



CAMWS Newsletter

The Classical Association of the Middle West and South

Spring/Summer 1996, Vol. 5 No. 3

Scholarly Communication on the Internet: Collaboration, Resources, and Oops

—Linda Wright

*Text of a paper presented at the
APA, December 1995*

Classicists on the Internet! By now it is clear we are not roadkill on the Information Superhighway, we are at the wheel—which may be a more frightening thought. Those who study dead languages now do so with papyrus, parchment, paper and hypertext. Who would have thought those of us engaged in the study of literature 2,000 years old would still have anything left to say—enough to say even every day? Fourteen hundred of us, students, teachers, and many others beyond the ivy-covered walls, share knowledge, resources, announcements, and conversation about ancient Greek and Latin topics all day, every day, in electronic forums established for various disciplines within the world of Classics. Among these are Greek, Latin, gender studies, archaeology, and research groups for Perseus and other similar projects. Discipline-specific groups for classicists have been in existence since the early 1990's, the largest of which, Classics, I have run since it began in 1992. Technology and socialization have enjoyed a long, steady relationship. Just as the codex provided improved access to information for a community of readers, so too is computer-mediated communication, CMC, now

MEETING IN NASHVILLE A HUGE SUCCESS

The Classical Association of the Middle West and South held its 92nd annual meeting in Nashville April 10-13, 1996, at the invitation of Vanderbilt University. It was the largest meeting in the history of the Association, with over 430 registered attendees. Located in the Lowes Vanderbilt Plaza Hotel, CAMWS 96 had many memorable events.

Perhaps the most delightful part of the program was the reception sponsored by Vanderbilt University and the Tennessee Classical Association in Nashville's Parthenon. Members had plenty of time to admire the full-scale reproduction of Athena Parthenos (all 42 feet of her!) and to view the faithful reproductions of the Elgin Marbles. There was also an exhibit in the lower gallery entrance ramps showcasing the construction of the Nashville Parthenon for the 1896 centennial celebration (especially fitting as Tennessee celebrated its bicentennial on June 1). Professor Susan Wiltshire had also arranged for wonderful Greek food.

The meetings featured a record-breaking number of papers and panels and the awarding of CAMWS's first Outstanding Graduate Student Paper prize (see the report on p. 5). There were, of course, also announcements of the traditional Semple and Grant Awards, Manson A. Stewart Education and Training Awards, Manson A. Stewart Scholarships, and Good Teacher Awards, reports on which are also found in the following pages.

CAMWS meets next April in Boulder, Colorado, at the invitation of the University of Colorado.

providing another improvement in access to information for communities of scholars in on-line discussion groups. Communication between people has been by far the most popular feature of computer networks since the ARPANET, the original network which was developed by the Department of Defense in 1969. At that time electronic mail, e-mail, was just a "hack"; the Internet now offers us everything from pizza to postcards, and even an online confessional!

Computer-mediated communication, as practiced in scholarly electronic discussion

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groups, offers us many new opportunities which are, of course, not without some new challenges as

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CAMWS AWARDS FOR 1996

SEMPLE AND GRANT AWARDS

The Semple Award of \$2500 was awarded to **Laura A. Delossier**.

The Grant Award of \$2500 was awarded to **Thomas White**.

CAMWS COLLEGE AWARDS

1996 Winners

The CAMWS College Awards are given to students who participate in a translation contest. Book prizes are awarded unconditionally to the writers of the 15 best examinations. The top seven winners are offered \$500 cash awards contingent upon their continuing the study of a classical language at college or university. Alternates are offered cash awards declined by winners ranked before them contingent also upon further study of the classical languages. Letters of commendation, an innovation in the 1996 contest, are presented to an additional 15 students who wrote meritorious examinations. In sum, 22% of all contests have been recognized. In the listings below, all names are in alphabetical order, with the exception of the Alternates for the Cash Award Winners, who are listed in order of ranking; the student's teacher is listed in parentheses:

