Bonner at Michigan. WWII perturbed her life, and she met Herschel Elarth, and the marriage was satisfying. But Willy never forgot her first passions for art, architecture and archeology—she wove them into her new life. One wonders what might have happened professionally if her mentor had had the faithfulness of *Mentor* as portrayed in the *Odyssey*.

MENTOR-4

The Cappsian changes at ASCSA in the 1920's, coupled with the changing conditions in archeological funding, certainly affected the mentoring of students. The parallels within natural sciences' mentoring during the last decade are striking.

Mentoring is a popular subject today in most professional areas. It is tangled with networking, intermingled with diversity, and popular with administrators. *Mentor_4*, the character in the Homeric saga of Odysseus, was a friend and councilor to both the hero and his son, Telemachus. Athena could speak to them through this medium. When Odysseus had been absent for twenty years, and Penelope was being urged to marry one of the insolent and unruly suitors who infested their home, Athene prompted the hesitant and diffident Telemachus to stand up to the suitors and order them to leave. His order did little good, but with Athene's help, he sailed to Pylos and then to Lacedaemon, to inquire after his father's fate. By the time Telemachus got back to Ithaca, he was a much more self-confident and assertive young man. He got to prove his newly acquired maturity when he joined Odysseus in slaughtering the suitors in the final scene of the *Odyssey*.

In general, the Greeks listened when the gods spoke, or they remained deaf and a tragedy developed. Current apparent emphasis in mentoring is on the source end of the relationship, and most administrators usually neglect the development of interest and abilities in the receiver. The following focus will concern the multiple trends widening the mentoring-gap due to deficiencies in talking and listening.

Having been trained by a decade of experiences that led to a Ph.D., and having been involved in the maturation of ~100 doctoral and post-doctoral colleagues in halcyon years, a close view of the mentoring process has emerged. Fifty years of teaching, conducting research, and helping inculcate familial and professional patterns in young colleagues has led to an evolved view that has been subjected to the stresses of a scientific environment that has migrated from the basic research arena of pre-Sputnik individual science to the group-, institute- and center- focused university com milieus.

The concepts of good mentoring have not been structurally warped by recent changes in the science professions, but most mentors and “mentees” have been affected by the social, political and educational changes that have occurred.

Today, the good students are better than they were 50 years ago. Their personal maturity and breadth of experiences are better because of the exposures they have had in a faster, more open community. At any collegiate level they are a delight to work with. My own experiences with undergraduate University Honors Colloquia, which deal with small tutorial level groups where the students are derived from the top few percent of the cohort, support that statement. Such courses are more difficult to teach, since in any class period I know where we will begin, but I have less control over where we may wander. Discussions and debates may be guided, but not rigorously channeled. The maturity of expressed opinions and the level of shared technology are impressive. When dealing with Colloquium subjects such as “Internet Impact— the fiscal, social, political and educational impacts of the WWW”— groups of students from three colleges and 10 different departments are common. Their interactions are at a high level and most rewarding. Tracking the students after graduation is encouraging.

Typical examples might include an engineer who began the Semester a bit shy orally, and somewhat deficient in logical articulation. By the end of the Semester his self-confidence had been improved by out-of-class mentoring. His post baccalaureate plans included law school, with the aim of engaging in environmental impact issues that might benefit both people and their surroundings. His game plan was to move to a state where there was a good law school, obtain residency status by working with their state highway-planning group, and then apply to several law schools. He hired a consulting firm that helped him draft his applications, and who assisted me in properly wording a letter of recommendation. By the time he had to choose which school to attend he was already the spokes-person for the highway planning group’s community

involvement program. He knew that he wanted to hone his skills toward a position as a legal arbiter in the increasing number of environmental cases that chose to use this route to solutions rather than the historical court adversarial confrontation.

