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From the Director



DEAN C. & ZOË S. PAPPAS
INTERDISCIPLINARY CENTER FOR HELLENIC STUDIES
STOCKTON UNIVERSITY

Dear Friends,

Each fall, I assign Constantine Cavafy’s famous poem “Ithaka” to my First Year Seminar students in my course “Greek Culture and Modern Hellenism.” After we finish our discussion, I ask the students to hold onto the paper with the poem, keep it close by during their upcoming four-year undergraduate journey, and to reflect upon it from time to time, especially when they arrive at graduation. In returning to the poem, I am always excited to read Cavafy’s opening lines full of great promise:

As you set out for Ithaka
hope the voyage is a long one,
full of adventure, full of discovery.

Reflecting on it this year, I found the next few lines particularly poignant. In them, Cavafy turns to the topic of dangers, threats and obstacles and offers words of encouragement:

Laistrygonians and Cyclops,
angry Poseidon—don’t be afraid of them:
you’ll never find things like that on your way
as long as you keep your thoughts raised high,
as long as a rare excitement
stirs your spirit and your body.
Laistrygonians and Cyclops,
wild Poseidon—you won’t encounter them
unless you bring them along inside your soul,
unless your soul sets them up in front of you.*

Clearly, in our academic journey this year, Covid-19 was a real danger. Lives of students, faculty and staff were deeply impacted by this dreadful pandemic, whether physically, socially, or economically. Our entire way of teaching, and interacting with students completely changed.

Yet, Cavafy’s admonition of “don’t be afraid” is still so powerful. Without ignoring the physical and reality and danger of Covid-19, Cavafy tells us that the

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From the Director, continued

“Laistrygonians and Cyclops, wild Poseidon,” are more than physical, that in fact, they are phantoms that can enter our inner thoughts and that can paralyze and overtake us. Therefore, to combat these, we must “keep our thoughts raised high” and be stirred by the “rare excitement” of discovery. This in fact, is the very purpose of the university, to condition us through inquiry and discovery to overcome delusion and superstitious fantasy. As members of the university community, we are privileged to be on this journey and to be constantly stirred by discovery through our readings, investigations, and conversations.

One does not arrive at the end of a long journey without hard work. We are grateful to our students, our colleagues, and to all the supporters and donors who work so hard make this journey possible. We congratulate our graduating students and wish them well in all their future journeys.

With warm regards,

Tom Papademetriou, Ph.D,
Constantine and Georgiean Georgiou
Endowed Professor of Greek History

*(*Collected Poems*. Translated by Edmund Keeley and Philip Sherrard. Edited by George Savidis. Revised Edition. Princeton University Press, 1992)

From the Co-Chairs of the Friends of Hellenic Studies

Greetings, and Happy Spring! I’d like to begin by thanking our loyal Friends of Hellenic Studies and readers of this newsletter for your support, especially during this past difficult year. There isn’t one person on this planet who was not affected by the events of the past many months: some faced health challenges; some lost loved ones and friends without having had the chance to say goodbye; some faced painful family separations or economic difficulties; others lost jobs and homes. Our lives were upended and interrupted. Yet, life continued: people married, babies were born, children matured, students matriculated, and we all grew older and (perhaps) wiser, despite a ravaging pandemic.

Now, as spring turns into summer, my thoughts turn to Greece. Last year when I wasn’t able to travel, I missed Greece and my family more than I can say. Some of us will be lucky enough to travel there this year; others won’t. For those readers who will not be in Greece this year or who have never been, but would like to go, I hope our webinars, presentations, monthly meetings, and *The Hellenic Voice* newsletters have been revelatory.

In this issue of *The Hellenic Voice* you will hear from Prof. Tom Papademetriou, the Director of Stockton’s Hellenic Studies program, about the exciting events planned for the coming academic year and beyond. In addition, members of the faculty, the student body, and our Greek American community continue to offer their unique perspectives and share their knowledge of the Hellenic experience with you, our readers.



"Those Who Possess the Light Shall Pass it on to Others"
The Republic, Plato

From the Co-Chairs of the Friends of Hellenic Studies, continued

As a former history teacher, I am naturally drawn to the past. Greece is the perfect place for me to feed my passion; it is one huge museum, set amid incredible natural beauty. Here you can truly commune with the spirits and walk where giants once trod: in Athens, Delphi, Mycenae, the mountains of Pindos and the islands of the Aegean and Ionian Seas.

On a personal note, this summer Greece will be the backdrop for a reunion of our far-flung family. First we will travel to Athens to reunite with brothers and sisters, nieces and nephews, a bittersweet reunion saddened by loss. Then off to the island of Kos to hug our children and grandchildren again and be amazed at how much they've grown since the last time we were together. One is in University now, one will be working on a fellowship exploring the ancient art of beekeeping and the two youngest are in high school, pursuing their varied interests--all typical teenagers trying to figure things out. Once we leave the Aegean island of Kos we will travel to the Ionian islands of Kefalonia and Ithaca, reuniting (like Odysseus) with the rest of the family. The next stop on our itinerary will be a nostalgic trip to the island of Andros, the birthplace of my parents.

Since Greece's Bicentennial celebrations are ongoing, I also plan to visit some of the historical sights related to the 200th anniversary of Greece's independence from Ottoman rule. I would love to share with you some of what I learned at our next annual Exploring Hellenism event. We are planning a live program sometime in the Fall and will make sure to keep you posted.

On behalf of my fellow-co-chairs Mariea and Katherine and the rest of the Friends, I would like to wish you and your loved ones a joyous summer. We look forward to the new academic term and hope that you will join us in a new season of lectures, readings, and cultural activities designed to promote and strengthen the Stockton Hellenic Studies program. Thank you for your continued support.

Cathy Karathanasis
Co-chair, Friends of Hellenic Studies

[Click here for a video about ten beautiful places to visit in Greece!](#)

Opportunity at Stockton to Learn Modern Greek

By Mariea Kazantzis

We are so very excited about the new program at Stockton that offers the opportunity to students to learn Modern Greek. The first three semesters are offered online and the last one in Greece. It is a joint effort between the Aristotle University of Thessaloniki and Stockton University in partnership with the Pappas Center. Read more on the flyer below.

Aristotle University of Thessaloniki and Stockton University,
in partnership with the Pappas Center for Hellenic Studies,
invite you to:

LEARN GREEK ONLINE AND IN GREECE!