CASH AWARD WINNERS

Jon Baker, St. Xavier HS, Cincinnati OH (John Emmett)
Victoria Newman, University HS, Urbana IL (Frances Newman)
Daniel C. Onofrey, Loyola Academy, Willmette IL (Donald Sprague)
John Kyrin Schafer, Roswell HS, Roswell GA (Ron Folds)
John David Spiller Jr., Episcopal School, Baton Rouge LA (Natalie Roy)
Whitney Wilson, Franklin Road Academy, Nashville TN (Nancy Howell)
Ryan Thom, Marquette University HS, Milwaukee WI (James Greenwald)

ALTERNATES

1. **Susannah Smith**, Chapel Hill HS, Chapel Hill NC (Betsy Dawson)
2. **Andrew M. Cloutier**, Isidore Newman School, New Orleans LA (Martha Beveridge)
3. **Watt Boone**, The Lovett School, Atlanta GA (Kenneth Rau)

BOOK PRIZE WINNERS

Trevor Stephen Cox, Rockbridge County HS, Lexington VA (Carter Drake)
Paula Decker, The Lovett School, Atlanta GA (Kenneth Rau)
Ron Jackups, St. Xavier HS, Cincinnati OH (John Emmett)
Michael Tobin, Loyola Academy, Wilmette IL (Donald Sprague)
Greg Wilde, Jesuit HS, New Orleans LA (Stephen Pearce)

LETTERS OF COMMENDATION

Braxton Blalock, The Lovett School, Atlanta GA (Kenneth Rau)
Christina Bottoms, Cranbrook Kingswood School, Bloomfield Hills MI (Stephen Rosenquist)
Benton Highsmith Calhoun, Rockbridge County HS, Lexington VA (Carter Drake)
Seetal Preet Cheema, Berkeley Preparatory School, Tampa FL (Marianthe Colakis)
Ben Gray, Hawken School, Gates Mills OH (Sergios Lazos)
Julene James, Berkeley Preparatory School, Tampa FL (Marianthe Colakis)
J.J. Kim, Granville HS, Granville OH (Donita Hill)
Daniel McCarthy, John Handley HS, Winchester VA (Susan Schearer)
Megan McCarthy, Charlotte Latin School, Charlotte NC (Karen McQuaid)
Drew Meyer, New Trier HS, Winnetka IL (Judith Hayes)
Timothy Pepper, Fairview HS, Boulder CO (John Gilbert)
Irina Ruden, Flint Hill School, Oakton VA (Hugh Himwich)
Katherine Thorneloe, The Lovett School, Atlanta GA (Kenneth Rau)
Nicholas Vogt, Carmel HS, Carmel IN (Bernard Barcio)
Ashely Wagner, Chapel Hill HS, Chapel Hill NC (Betsy Dawson)

MANSON STEWART SCHOLARSHIPS

Six Manson A. Stewart Scholarships were awarded this year to undergraduate students of the Classics at colleges and universities in the CAMWS area. There were 49 applications from 32 institutions. Winners (in alphabetical order), their institutions, and their sponsors are:

Michael J. Johnson (Northeast Missouri State University), sponsored by Prof. David Christiansen
Leslie C. Kendrick (University of North Carolina-Chapel Hill), sponsored by Prof. Kenneth J. Reckford
Catherine E. A. Kusske (St. Olaf College), sponsored by Prof. Steve Reece
Jeffrey M. Murphy (Xavier University), sponsored by Prof. Robert J. Murray
Ellen D. Sassenberg (University of Minnesota), sponsored by Prof. Robert P. Sonkowski
Brandon K. Woodruff (University of Missouri-Columbia), sponsored by Prof. Daniel M. Hooley

Alternates (rank-ordered):

Tanya M. Szafranski (University of Arkansas), sponsored by Prof. Daniel B. Levine
Adam S. Garside (University of North Carolina-Charlotte), sponsored by Prof. Dale Grote
Daniel A. Chester (Calvin College), sponsored by Prof. Kenneth D. Bratt

MANSON A. STEWART TEACHER TRAINING AND AWARDS FOR 1996

The other members of the Teacher Training and Awards Committee for 1995-96 were William Napiwocki of Gary, Indiana, and Rita Evans of Omaha, Nebraska. The absolute number of inquiries about awards both for travel to CAMWS and for support of certification in Latin increased this year, though in the end there were no applications for certification support. In response to my appeal for applications and for ideas that would encourage applications, several members responded with good ideas. An especially apposite suggestion, to post an ad for the awards on various electronic reading lists commonly read by secondary school Latin teachers, will be implemented next year.