Another student, a young lady with a communications/business education background, was already focused on an IMF career. She chose to join a multinational industrial finance group that eventually sent her to Mexico City so that she could develop bilingual language skills. Her e-mail over the next three years chimed with the enthusiasm she was experiencing in her work, but more importantly in her evenings with a small NGO group that lent small amounts to individual entrepreneurs who wanted to start or expand their efforts. All over Central and South America these loans had a better payback rate than the loans made by her daytime company's activities.

Finally, an aeronautical engineer who was obtaining a BS/MS at the same graduation ceremony, a common five-year avenue for the better students, chose as his semester project the exploration of the impact of the Internet of Teilhard de Chardin's noosphere concept—an Earth encapsulated by a mantle of cooperating, synergistic thinking minds. The student, upon graduation, chose to join a small Wall Street group that was writing software that would advise on trends in the stock market using artificial intelligence approaches.

A common theme among these better students is a delayed, but carefully and logically planned, game plan regarding career development. They have accepted that society and their chosen profession are changing more rapidly than in the past, and that they must evolve at a similar rate, so that their careers can remain on the cutting edge, making the most of their first few critical years in the real-world market-place. The drift may trouble their parents, but it is a positive survival characteristic. All of these students want a curriculum that gives them closer, more intimate contact with a live instructor.

Unfortunately, such temporal wanderings also occur in students who are not as motivated and as self-aware. They arrive at the University unprepared in academic background for the traditional experiences of a true University where the ideal goal is to obtain an education that is the infra-structure to the rest of their life. Their math and language skills are poorly honed, their logic abilities and work-ethic diluted. University administrators may tout that the student qualification levels are increasing, but instructors in the beginning courses know that a different situation exists. "Recruit and Retain" is the mantra from the Registrar's Office. Teachers of the beginning courses typically find that often less than 50% of the enrolled students attend class. Administrations promote electronic-based education via CDs or Web-based interactive media. Unfortunately most of these efforts do not listen to the preferences of the better students, and pander to the short attention spans so typical of MTV, sit-coms, and communication media. Bite size chunks may be what surveys support, but

the approach does not build a solid infrastructure of integrated knowledge and problem solving abilities. Rigorous instructors are usually rated “poor” by their classes, and watered-down courses often receive praise. Often the solution to a high student failure rate in courses, and a potential professorial failure at tenure time, is to match the course to the interests and abilities of the class—a poor way to build for the future—ours and theirs.

In the university.com environment it is common to hire new faculty, and give them a first year teaching load of zero. The intended goal is to let them have time and energy to develop their research program, begin to publish, and to write proposals to funding agencies. The message it sends is that teaching is not an important criterion. The increasing difficulty second-tier institutions face in recruiting research faculty who are potentially good teaching material, or who can communicate effectively in English, strengthen this subliminal message. The goal is to acquire research scientists who can write proposals that produce overhead dollars. Capps faced this issue in the 1920's, when external funding required visibility—and the theme of popular visibility led Capps to feel that the Corinth pamphlet was an absolute necessity.

But a trend is obvious- faculty spend more time on grant producing efforts, and less time on conducting their own research. Undergraduates, graduate students, and post-doctoral fellows man the benches and trenches. The faculty teaches fewer courses, seldom laboratory courses, and they have shorter office-hour schedules. The mentor contact that the best students desire becomes very tenuous. The mentoring-gap widens. And if language and cultural barriers intrude, the mentoring-gap may become infinite.

Few beginning teachers realize that their concerns about a student-body's abilities can project itself across the voice medium that a live lecture hall offers. And electronic communications offer similar traps for the unwary. Hyped, glitzy offerings eventually pale. Unanswered e-mail, or “canned” answers disconnect the pathway. Administrations look to the new media to provide the efficiency needed by university.com. Unfortunately these administrators do not understand the classroom or the students. E-mail is no substitute for a one-on-one discussion in the office. And during Honors Colloquia with just 15 students, an e-mail in-box can accumulate over 500 messages a Semester, and answering e-mail fully, completely, and articulately often requires 25% of each work day.