Starting Fall 2021

BEGINNING MODERN GREEK I


- This is an online language course offered by the Greek Language Center at Aristotle University of Thessaloniki.
- Receive 4 credits per semester (transferrable to NJ state universities).
- Learn oral and written skills.
- Complete three semesters online and spend the fourth in Thessaloniki, Greece.
- Take the B1 Proficiency Exam on the Aristotle University campus.

**T/TH at
10:30 AM - 12:20 PM**


For more information:
email Vic Conover at
Victoria.Conover@stockton.edu or
David Roessel at
David.Roessel@stockton.edu



**STOCKTON
UNIVERSITY**



DEAN C. & ZOË S. PAPPAS
INTERDISCIPLINARY CENTER FOR HELLENIC STUDIES
STOCKTON UNIVERSITY



**ARISTOTLE
UNIVERSITY OF
THESSALONIKI**

Stockton Hellenic Studies to Resume In-Person Activities for Fall 2021

After completing a very challenging and limited schedule of activities this past academic year, the Pappas Center for Hellenic Studies is planning to resume full in person activities and events this fall semester. Following all the guidelines and requirements set forth by the university, we look forward to welcoming back students, faculty, staff, and community members to our campus. In particular, we have missed spending time in our Constantelos Hellenic Collection and Reading Room that is always so inspiring.

Among the activities, the Classical Humanities Society of South Jersey will resume its lecture series. As the oldest lecture series at Stockton established by Professor Constantelos, this series brings established and younger scholars to the campus to speak on topics on the classical world, as well as their reception in later periods and in the modern world. The schedule is still being planned.

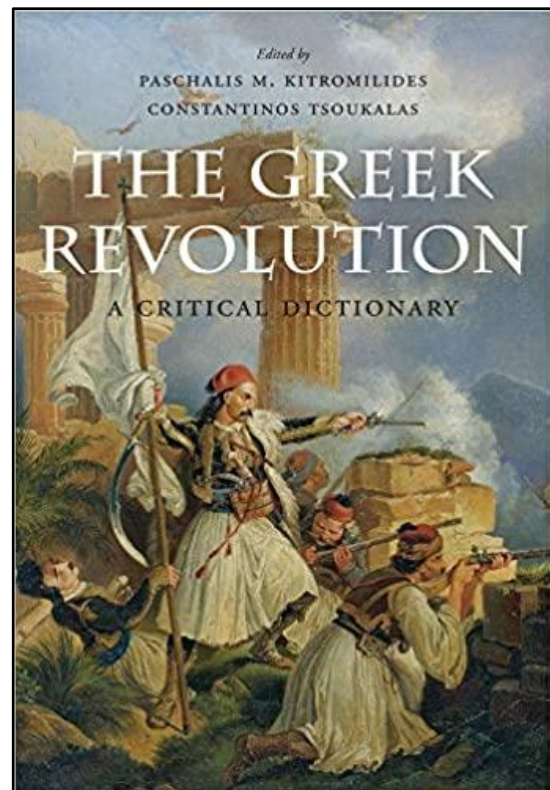
In addition, we look forward to a special lecture celebrating the Greek Revolution on October 27, 2021 being planned in partnership with the [American Philosophical Society](#) and the [Hellenic University Club of Philadelphia](#). Our invited speaker is Professor Paschalis Kitromilides, Ph.D, Professor of Political Science (Emeritus), University of Athens, and an elected member of the Academy of Athens. Professor Kitromilides is a world authority on the Enlightenment in Greece, and recently published as editor the major new work, [The Greek Revolution: A Critical Dictionary](#) (Harvard University Press, 2021). We are especially excited to partner with the American Philosophical Society which is the oldest learned society in the United States founded by Benjamin Franklin in 1743 for “promoting useful knowledge.”

To commemorate the 200th anniversary of the start of the Greek Revolution in 1821, the Pappas Center for Hellenic Studies collaborated with Hellenic College (Brookline, MA) to produce the exhibition, “The Greek Revolution Through American Eyes.” This is a twenty-two (22) panel exhibition that repositions the Greek Revolution as a global and international event of significance. There are substantial

connections between the United States and individual Americans with Greece during the Greek struggle for independence against the Ottomans. These relationships were important in the development of modern foreign affairs and international humanitarianism. The exhibit will open in October, and we are planning an opening reception.

Finally, and with great enthusiasm, we are excited the Friends of Hellenic Studies are planning an in-person scholarship fundraising event. It, too, will also focus on the theme of the Greek Revolution with emphasis on the heroic women who fought in the revolt. The date for Exploring Hellenism is Sunday, October 17, 2021.

Stay tuned for more details on these and other events by visiting and liking our [Facebook](#) page and our [website](#).



Student Voices: An Interview with Megan Coates, Class of 2021

Future Plan: Begin Ph.D. program in Art and Archaeology at Princeton University in Fall 2021

Question (Q): Can you introduce yourself to our readers by telling them a little bit about you? e.g. where you're from, major/minor, etc.

Answer (A): My name is Megan Coates, I am from Atlantic City, New Jersey. I am a senior at Stockton, majoring in Languages and Culture Studies with a focus on Ancient Greek language and literature.

(Q): Can you tell our readers about your first experience with the ancient Greco-Roman world? Was it a class you took? How did this impact your undergraduate career?

(A): My first experience with the Greco-Roman world was at young age, listening to the stories of *The Iliad* from my father. It was a good bonding experience for us. Unfortunately, like many of us, my childhood interests drifted into distant memories and the idea of becoming something like an archaeologist became less and less probable. But when I decided to return to college in 2016, I jumped at the opportunity to take a General Studies course called *The Worlds of Homer*, taught by Dr. David Roessel. The class readings awakened a passion in me that had been lying dormant for years.

(Q): When did you first travel to Greece? How was that experience? What surprised you most? Have you been back? When? In what capacity?

(A): Dr. Roessel could sense my interests and fascination. So, in the winter of 2017, I was given an amazing opportunity to travel with him to Greece and Cyprus. I had never been to an airport, let alone even considered traveling to another country. The offer seemed like a once in a lifetime opportunity, so I put my fears aside and decided to go. There I was, in the land of gods and heroes and while there, I performed a short monologue as a way of interpreting and analyzing texts, which was very well received. The trip was absolutely life changing for me. When we visited the Parthenon in Athens, I met archaeologists who worked at the site. I knew that that was what I truly wanted to do with my life and if I didn't try, I would forever regret it. Upon returning

to the U.S., I changed my major to archaeology and began studying the ancient Greek language. Since then, I've returned to Greece six times to perform and assist other students perform different monologues. During one of those trips, I visited the Cyprus American Archaeological Research Institute (CAARI), an amazing residential home in the heart of Nicosia. Through the Global Engagement Office here at Stockton, I arranged to live there as an exchange student.