There were four completed applications for support for travel to CAMWS, all of which were well written and well supported. The committee recommended an award of \$400 to each applicant. All four applicants are attending their first CAMWS meeting.

The first award went to **Susan Bonvallet** of the Wellington School in Columbus, Ohio. Susan created the Latin program at Wellington in 1986, in which she continues to teach all levels from Latin I - V, including an active AP program. Her students have achieved an 80% recognition rate on the National Latin Exam over a 9-year period, and an 80% ratio of 4 and 5 on the AP exam since 1991. She is active in the Ohio Classical Conference and the Ohio Foreign Language Association, and is a member of the American Classical League as well as CAMWS. She is an energetic and innovative classroom teacher as well as a helpful colleague. She helped to create a mentor program for new teachers that is praised by both her headmaster and her department chair. She has also been a Reader for the National AP Exam for ETS.

The second award was made to **Catherine Favreau** of Naperville North High School in Naperville, Ohio. Catherine is co-presenting a paper entitled "Greek and Roman Religion and Mythology" in a CAMWS panel on Teaching Greek Religion and Mythology in the Schools this Saturday at 1:00. Her classes in Latin I, II, and Latin Honors are cited as stimulating learning environments due to her enthusiasm and interdisciplinary involvement, which, one recommender notes, "make her exciting classroom a magnet to intellectual curiosity." She has also made an impact on her school by helping to sponsor the Latin Club as well as the Women's Roundtable and a multicultural organization known as Spectrum.

The third award was made to **Stergios Lazos** of Hawken School in Gates Mills, Ohio. Stergios is lauded as a multi-faceted, energetic, and dedicated teacher who resurrected a moribund Latin program with an "arsenal" of pedagogical tools, both conventional and unconventional. He is an advocate of incorporating elements of the Rassias Method of oral interaction into the Latin classroom, and a co-presenter of a paper illustrating the method at this year's CAMWS.

And the fourth award went to **Jan Wagoner** of Kettering Fairmont High School in Kettering, Ohio. Jan is Ohio's new CAMWS Vice-President. She teaches Latin and English, and has been instrumental in the growth of the Latin program. She is an active leader in local and State associations, and a strong supporter of the Junior Classical league. She also supervises the operation of the American Classical League office in Oxford, Ohio, and the Teaching Materials and Resources Center.

Congratulations to all these outstanding representatives of our discipline.

James S. Ruebel, Chair
Teacher Training and Awards Committee

CAMWS GOOD TEACHER AWARD 1996

The Committee for the CAMWS Good Teacher Award was headed by Helena Dettmer, and included as members Jeff Tatum and Rick Newton. This year's recipient is extremely deserving of the CAMWS Good Teacher Award. It would take considerable time to enumerate all of this person's achievements, and so I will focus on just a few. The CAMWS Good teacher teaches at both a High School and Middle School. She is in fact responsible for introducing Latin instruction to the Middle School back in 1981. She began with 11 students in a seventh grade class. She now has 50 students in two seventh grade classes and thirty in one eighth grade class. As a result of having freshmen in her sophomore class, she converted Latin IV Virgil into an AP Virgil course and Latin V into an AP Horace/Catullus class. Her students excel in the Advanced Placement Exam, and regularly bring home trophies from local, regional, and state Certamen meets. The CAMWS good teacher also has written a successful grant to fund the training of foreign language teachers to teach sixth grade language and to fund the implementation of sixth grade instruction in Latin and other languages. She has written and edited a workbook to give students additional practice in working with the Latin language. She is involved with the Latin Club which holds fund raisers throughout the year and awards scholarships to one or more graduating seniors. Both students and colleagues speak of her in superlative terms. Her excellence and commitment have already been recognized by her home state of Illinois, where she received two teaching awards in 1989, the Illinois Latin Teacher of the Year Award and the Illinois State Superintendent's Award of Merit, another in 1990, the Lt. Governor's Excellence in Teaching Award. Quid plura loquar? Without further ado, let us recognize **LeaAnn Osborn** of Barrington High School as this year's recipient of the CAMWS Good Teacher Award.