Proper career development is becoming more difficult as science explodes into nano-fragments, society more rapidly evolves, and job tenures become shorter in the private sector. The mentoring-gap should be narrow, but it is widening in many areas. If a mentor doesn't produce an individual about every five years who is better than him/her-self, then there is something amiss with the training program, or with the stream of students being molded. The process begins with recognition of the best and brightest, and continues to reassess the candidates' needs as hidden talents blossom. The ASCSA has had a superb record with its

training program. It has long provided a laboratory training ground and a research atmosphere for its students at a variety of levels. The record speaks for itself. David Robinson detected the capabilities of Willy in her first year, encouraged her academic progress, nurtured her, and supported her applications for the Carnegie Fellowship and the ASCSA. The good mentor needs to morph and mold the approach for each outstanding student. Each young personality has needs and flaws that require individualization. David Robinson had, at times, the ability to be a good mentor. A *Festschrift* publication in his honor contains numerous contributions from his former students, and many of them showed great success in the academic environment.

David Goldstein of CalTech, who teaches a course on research ethics, has commented that abnormal science occurs when three conditions are present: (1) professional pressure, (2) a feeling of being “right”, and (3) reproducibility of the work is not precise. The personal pressures on Davy during the first Olynthus dig in 1928 were extreme. Robinson felt his location for Olynthus was correct, as indeed it turned out to be. And archeology has a unique characteristic—it is almost impossible to repeat the experiment, although Cahill’s computer-based Olynthus has opened up a new avenue for resurrecting lost data.

Willy was experiencing real field work for the first time. Tensions grew, tempers frayed, Davy’s professional façade cracked, words were uttered, and the forming vessel broke away. Professional training, particularly at the advanced degree level, is a very labor and time intensive effort. Showing someone and talking to them are important pathways, but listening is just as important. Many view the latter as a passive process, but it is an active effort that takes emotional energy, time, and imagination. Robinson failed at Olynthus. Many of his students grew into quite respectable academic positions; but possibly none matched Robinson's archeological achievements, with the exception of George Mylonis. And Mylonis already had a degree from Athens before he came to Johns Hopkins. He was of an older mold, tempered in the Anatolian struggle, and already versed in the art of academic politics. Robinson had a strong, pointed ego. It appears in the footnotes of articles he wrote, and in the portrait painting that adorns his collection, with self-satisfaction flowing from his somber black academic robe ribbed with bright colored stripes of status and rank. Although possibly *de rigueur* for the times, it is reminiscent of military portraits with rows of cabalistic ribbons. Mentoring requires suppression of that ego for some moments, and descent into reality. Academic environments have always tended to nurture illusions of self-importance. The closed-society incestuousness of the modern university.com has encouraged the feeling. Internal and external publicity publication pressures waters the seed-of-self, and the internal reward system fertilizes it. The mentoring-gap widens.

My first scientific publication occurred when I was an undergraduate sophomore, with a chemistry professor as my mentor. It lit the flame that has been hopefully carried for him. I learned to write scientific papers from a curmudgeon who told me “you should write my exam answers in two Blue-Books, and throw the first

one away". I learned to give better talks from a former post-doctoral mentor who periodically called from some airport where he was trapped and who said "heard your last lecture and it was great, BUT ... ". I learned scientific ethics from a father-figure department-head mentor who corrected me, then consoled and encouraged me at the first stumble. I was guided up the post-doctoral and first-position chain by an ancestral tree of mentors.

Archeology in the decades when it was one of the top two disciplines in the public eye was also close-knit group. Bonner, who met Willy in Athens and recognized her talents, folded her into his research group at Michigan as she began recovering from her Exile from Olynthus and was finishing her dissertation at Radcliffe. That superb professional experience bridged her sojourn into academic life, and obviously sustained her throughout WWII and her later personal successes in art and architecture as the wife of Herschel Elarth. But what might Willy have done if that Spring-season at Olynthus had been different?