Megan at Agora.

Student Voices: An Interview with Megan Coates, continued



Above: Michalis Koullepos, the Byzantine Iconographer that Megan studied with and exhibited with on Cyprus.

Below: Three paintings Megan worked on with Koullepos: at the top is St. Anthony the Great, on the left is St. Lazarus, on the right is Christ.



(Q): You've studied the art of Byzantine icon painting. How did that come about?

(A): When I returned from Greece that first time, I think it is safe to say that I had become obsessed with the light. There is something that is very inspiring about the light in the Mediterranean. I also began learning about Orthodox icons in the course *Mediterranean Music and Culture*. However, I found myself unable to put my experiences in Greece and Cyprus into words. So, I began painting what I experienced from my memories: anything from mountain ranges to Byzantine churches. Before long, I had twelve paintings and Stockton University offered me an exhibition that would be held during the 2017 Modern Greek Studies Association Conference at the Seaview. At the exhibition, I was introduced to a number of anthropologists and artists, one of whom was very good friends with a master icon painter, Mr. Michalis Koullepos. We planned that I would meet and learn the technique of icon painting with Mr. Koullepos while I lived in Cyprus.

(Q): You had an exhibit in Cyprus. Can you tell us about that experience?

(A): I moved to Cyprus in January of 2019 and became a somewhat extended member of the Koullepos family. I learned so much about painting and the techniques of icon painting and gained so much knowledge about the reverence and importance of the art of iconography. Mr. Koullepos and I worked together on several pieces and, in December of that year, we had a joint exhibition at the House of Art and Literature in Larnaka, Cyprus. It was such an amazing experience to show how hard we worked, and it was equally rewarding to be recognized among master painters. The exhibition was titled "Holy Conversations," some of our artwork still hangs on the walls to this day. It was truly an honor.

Student Voices: An Interview with Megan Coates, continued

(Q): You're graduating from Stockton this spring. Congratulations! What are your plans after graduation?

(A): My plans are to begin graduate school in the fall. I will be pursuing a Ph.D. in Art and Archaeology at Princeton University. I've become very intrigued by manuscript illustrations and hope to study them more at the American Academy for Classical Studies in Rome.

(Q): Where do you see yourself in ten years?

(A): In ten years, I see myself right here at Stockton, teaching *The Worlds of Homer* and other courses. Throughout my educational journey, I've come to the realization that there are so many other students like myself, who need to be reached in way that their intellectual and artistic talents can be nurtured. As a result, I helped institute a program to encourage and enable students of color to travel to Greece and generate more interests in Hellenic Studies through travel scholarships. The Opengate Scholarship Program has succeeded in funding the travel of several students. As Executive Director of Diversity Initiatives at Aristotle and Stockton Universities, a position devised as part of the program, my main goal has been to broaden the intellectual and educational horizons of students of color who share a genuine enthusiasm for Hellenic Studies. My goal for the future is to one day establish an Opengate Scholarship Program on every college campus in the country.

(Q): If you could share one bit of advice with other students, what would it be?

(A): Do what you love and love what you do, the rest will fall into place.

(Q): Is there anything else you'd like to share with our readers?

(A): I just would like to thank the Friends of Hellenic Studies for all of their support, the School of Arts and Humanities, the Office of Global Engagement, and Professor David Roessel. Thank you for changing my life.



Megan at the Parthenon.

To view Megan Coates' YouTube channel, please [click here](#). There you will find an iconography lesson and her thoughts on studying abroad.

Faculty Voices

Reflections on Teaching during a Pandemic: The Good, The Bad, and The Ugly

By Professor Katherine Panagakos

When the COVID pandemic had reached such a critical point in March 2020 that Stockton decided to move its classes online, faculty had a choice whether to teach their courses synchronously or asynchronously. I, like many of my colleagues, polled my students. “Do you want to continue to meet at our regular times and days via Zoom or would you rather complete your work and submit it online without any regular meetings?” The majority wanted asynchronous courses mainly because it offered the most flexibility. Some students were still working, others had family affected by the pandemic (loss of jobs and illness), and many now had siblings returning or staying home to continue their courses and technology (i.e. computers, laptops, Wi-Fi) was limited or posed challenges.

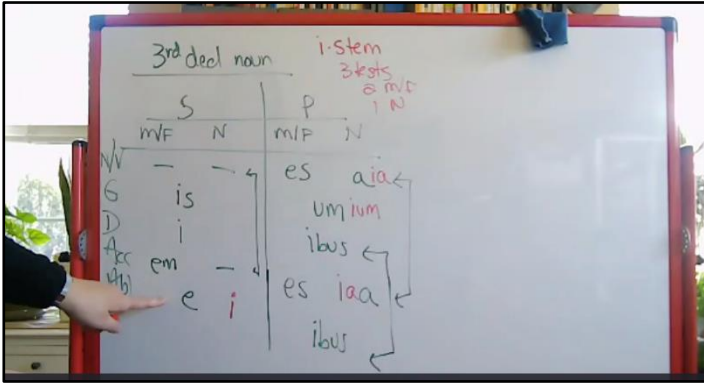
One of my classes, however, wanted to continue meeting at our regular time twice a week. At first, I was a bit disappointed. I would have to look presentable, prepare to teach, and not have complete freedom from a schedule. Looking back, I am so thankful to the students in Intermediate Latin II for their decision. It allowed us to retain some semblance of normality in our strange, new world. And, boy, did we need that! Every class started with the usual exchange of greetings and developments on what had happened since our last meeting, not only in our own lives but the world. These six students and I had already formed a tight bond; this was our fourth semester together. Meaningful friendships had already been established, and group chats were a common occurrence. Two students were Languages and Culture Studies majors, and the other four were studying history. Four of them would have traveled with me to Italy over spring break (canceled, naturally), and we consoled each other as best as we could. As we translated and discussed Pliny the Younger’s *Letters* to Tacitus (6.16 and 6.20) about Vesuvius’ eruption and the unfortunate death of his uncle, Pliny the Elder, by smoke inhalation, I changed my Zoom background to reflect the volcanic activity.