Helena Dettmer, chair
University of Iowa

OUTSTANDING GRADUATE STUDENT PAPER AWARD

Beginning this year the Executive Committee of CAMWS authorized a new award, the Presidential Award for the Outstanding Graduate Student Paper at the Annual Meeting. Eligible were graduate students whose paper was accepted on the program and who would not have received their Ph.D. by the time the paper was read. The text of the oral talk was submitted a month in advance of the meeting and members of the program committee selected the winner. The award consists of a certificate and \$200 and was presented at the Business Meeting, even though the winning paper may not have been delivered by the time of the meeting.

The judging was based on two criteria: (1) the quality of the scholarly argument, including the importance of the topic, the originality of the treatment, and the quality of mind displayed; (2) the effectiveness of the oral presentation, including the quality of the writing, good organization, and interest to an audience.

There were 23 submissions. Every one of them was meritorious, many very good, some excellent, and overall they provided convincing proof of the vitality of our graduate programs and of the abilities of our graduate students. The committee had a very difficult time selecting just one paper, and for that reason asked me to mention several for commendation.

The winner was **Hugh A. Cayless** (University of North Carolina at Chapel Hill) for "Ovid and Augustus *Tonans*." Letters of special commendation were awarded to **Derek B. Counts** (Brown University) for "Embalming in Rome: The Nature and Function of its Use"; **Andreas J. Willi** (University of Michigan) for "Why Do the Spartans Speak Spartan in Aristophanes' *Lysistrata*?"; **Kathryn F. Williams** (University of Virginia) for "*Oratio Obliqua* in Sallust's *Bellum Catilinae*"; and **David L. Wray** (Georgia State University) for "Fate and Mind in the Fall of Troy: *Aeneid* 2.54 and its Tradition."

Respectfully submitted,

William H. Race
President, CAMWS

Editor's Note: The following article was written by Virginia Barrett, Chair of the National Committee for Latin and Greek, for the Spring/Summer issue of Pro Bono. At the Annual Business Meeting of CAMWS in Nashville, on April 13, the late Prof. Phinney was made an honorary member of CAMWS.

EDWARD S. PHINNEY: IN MEMORIAM

Ave Atque Vale, Amice. . .

It is with sadness that we announce the passing on April 11, 1996 of our colleague Ed Phinney, following an illness of several weeks. Ed Phinney admired the following quotation from *The Education of Henry Adams*: "A teacher affects eternity: He can never tell where his influence stops." Ed Phinney touched the lives of so many teachers and students of the Classics, his influence will surely continue for years to come.

Ed is best known for his two terms as President of the American Classical League (1986-1990) and as North American Editor of the Cambridge Latin Course. The national reputation that Ed earned as an educator led to his election to two terms as President of the American Classical League. He presided at four national conventions of the ACL and four of its affiliate organizations, the National Junior Classical League.

During these years, he was invited to speak at national, regional, and state organizations of modern and classical languages. He wrote an influential article on the history and direction of Latin teaching in the U.S. from 1990 to the present, titled, "The Classical Scene in America Today," which was published in *Classical Outlook*, *JACT Review*, and *New England Classical Newsletter* in 1987.

The Elementary Teachers of Classics and the Committee on Educational Computer Applications became standing committees of the ACL during his terms as President. As Past President, he helped host the 75th anniversary celebration of the ACL in Oxford, Ohio, and edited the *History of the American Classical League, 1919 to 1994*.

Ed's commitment to excellence in teaching led to his appointment as North American Editor of the Cambridge Latin Course. As Editor, he made extensive revisions of the text book and supplementary materials, making it suitable for use by American and Canadian teachers. He authored a creative teacher's manual, a workbook, and a variety of teaching aids, including a computerized version of the course for Transparent Language. With his wife Mary Catherine and Stan Farrow, he co-authored a two-volume Latin textbook *Salvete: A First Course in Latin* for use in grades 4-6 in the lively style of the CLC.

He founded and directed a cooperative project of American and Canadian teachers called the North American Cambridge Classics Project (NACCP). As

Director, Ed attracted a circle of talented teachers who developed innovative supplementary materials for CLC. The NACCP's Resource Center now offers over eighty items for use by teachers. His biennial summer workshops and tours to former provinces of the Roman Empire drew scores of adventurous teachers each year.