Looking at these things that a mentor can and should do, the slide of a discipline into a .com situation with changing attitudes and values easily broadens the mentoring-gap. The science's population grows bigger, but more fragmented. Competition for funds becomes more time consuming. Publication, self-promotion, and professional participation drain more energy. Listening becomes harder, finding the right employment position for students more problematic. In some sciences the narrowness of discipline areas in academia makes it almost impossible to find a match of interests with private sector efforts. Advanced degrees that create technicians for a relevant real-world work environment are inappropriate, but advanced degrees where there is little opportunity to use the knowledge in a related area are a poor legacy to leave a student.

More devastating has been a cyclic feedback interaction among the ____ion factors of academic life—the professional/scientific institution, the funding organization, and personal intention. The changes within ASCSA in the 1920's have been described, and now become pertinent in a larger sphere. The university and professional-society have assumed a management structure where the top positions are normally filled with individuals beyond their technical peak, and often individuals who never had a successful research career. "Professional" administrators are the norm. Pressured by the need for increased funding to support their institution's goal of increased recognition, and their own goal of personal exalted image, these leaders often succumb to emphasis on research areas that receive popular attention, are attractive to patrons, and which generate large amounts of overhead dollars. In academia, research institutes spawn a drift to non-tenured, easily replaceable research faculty, and seduce the administrators into pursuit of a diffuse power structure that promotes trendy cross-cutting initiatives. The university.com morphs into a research institute with thematic contents that match that of many evolving funding sources. These sources currently focus on group efforts directed towards relevant needs. If this part of the equation was planned logically and executed correctly the approach

might be effective. But one is reminded of a conversation with an engineer on an Aeroflot flight from Moscow in the 1960's. He had been visiting the Soviet Union to examine their ability to make concrete blocks. The engineer observed that the USSR could make superb cement, knew how to make fly ash, and wash sand. They just couldn't make sturdy cement blocks. Or to quote a Batelle director from the same era "interdisciplinary research is like creating a baby- it is easy to conceive, but hard to deliver". And if delivered, the results are often not appropriate. In the highly centralized control of the Soviet system of the sixties, their instrumentation establishment had to choose between two ways of controlling microwave power to spectrometer cavities—an opening/closing iris, or something called the "magic-T". They chose the former, and that area of their science died. In America, competition tried all of the approaches, and the magic-T proved to be superior. Inefficiency does have some advantages. Evolution does not always lead to success. Scientific directions whose compass needle is determined by the press, politicians, and propaganda are not always correct, even if they are profitable to a few who count overhead dollars.

Two groups are potentially damaged by the politicization of science—the individual scientific entrepreneur and the students who are in training. Bert Hodge Hill was caught in this vise, and Willy was coerced into activities unrelated to her strengths and interests. Recall for a moment the setting. ASCSA needed recognition and funds. The Corinth pamphlet had become a shibboleth. Capps was a consummate entrepreneur who had no feel for fieldwork. ASCSA had created a monopoly on American participation in Greek fieldwork, and their auspices and accompanying students were a requirement. Old Corinth was complex. Its history easily spanned three millennia. And its end, although rather climactic, was not "closed" in the archeological sense. In 146 B.C. Rome had decided on removing once-and-for-all two arenas that had vexed the Republic, Carthage and Corinth. Carthage's destruction was needed because it posed a potential military and trade threat, and Hannibal's Italian campaign which ate eight Roman Legions lingered in retribution's memory. Corinth's destruction was necessary to demonstrate that a tattered group of would-be city-states in Southern Greece could not disturb the balance of power Rome had established in the area. Since Corinth was celebrated for two things in particular—her decadence and dissolution, and her art—the opportunities for "rape, pillage and plunder" were enthusiastically embraced by the Roman Legions. Bert Hodge Hill's long effort to dig through the remains, which had been repeatedly built upon, required patience and interpretive care, traits that Capps did not appreciate. Hill succumbed to archeology.com and to an untutored professional administrator. Willy was a political pawn in archeology.com's new game, and new to fieldwork; Robinson was pressured to produce. Today, in many science areas the individual entrepreneur pursuing a personal crusade toward understanding is disappearing. Centers, groups and institutes proliferate. They seldom fade away, since to do so would admit a mistake in planning had occurred, and men fear the loss of position and power. And all these efforts require students to staff the work. They often don't know where the funds come