This was silly, to be sure, but it also added some immediacy to the events Pliny was describing, and the students laughed at my antics. This class almost always stayed beyond the scheduled time because the conversations flowed so naturally from one topic to another, usually about antiquity but also about food, geography, art, literature, politics, and education. Not every class has this kind of magic.

In the fall and spring (2020 and 2021 respectively), I decided to hold all of my classes synchronously. I thought that keeping to a regular schedule was good for me and for my students. I wouldn’t say that any of my classes went badly (the article’s title is a bit of a misnomer), but teaching online was definitely not the same as teaching in person. I’m truly fortunate that every Latin student willingly turned on their cameras in all of my classes. Seeing my students’ faces as they learned (yet) another use of the ablative case, or when they read Vergil’s *Aeneid* aloud in meter, or when they translated and discussed events in Petronius’ wild and crazy *Satyricon* added to the enjoyment and helped create a learning environment. And when I needed to, I could write on the white board by yelling, “Hey, Joe! Turn on camera 2!” There was no Joe, of course. This second, external camera was aimed at the board and I could toggle between the two cameras, although sometimes this proved a challenge for me.

Faculty Voices, continued



One pretty amazing tool that Zoom has is its audio transcript feature. This allows listeners to view the text of the person speaking. This becomes incredibly important when we consider those with hearing issues. But when it comes to other languages, it's a disaster. Take a look at the audio transcript of an intermediate Latin student reading from Cicero's most famous oration, the *First Catilinarian Oration* (17):

Latin text: *et si me meis civibus iniuria suspectum tam graviter atque offensum viderem, carere me aspectu civium quam infestis omnium oculis conspici mallet.*

Zoom's transcript: *At see mei mei is cute rebus in nuria suspect them Tom gravity here quick effects on with Aaron Carrera may a spec to K we um quam in festus omnium Achilles conspiracy Melhem.*

Even if you don't know what the Latin means, I hope you're all laughing at how Zoom tried to make English words from the Latin. You'll notice Achilles made it into the transcript, so that's kind of fun. If I felt that we needed to lighten the mood, I'd turn on the audio transcript for a laugh or two. The students really got a kick out of this. I would only enable this feature with my Latin students because they would understand the possible transcription errors and appreciate these blunders.

In general, there's usually a much greater feeling of camaraderie in my Latin classes whether because of their

shared experience ("Latin, Latin is as dead as dead can be. First it killed the Romans, and now it's killing me!"), or the intimate class size, or being with each other over successive semesters.

Despite these positive conditions, there was still something missing last year. For someone like me who genuinely loves teaching, the pandemic has been isolating in ways I didn't know possible. Although I always made sure to spend a few minutes chit-chatting with my students about their classes, families, and lives, I noticed the students didn't talk to each other in the same way as when they're in the classroom together. First of all, there were a host of distractions: other people in their house, noises, pets, phones, etc. When they're in a classroom, the distractions are limited. In some ways, once they enter the classroom, there's nothing for them to do but learn. Sounds like a punishment but, I assure you, it's not! At least I hope it's not.

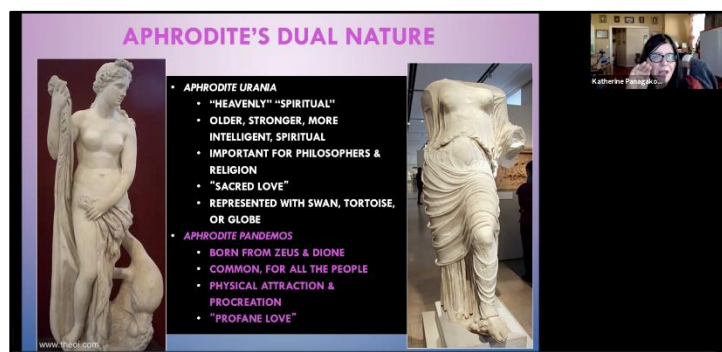


Eva Leaverton, Greek and Latin student, Zooming for class in a shared classroom space on campus.

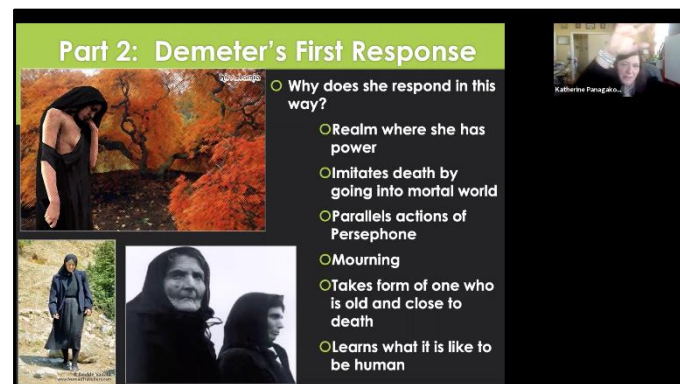
In my larger courses, teaching online proved to be, well, more challenging. This past spring, I taught the ever-popular "Classical Myth and Legend" course. It almost always enrolls to 35 and is an absolute joy to teach. Most students take the class because they know a thing or two about Greco-Roman mythology and just love it, so from day one, there's a familiarity with the topics and themes of

Faculty Voices, continued

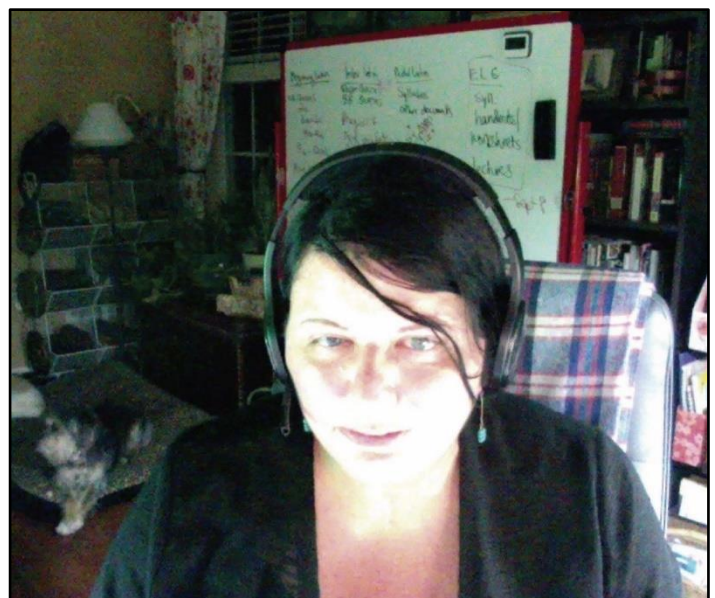
the course. But I realized after just a couple of classes that only about five students turned on their cameras. So, instead of fighting it, I embraced it. I told them to feel free to turn off their cameras and sit back and enjoy the story. Because that's what *μῦθος* means: "tale" or "story." Here's where talking with your hands helps. When you're a little square in the corner of the screen, even a little bit of animation goes a long way.