from. Some do not care. Many are only after the degree, not the learning. The tragedy is compounded as the leaders of these .com ephemera encourage faculty to create their own spin-off businesses near campuses. Normal business men usually do have some ethical boundaries, despite our focus on the Enrons. Those conceived, hatched, and fed in the University often lack these simplistic bounds, and graduate students often become schizoid members of a University/Startup consortium where labor and ideas often subtly or flagrantly mix.

The third member of the triad, the traditional research worker, begins to feel the pressures from the funding sources and local administrations to conform. Monies, space and attention begin to funnel through choke-points, and the trickle-down environment that supported much of our previous basic research becomes a perverse dampness. Some workers leave— others succumb to the pressure and become remolded to the new norm, or worse, just stagnate.

This scenario has a sound of the Sibyl's curse—the fabled three prophetic scrolls sold to King Tarquin of Rome by an old woman. She had originally proffered nine scrolls at a price Tarquin refused to pay. When she returned with just six at the same price he began to think. And when she finally returned with just three, he paid that price. The Romans used the enigmatic remains to auger the future. We have some scrolls for our own future if we but read them. The fable best remembered is the physicist who, alone and unaided, calculated the orbits of minor planets. Rejected and rebuffed by his colleagues he persisted. Who was interested in minor planets? Until the Soviet Union launched one—Sputnik. The physicist's work provided a platform for our own exploration. This suggests that there is great benefit in the individual efforts of mentors who can prepare the next generation in both professional and personal practices. The knowledge needed will then be in place. Universities-as-research-institutes is a mad morph.

This excursion has been a prelude for our future, and a replay of the events leading to the siege and destruction of Olynthus. The past is always present, since we are affected by it. Willy became an Exile from Olynthus. We are, in many different ways, all exiles from an Olynthus.

CODA

Willy brought many thoughts back to the United States from her experiences in Greece. She also brought many photos and artifacts with her. These were carefully organized during the years she spent in Blacksburg, while her husband taught at Virginia Tech. Most of these items were deposited by her husband in the Newman Library's Special Collections at the University. Some of that collection has been carefully archived. Control Folders do not exist for many of the boxes listed under her husband's name. This large collection contains many hidden gems of a life that was not lost in living.

Some of Willy's photographs of the ASCSA period were shared with Eunice Couch, and these have been included in this document. There are related photos in the Special Collections archives. That collection also includes pottery items from Greece, spanning the Archaic through the Hellenistic eras. These are illustrative of her passion and intensity. Willy did not seek to take Greece's artistic heritage home. Photographs of some of the items have been included in this document. She also acquired some representative coins from the pre- and post-Olynthus period—most from that enchanting afternoon she spent at Olynthus' port city. These were left with the author for cleaning the year before she died. Most were severely damaged by bronze "disease". A few photos of this small collection have been included in this document.

The material within the Special Collections includes paintings and sketches of her Father and Grandfather, family photos, extensive travel photos, and memorabilia. It is a superb time-capsule of a remarkable woman.

Wilhelmina Van Ingen's Olynthus Coins

In 1928, when Wilhelmina van Ingen made her day trip to Potidaea, the seaport for Olynthus, her letters and diary suggest that she bought 15 coins from the young men of the village, mostly bronze. Writing of her work on the trenches at the Olynthus dig, she indicates that at that dig hoards of bronze and silver coins were found by the workers. She and her co-workers, along with Prof. Seltman, sketched these finds, and attempted to identify the coins. Her communications suggest that she was to keep these coins until publication occurred. In 1968, when we both were living in Blacksburg, VA she asked for assistance in cleaning 18 coins in her possession- 3 silver, and 15 bronze. A year later she died. The coins were eventually cleaned, and the identities of those that were not obscured and defaced by "bronze disease" and/or corrosion, are reported below. [One of the very badly corroded pieces was an archaic fractional bronze (9.5 cm, 1 gm) with only faint punch marks visible]