Although I knew a few of the students from previous classes, I got to know others mainly by the sound of their voices. That was so strange and unexpected, yet extraordinary. And the chat box was always alight with activity. This was a way for students who might not feel comfortable speaking up in class to share their thoughts and ideas. At the end of class, I would always read through the chat log and laugh at the many comments and critiques about Zeus, Poseidon, and the other usual suspects. Many were critical of the harsh treatment of women (How many times did Zeus/Jupiter cheat on his wife?), others by the strangeness of the tales (Cronus/Saturn ate his own



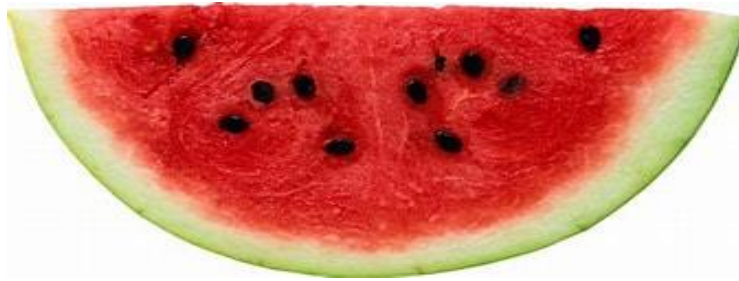
This rush of excitement brought on by the fact that my students were discussing the topics and themes, was often followed by disappointment. When everyone was saying their goodbyes at the end of class and logging off, there were usually a few students that lingered (their boxes were still on Zoom). I would ask if anyone wanted to speak with me in private, and 99.9% of the time there was complete silence. This meant that the students either logged on for attendance and then either turned off the volume (and missed all of my bad jokes) or fell asleep (I've been told I have a soothing voice) or just walked away from their computer to do something else (sometimes a ham sandwich beats the birth of Artemis and Apollo). And of all classes to tune out of, Greco-Roman mythology ought not be on that list. This, however, is one of the ugly sides of teaching online. When students don't turn on their cameras, one never knows who is paying attention and who is not, who is learning and who is sleeping. So, you make a decision and teach to those who are present and engaged with the material. And you thank them. Next year, I'll be returning to in-person teaching (fingers-crossed!) and am excited to see my students and be in the same learning space with them. So, enjoy your ham sandwich and your afternoon nap, oh students, for next year you learn again!



Community Notes

Αχ! Καλοκαιράκι και Καρπούζι

By Mariea Kazantzis



Δεν ξέρω για εσας, αλλά εγώ όταν ακούω την λέξη καλοκαίρι αυτομάτως μου ερχεται στην μνήμη η εικόνα μιας κατακόκκινης φέτας ζουμερού, γλυκού και παγωμένου καρπουζιού. Βλέπετε καρπούζι και καλοκαίρι είναι συνυφασμένες λέξεις στο μυαλό μου. Εξ αλλου πόσους γνωρίζετε που δεν λαχταρούν λίγο καρπουζάκι όταν η θερμοκρασία ανεβαίνει και ο ιδρώτας κάνει αγώνες δρόμου στο κούτελό μας; Αλλά για να δούμε πότε και πως το καρπούζι εισήχθε σαν επιλογή στην διαίτά μας.

Το καρπούζι προέρχεται από την νότια Αφρική και έχει πάνω από 1.000 ποικιλίες. Ανήκει στην οικογένεια των κολοκυνθοειδών και καλλιεργείται σε εύκρατο κλίμα (όπως της Ελλάδος μας) με τροπικό. Η καλλιέργειά του χρονολογείται από τους αρχαίους χρόνους καθώς κουκούτσια από καρπούζι βρέθηκαν σε τάφους Φαραώ στην Αίγυπτο. Δεν γνωρίζουμε πως καταναλώνονταν τότε αλλά τώρα τό κόκκινο μέρος το τρώμε ως φρούτο, τό έχω δει και ως γλυκό του κουταλιού στην Ελλάδα, χρησιμοποιείται ως χυμός, και ως συστατικό σε ποτά.

Το καρπούζι έχει 90% περιεκτικότητα σε νερό αλλά είναι επίσης πλούσιο σε βιταμίνες, βασικές θρεπτικές ουσίες και αντιοξειδωτικά. Ερευνητές με δημοσιευμένες μελέτες μας πληροφορούν πως το καρπούζι μας προστατεύει από την αφυδάτωση με τους ηλεκτρολύτες του, μας βοηθά να αποφεύγουμε το άσθμα, μας διευκολύνει με πεπτικά προβλήματα, μας μειώνει την αρτηριακή πίεση και ίσως μας προστατεύει από καρδιακά νοσήματα και από καρκίνο.

Η καλλιέργειά του είναι ευρεία και οι παραλλαγές πολλές. Το έχουμε δει σε κίτρινο χρώμα, συχνά χωρίς κουκούτσια και ακόμη σε τετράγωνο σχήμα. Η Κίνα, παρά την έκπληξή μου και σύμφωνα με την έρευνά μου, το 2017 παρήγαγε τα 2/3 της συνολικής παραγωγής καρπουζιών. Πάντως στην Ελλάδα, και ιδιαίτερα στην Αθήνα, σίγουρα θα δήτε μια στιβάδα από καρπούζια σε φρουταρίες ή ακόμη στο πίσω μέρος ενός φορτηγού με μία φέτα από το φρούτο να διαφημίζει την ποιότητα του και μία ταμπέλα μπροστά να λέει «Καρπούζια Αμαλιάδος.» Μην διστάσετε να δοκιμάσετε.