1. Silver tetradrachm, 20 mm, 17 gm, a transitional Athenian Owl, 393-300 BC. Reverse- Owl standing right, head facing, with large AØ E letters; Obverse- Athena right eye profile with crested olive leaves, floral.
www.forumancientcoins.com
2. Silver drachm, 17 mm, 3.75 gm, 336-319 BC, Macedonia. Reverse- Zeus sitting on throne, right leg drawn back, holding an eagle and scepter, ALEXANDROY right, monogram left, obscure Greek letter under throne; Obverse-Hercules, lionskin. *Ibid.*
3. Bronze drachm, 17 mm, 5.34 gm, Phillip II 359-336 BC. Reverse- nude youth horseman saluting with right hand; Obverse-Zeus. *Greek Coins*, Ian Carradice, Univ. of Texas Press, 1995, p 57.
4. Bronze hemidrachm, 18 mm, 2.9 gm, Imperial Times. Reverse- Dionysus with panther at his feet, holding kantharos drinking cup, resting on his thyrsus staff. *Greek Coin Types*, Richard Plant, Seaby Publications, London, 1979, p 30.
5. Bronze hemidrachm, 17 mm, 3.25 gm, 277-239 BC. Reverse- Pan, ithyphallic and tailed, erecting a trophy; obverse- Athena. *Ibid.*, p 18.
6. Bronze hemidrachm, 15 mm, 3 gm, 395-344 BC, Larissa. Reverse- horse grazing or beginning to roll; Obverse- head of a nymph. *Ibid.*, p 76.
7. Bronze hemidrachm, 14 mm, (corroded badly), after 311 BC. Reverse- Macedonian helmet; Obverse- Macedonian Shield with six peripheral ring symbols and central thunderbolt surrounded by circle. *Ibid.*, p 121.
8. Bronze hemidrachm, 15 mm, (corroded badly), ~350 BC. Reverse- bee; Obverse- head indistinct. *Ibid.*, p 97.
9. Bronze hemidrachm, 14-17 mm (oblong), (corroded badly), ~ 380 BC. Reverse- Tripod; Obverse Apollo. *Archaic and Classical Greek Coins*, Univ. California Press, Berkeley, 1976, p 138.

Wilhelmina van Ingen-Elarth—A Brief Biography

The portrait photographs present Dr. Wilhelmina van Ingen-Elarth and her mother, Ethel Bell van Ingen. The excerpts from the letters and the diary entries were written when Wilhelmina was 22-23, and her Mother was ~56 years old.

Wilhelmina van Ingen-Elarth was born in 1905, in Rochester, N.Y., the daughter of Hendrick van Ingen, a recognized architect. † Her grandfather was Henry van Ingen, a painter of the Hudson River School, who came from the Netherlands in 1860 to found the art department at Vassar College and for whom the art gallery there is named. He was Head of the art department from 1865-1898. ‡

Graduating from Vassar in 1926, Ms Van Ingen received the Master's degree in the History of Art and Classical Archeology from Radcliffe in 1929, and was awarded a Ph.D. in 1932 from Radcliffe-Harvard with a dissertation entitled "A Study of the Foundry Painter and the Alkimachos Painter." She held Carnegie fellowships, one at the American School of Classical Studies in Athens (1927-28), and two others (1928-1930) allowing her to complete her Radcliffe Ph.D..