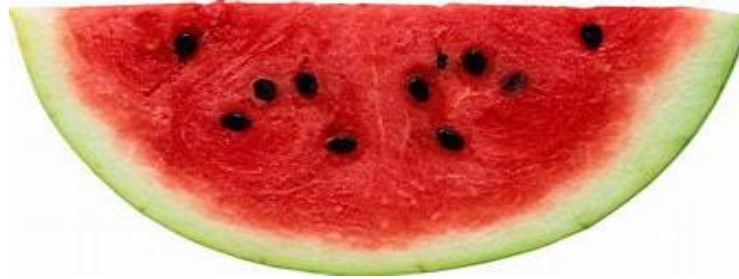
Καλό Καλοκαίρι!

[Click here for a video recipe from Dimitra's Dishes for a Watermelon & Mastiha Refreshing Summer Drink!](#)

Community Notes

Oh! Summer and Watermelon

By Mariea Kazantzis



I don't know about you, but when I hear the word summer, I automatically imagine a red slice of juicy, sweet and icy cold watermelon. You see, summer and watermelon are interwoven words in my mind. Besides, how many people do you know who don't crave a slice of watermelon when the temperature goes up and sweat races down our forehead? But let's see when and how watermelon was introduced as an option in our diet.

The watermelon comes from south Africa and has over 1,000 varieties. It belongs to the Cucurbitaceae family and is cultivated in a temperate climate - like Greece's - to tropical. Its cultivation dates back to ancient times as watermelon seeds were found in pharaoh tombs in Egypt. We do not know how it was consumed then but now we eat the red part as a fruit, I have also seen it as a spoon sweet in Greece; additionally, it is used as juice, and as an ingredient in drinks.

The watermelon has 90% water content and it is also rich in antioxidants, vitamins, and essential nutrients. Researchers in published studies inform us that the watermelon protects us from dehydration with its electrolytes, helps us avoid asthma, eases us with digestive problems, lowers our blood pressure and perhaps protects us from heart disease and cancer.

Its cultivation is worldwide and the variations many. We've seen it also in yellow color, pit free or square in shape. China, despite my surprise and according to my research, in 2017 produced two-thirds of the total watermelon production. However, in Greece, and especially in Athens, you will surely see a pile of watermelons in farmer markets or even in the back of a truck with a cut slice of the fruit advertising its quality and a sign in front of it saying "Watermelons Amaliados." Don't hesitate to try.

Happy Summer!

[Click here for a video recipe from Dimitra's Dishes for a Watermelon & Mastiha Refreshing Summer Drink!](#)

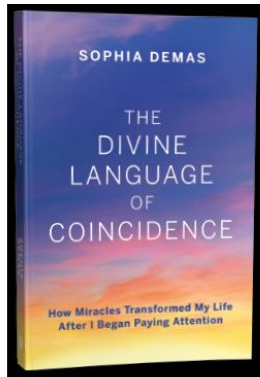
Prose and Poetry

The Divine Language of Coincidence

By Sophia Demas

I will venture to assume that many of you who read *The Hellenic Voice* are Philhellenes, and well you should be! Based on this, I thought I would share my memoir just released in March. In it, I describe a magical childhood in Greece, after moving there from Detroit with my parents when I was seven. It is a vivid account of Greek life through the eyes of a child. I have also chronicled what it was like growing up as a Greek-American in the 60's and 70s in Portland, Oregon, with strict Greek parents who were a generation older than my friend's parents (truly another version of *My Big Fat Greek Wedding*). Mentioned in the book, is my dear friend and mentor, Fr. Demetri, known to most of you as Dr. Demetrios Constantelos, who helped me with some translating. I was re-translating the Lord's Prayer from Greek to English in order to restore some of the nuances that have been lost in translation. I was having trouble with the line, "And lead us not unto temptation," and asked him to look at it during one of our visits. "Of course!" he bellowed, "God is not pushing us into temptation!" Without missing a beat, he came up with exactly what I needed, "And let us not surrender to temptation." Our interactions led Fr. Demetri to ask me to translate his play, *A Greek, A Jew, and a Spaniard—Three Convicted Revolutionaries Meet in Antioch*, one of my life's greatest honors.

And then there are the coincidences and miracles...



A mix of memoir, spirituality, and science about the power of miracles

Sophia Demas did not want to get married, have children, or write a book; the Universe, however, had other plans. In this penetrating memoir, Sophia examines the events in her life that at first seemed to be a series of coincidences, but upon further consideration were building blocks of the miraculous. *The Divine Language of Coincidence* chronicles the extraordinary events experienced by an ordinary woman, asserting that miracles are not only possible, but far more common than we may realize.

Combining spirituality, science, and personal anecdotes, *The Divine Language of Coincidence* demonstrates how if we recognize coincidence and take action on it, we may experience a miracle. If we let it go by, it will remain just a coincidence.

About Sophia Demas

Sophia has enjoyed three diverse careers: a decade in architecture that included working with notable 20th century visionary Dr. R. Buckminster Fuller, running her own couture fashion business, and working as a mental health therapist in private practice. She also created Living a Fearless Life, a twelve-workshop program designed to help society's most at-risk women increase their self-esteem, which was piloted in the Philadelphia Prison System and implemented with groups of ex-trafficked and ex-homeless women and women in recovery.

Writing a book was never on Sophia's radar. She began experiencing miracles when she was nineteen, and whenever she described a miracle to friends, the response would inevitably be, "These things only happen to you." In 2011, after Sophia reconnected with a childhood friend, told her about the latest miracle, and received the same reply, something clicked—there was a ring of truth to it. Although many people experience coincidences and serendipitous events, the prodigious number of miracles that had happened to her was indeed remarkable. Sophia identified the common denominator that had precipitated each miracle. Her desire to share that discovery made writing a book the most natural thing to do. Sophia lives a happy life with her husband, Frank, in Philadelphia, Pennsylvania.



Prose and Poetry

Για τη μαγεία του βυθού . . .
 Για τους δραπέτες των μοναχικών καταδύσεων,
 του Σαββατοκύριακου & . . . όχι μόνο.
 Για λάτρες του αρμυρού & Βωβού νερένιου κόσμου.
 Για όσους αγαπούν τη ζεστή άμμο, τις αχιβάδες
 & τα βοτσαλάκια του παλού.
 Για μάτια διάφανα, καθαρά όπως το χρώμα
 του ακύμαντου νερού.
 Για τα αφροκέντητα στήθη τον γλάρων
 που ραπίζει ο πελαγίσιος άνεμος ψηλά στα Γλαρονήσια.
 Για τα χίλια φεγγάρια που στραφταλούν
 στη νυχτερινή θάλασσα & το φίλημα
 της άρμης & των άστρων στις σκοτεινές κυματοκορφές . . .
 Για το αγκάλιασμα, το μοιραίο του ιππόκαμπου . . .
 Για κοχύλια που μαρτυρούν τα μυστικά του βυθού,
 αστερίες & τραχιά φύκια στον κήπο του Ποσειδώνα.
 Για σχέσεις μοναδικές. . . διαχρονικές,
 Όπως βράχου & πεταλίδας.
 Για την παλίρροια & την άμπωτη, τα ψυχρά ρεύματα . . .
 Για τις κρωγμές & οιμωγές απ' τα θαλασσοπούλια
 & τα ραβδωτά, ποικιλόχρωμα μικρά ψαράκια,
 Για αναποφάσιστους. . . παραμυθένιες γοργόνες
 & κουρασμένα αραγμένα καράβια . . .



For the enchantment of the deep...
 For the runaways of lovely dives,
 Of the weekend &... not only.
 For the worshipers of the salty & silent seaworld.
 For those who love the hot sand, the seashells
 & pebbles of the seashore.
 For eyes clear, clean as the colour
 Of the waveless water.
 For the foam weaved breasts of seagulls
 Which are slapped by the open sea wind high on the bare islands.
 For the thousand moons which glowstream
 The night sea & the kiss of salinity & the stars
 Whose deepwave peaks...
 For the embrace, the fatal, of the seashore...
 For the cockles which reveal the secrets of the deep,
 Starfishes & rough seaweeds in Poseidon's garden.
 For relationships unique... timeless,
 As the rock & the limpet.
 For the tide & ebb tide, the chilly currents...
 For the cries & wailing from the seabirds
 & the striped, technicoloured small fish.
 For the undecided... fairytale mermaids
 & tired shoretied ships...

Greek Eats!

THE GREEK ORIGINS OF THE CORNUCOPIA

The cornucopia, a symbol of abundance, has its roots in ancient Greek mythology. According to the ancients, the infant Zeus accidentally broke off the horn of a she-goat who cared for the baby while he was in hiding from his father Cronos. The horn, touched with divine power, began to pour forth a never-ending supply of nourishment—the horn of plenty.

Throughout the ages fruits and vegetables have been a significant part of the Greek diet. As the Greek countryside comes alive in the springtime and the days grow longer and warmer people are finally able to take off their masks and take in the aromas and tastes of the season. Our Greek-American community is pleased to share some of their favorite recipes inspired by the bounty of Greece. Enjoy!

Portokalopita (Greek Orange Phyllo Cake)

This recipe comes from Tassos Antoniou. Please visit his website via the link below for more information.

Ingredients:

16 oz phyllo sheets ● 4 big eggs ● 1 cup sugar ● 2 oranges (zest)
1 ¼ cup Greek yogurt ● 2 tsp. vanilla extract ● 1 tsp. baking powder
1 cup plus 2 tbsp. sunflower oil

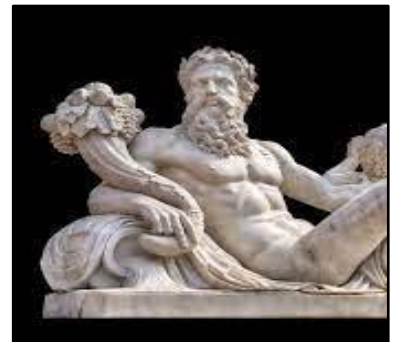
For the syrup:

1 cup sugar ● 1 ½ cup lukewarm water ● 2 oranges (juice)
1 cinnamon stick

Directions:

1. Preheat the oven to 350 F / 180 C.
2. Remove the phyllo sheets from package and shred into ½ inch pieces, using a knife or your hands.
3. Grease a round baking dish or cake tin with sunflower oil.
4. Combine the eggs with the sugar in a large bowl. Beat with a hand mixer until pale and frothy. Add the orange zest, Greek yogurt, vanilla extract and baking powder. Beat on medium speed until well combined. Slowly add the sunflower oil and beat again. Stir in the phyllo sheets gradually whisking each time with a spatula, until fully incorporated.
5. Pour mixture into prepared dish and bake for 1 hour.
6. In a saucepan, bring sugar, water, orange juice and cinnamon stick to a boil over medium heat, for 2 minutes; remove from heat. Pour the hot syrup over the cold portokalopita or vice versa. Set aside for 1 hour until the syrup has soaked in. Slice and serve.

[Click here to visit the recipe on Tassos' website!](#)



Enjoy this recipe for Stuffed Tomatoes and Peppers, submitted by Youla Mularz!

Γεμιστά της Γιούλας

Υλικά:

- 4 μετρίου μεγέθους ωριμες ντομάτες
- 4 μετρίου μεγέθους πιπεριές πράσινες
- 1 μεγάλο κρεμμύδι ψιλοκομμένο (1 ½ φλυτζάνι)
- 2-3 μετρίου μεγέθους πατάτες (κομμένες κυδωνάτες)
- 8 κουταλιές σούπας αμαγείρευτο ρύζι
- 2-3 σκελίδες σκόρδο ψιλοκομμένο
- ¼ φλυτζανιού ψιλοκομμένο δυόσμο
- ½ φλυτζάνι ψιλοκομμένο μαϊντανό
- 1/3 φλυτζανιού ψιλοκομμένο άνηθο
- 1 κουταλιά σούπας αλάτι
- ½ κουταλάκι πιπέρι
- Μιά πρέζα ζάχαρη (ακρη του κουταλιού)
- ¾ φλυτζανιού αγνό παρθένο ελαιόλαδο για το ταψί
- ½ φλυτζάνι αγνό παρθένο ελαιόλαδο για την γέμιση