From 1930-1934 she held research assistant and associate appointments at the Institute of Archeological Research at the University of Michigan. Her work there was published in two scholarly volumes: the U.S. Fascicule 3 of *Corpus vasorum antiquorum* by the Harvard University Press, 1933, part of an international group of publications on ancient vases; and *Figurines from Seleucia on the Tigris*, part of the humanistic series of the University of Michigan Press (1939). She also published "The Kylix by the Foundry Painter in the Fogg Museum", *Harvard Studies in Classical Philology*, 46, (1935) §

Ms van Ingen taught History and Art at Wheaton College (Mass.) from 1935-1947. She advanced from instructor, through assistant professor, to associate professorship rank. During this time she married (1942) Herschel A. Elarth, then Professor of Architecture at the University of Oklahoma. The records suggest that she took leave in the 1942-43 WWII years to marry, and that her husband, 1st Lt. Elarth, became a member of the 826 ENG AVN BAT and had an APO New York address. A security pass dated 1943 exists that was granted to Mrs. van Ingen-Elarth for access to the Jefferson Barracks, St. Louis. MO. She also worked at Curtis-Wright in St. Louis where she did draughting. From 1947-54, the couple was at the University of Manitoba, where she taught History of Art. Dr. van Ingen-Elarth and her husband, Prof. Herschel A. Elarth, were residents of Blacksburg, VA from 1954 until Mrs. Elarth's death in 1969. He was a Professor in the Architecture Department.

Mrs. Elarth was for eight years secretary of the Blacksburg Unitarian Fellowship which she helped to found. She served as President of the Blacksburg branch of American Association of University Women (1964-66), and as an advisor to the Blacksburg Regional Art Association. She was director of the Auxiliary Fund Association of the American School of Classical Studies in Athens, and a

member of the Archeological Institute of America, the College Art Association, and Phi Beta Kappa.

During her teaching career and later, Willy shared her knowledge and interest through lectures on many aspects of art to lay audiences. She and her husband continued their mutual interest in art, encouraging many young artists. Mrs. Elarth had a great concern for the importance of developing a wider understanding of contemporary art, and worked (in her own words) "to create an informed and interested public which, it is hoped, will encourage the artist."

† *The Home : a little dissertation upon the houses we live in or desire*,
Hendrik van Ingen
Rochester, N.Y. : [s.n., 1915?]
Virginia Tech Art and Architecture Library, NA735 R6 V35 1915

‡ 1833 - 1899, genre, landscape, farm animal
cf. Austin, Robert Michael, *Artists of the Litchfield Hills*;
for museum holdings see:
New York Historical Society, 2 West 77th Street, New York, NY 10024

Special Collections, Virginia Tech
Corpus vasorum antiquorum : United States of, Harvard University, 1933
NK4640 C6 U5 fasc.3

§ a reprint of "The Kylix by the Foundry Painter in the Fogg Museum", *Harvard Studies in Classical Philology*, 46, (1935) may be found in the Special Collections archives of her husband, Herschel Elarth. That collection is not yet indexed, and the items are not yet listed in the control folder.

Primary Text and Photographic Sources

PAPERS

The Wilhelmina van Ingen-Elarth Collection at Virginia Tech includes photographs of three generations of the van Ingen family, correspondence, personal daily diaries, academic and publicity announcements, and photographs/postcards from travels and studies in Europe. It also includes a small group of Aegean and Mexican pre-Columbian artifacts and sherds.

Special Collections, Newman Library, Virginia Tech
CALL NO Ms69-004
Elarth, Wilhelmina Van Ingen, 1905-1969.
Papers, 1880-1971

PORTRAIT PHOTOGRAPHS

The portrait photographs are part of the van Ingen-Elarth Special Collections holding at Newman Library, Virginia Tech, and are also available on-line in the Digital Library of Special Collections at Virginia Tech.

PHOTOGRAPHS IN GREECE, 1927-1928

The photographs of scenes within Athens, mainland Greece, the Olynthus environs and the Cyclades are used by courtesy of Eunice Burr Couch. The photos were taken by Wilhelmina van Ingen. The scanned images are in the author's collection.

PHOTOGRAPHS OF POTTERY AND CLAY ARTIFACTS

Personal digital photographs taken of items in the Special Collections

PHOTOGRAPHS OF COINS

Personal digital photographs taken of coins left by Dr. (Mrs.) van Ingen Elarth with author.