Μέθοδος Εκτέλεσης

1. Προθερμαίνουμε τον φούρνο στους 375F βαθμούς
2. Πλένουμε καλά τα λαχανικά μας
3. Με ένα μαχαιράκι αφαιρούμε τα καπάκια από τις ντομάτες και τα βάζουμε στην ακρη ενώ με ένα κουταλάκι αδειάζουμε το εσωτερικό από τις ντομάτες και το φυλάμε για την σάλτσα
4. Με ένα μαχαιράκι αφαιρούμε τα καπάκια από τις πιπεριές και καθαρίζουμε το εσωτερικό τους από σπόρους
5. Αφου πασπαλίσουμε λίγο αλάτι και ζάχαρη στο εσωτερικό των λαχανικών, τοποθετούμε σε ταψί
6. Σε ένα μεγάλο μπόλ ανακατεύουμε ελαφρά τις σάρκες από τις ντομάτες, ½ φλυτζάνι λάδι, το ρύζι, αλάτι/πιπέρι, και όλα τα μυρωδικά
7. Γεμίστε τα λαχανικά με το μείγμα μέχρι τα ¾ ώστε το ρύζι όταν φουσκώσει στο ψήσιμο να μην βγει από έξω.
8. Γεμίστε τα κενά του ταψιού με τις κομμένες πατάτες
9. Περιλούουμε τα λαχανικά μας με το υπόλοιπο λάδι (μπορούμε, εάν θέλουμε πιο ζουμερό το φαγητό μας, να προσθέσουμε το χυμό από 2-3 ντομάτες) και σκεπάζουμε τα λαχανικά μας με τὰ καπάκια τους
10. Σκεπάστε το ταψί με αλουμινοχαρτο και ψήστε για 60 λεπτά. Αφαιρέστε το αλουμινοχαρτο και συνεχίστε το ψήσιμο για 25-30 λεπτά.
11. Ελέγχετε τακτικά το φαγητό να βεβαιωθείτε πως υπάρχει αρκετό ζουμί. Εάν όχι, προσθέτετε ζεστό νερό. Εάν υπάρχει περισσότερο από ότι χρειάζεται ζουμί τότε, αφαιρείτε λίγο.
12. Σημειώστε ότι οι πατάτες χρειάζονται περισσότερο χρόνο για ψήσιμο και όταν είναι ετοιμες, το φαγητό μας είναι ετοιμο.
13. Αφήστε το ψημένο φαγητό να μείνει για ½ ώρα και μετά σερβίρετε με φέτα.

Καλή Ορεξη!



Stuffed Tomatoes and Peppers

Ingredients:

- 4 medium ripe tomatoes
- 4 medium green peppers
- 1 large onion, finely chopped (about 1 ½ cups)
- 2-3 medium sized potatoes, cut into thick wedges
- 8 Tablespoons uncooked rice
- 2-3 garlic cloves, minced very fine
- ¼ cup fresh mint, minced
- ½ cup fresh parsley, minced
- 1/3 cup dill, chopped
- 1 Tablespoon salt
- ½ teaspoon pepper
- A pinch of sugar
- ¾ cup extra virgin olive oil, for baking
- ½ cup extra virgin olive oil, for stuffing



Directions:

Preheat oven to 375 degrees. Wash the tomatoes and peppers thoroughly. Slice the tops of the tomatoes (reserve the tops). Carefully scoop out the flesh and set aside in a large bowl. The flesh of the tomatoes will be the base of the tomato sauce. Place the hollowed-out tomatoes in a large baking pan. Continue with the peppers by slicing off the top (reserve), remove the seeds and white parts from the inside. Place the hollowed-out peppers in the same baking pan as the tomatoes. Season the inside of the tomatoes and peppers with salt and a pinch of sugar.

In a large bowl, combine tomato flesh (including any juices), ½ cup olive oil, uncooked rice, onion, garlic, mint, dill, parsley, 1 teaspoon salt, and ½ teaspoon pepper. Mix lightly. Fill the tomatoes and peppers ¾ full with the prepared stuffing (not to the top so that the rice does not spill over while cooking). Fill the empty spaces in the baking pan with the potato wedges to support the stuffed tomatoes and peppers. Drizzle ¾ cup olive oil over all of the vegetables in the baking pan, concentrating more oil onto the peppers. (Note-you can also pour the juice of 2-3 tomatoes over the stuffed vegetables for the dish to be juicier). Cover the tomatoes and peppers with the reserved tops. Season with additional salt and pepper, if desired.

Cover the baking pan with aluminum foil. Bake for 60 minutes. Remove the aluminum foil, and bake an additional 25-30 minutes, uncovered. Check every so often to ensure enough liquid is in the bottom of the pan; if not, add warm water as needed. Additionally, if there is too much liquid, remove extra liquid. Potatoes typically require additional time; check for doneness. When the potatoes are done, remove the baking pan from oven. Let rest for a half hour. Serve with feta cheese.

Serves 4 people.

Enjoy!



The Dean C. and Zoë S. Pappas Interdisciplinary Center for Hellenic Studies

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About the Pappas Center for Hellenic Studies

The Dean C. and Zoë S. Pappas Interdisciplinary Center for Hellenic Studies, originally established by the American Foundation for Greek Language and Culture (AFGLC) as the Interdisciplinary Center for Hellenic Studies, is housed in the School of Arts and Humanities, under the direction of the Dean, Dr. Lisa Honaker. With six endowed professorships, the Center's focus includes the disciplines of Greek language and literature, history and culture, classical archaeology, art history, philosophy, politics, anthropology, and Byzantine civilization and religion. Scholarly and artistic activities emphasize the diachronic range of Hellenism and promote student enrichment through travel and university exchanges in Greece and Cyprus (<http://www.stockton.edu/ichs>). The faculty in Hellenic Studies are:

Tom Papademetriou, Ph.D., Director of the
Dean C. And Zoë Pappas Interdisciplinary Center for Hellenic Studies
Constantine & Georgiean Georgiou Professor of Greek History

David Roessel, Ph.D.
Peter and Stella Yiannos Endowed Professor of
Greek Language and Literature

Katherine Panagakos, Ph.D.
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Edward Siecienski, Ph.D.
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About the Friends of Hellenic Studies

The Friends of Hellenic Studies (FHS) is a community organization established by the late Rev. Dr. Demetrios J. Constantelos and members of the community to promote and strengthen the Stockton Hellenic Studies program. The Friends of Hellenic Studies organization raises money for student scholarships for activities related to Hellenic Studies at Stockton University and for study abroad travel to Greece, Cyprus, and other relevant places to the Hellenic world. Working closely with the Stockton University Foundation to advance its fundraising goals, the Friends of Hellenic Studies organization hosts many cultural and social events as well. In addition to providing for student scholarships, the Friends of Hellenic Studies were major donors to the Rev. Dr. Demetrios J. Constantelos Hellenic Collection and Reading Room in the Björk Library. To become a member, please join the Friends of Hellenic Studies at any of their announced meetings, or email fhs@stockton.edu for more information.

The Co-Chairs of the Friends of Hellenic Studies are:

Cathy Karathanasis, Maria Kazantzis, & Dr. Katherine Panagakos

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Founder, Stockton University Hellenic Studies

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