Ed taught in the Classics Department at the University of Massachusetts, Amherst since 1969, chairing the Department from 1981 until 1992. He was co-founder of the M.A.T. program at UMass which prepares up to five graduate students each year to teach in secondary schools. His popular course in Greek Mythology drew 500 to 600 students per semester, boosting the number of undergraduates and majors in Classics at UMass.

His talent as a master story-teller and his interest in psychology, science fiction, and world literature made his course a memorable experience for generations of students. He taught Classics and Greek Myth at the University of Southern California from 1962 to 1992. He earned his bachelor's and master's degrees at the University of Oregon. He received his doctorate at the University of California at Berkeley in 1963.

Ed is known to his colleagues in CANE, ACL, and APA for his various leadership roles within the profession and for his dedication to the preparation of secondary teachers of Classics. He was co-founder and past president of the Pioneer Valley Classical Association and the Classical Association of Massachusetts, and past President of the California Classical Association. For the past fifteen years he served as Chair of the ACL Committee on Greek, which recognizes student achievement on tests of Homeric, Attic, and Modern Greek.

He founded and chaired the ACL/APA Joint Committee on Classics in American Education, which was an outgrowth of the Conference on the Classics in American Schools, held in 1986 at the University of Virginia. During his tenure, he edited a landmark book by Sally Davis, *Latin in American Schools* (Atlanta: Scholar's Press, 1991), which was an important first step in the development of national teaching standards for Latin.

In preparation for his forthcoming report, "Teaching Ancient History in the Latin Classroom," Ed conducted a

survey of Latin teachers for the JCCAE. In 1994, Ed cooperated with Jane Hall in conducting the first survey ever of Latin enrollments in private schools nationwide for the National Committee for Latin and Greek.

In previous years, Ed had drafted two promotional brochures for the NCLG: "Classics Is for Life," of which 30,000 copies were distributed; and "Why Latin in Elementary and Middle School," still in circulation. More recently, his participation with Ken Kitchell on an APA panel in Atlanta and his survey of Greek instruction coast to coast led to the formation of a Committee for the Promotion of Greek, which is now affiliating with the NCLG. Since its founding, Ed served on the Board of Trustees of Eta Sigma Phi, the national honorary society for the Classics.

As the NCLG's official Delegate to the Joint National Committee for Languages, Ed served two terms on the JNCL's Board of Directors (1992-95). He represented the Classics profession with distinction through his participation in the JNCL's advocacy, research, and policy-making activities in Washington D.C.

In May, 1992 when foreign language educators were suddenly given the opportunity to submit formal testimony to the National Education Goals Panel, Ed notified key classicists to testify on two of the goals with a view to involving classicists in the movement towards national standards. Because classicists participated with

modern language teachers in shepherding this legislation through Congress, The American Council on the Teaching of Foreign Languages (ACTFL) later invited the participation of a Latinist on its Task Force Committee on National Standards for Foreign Languages, K-12. As a result, ACTFL's standards were created broad enough in scope to include Latin and ancient Greek.

Ed was born in Bryan, Texas. In his youth, Ed lived with his missionary family in Japan and Colombia. He leaves his wife, the former Mary Catherine Davis; a son, E. Sterl Phinney III of Pasadena, an astronomer at Cal Tech; his mother, Marie Phinney of Brookville, Florida; and two brothers, Paul of Derry, New Hampshire, and David of Illinois.

Our profession has lost an able leader, innovator, and humanist. Ed will be greatly missed by his friends and colleagues. In the short time he was here, Ed made monumental contributions. We will never be able to tell "...where his influence stops."

Memorial contributions may be made to the Ed Phinney Memorial Scholarship Fund, American Classical League, Miami University, Oxford, Ohio, 45056; or to the UMass Classics Scholarship Fund; or to the Friends of UMass Library, Department of Classics, 528 Herter Hall, UMass, Amherst 01003.

COMMITTEE FOR THE PROMOTION OF LATIN ANNUAL REPORT

The 1995-196 academic year for CPL continued the transitional process to accommodate and implement the new structure of the organization. While a set of annual goals for all of CPL has worked in the past, the diversity of situations across the CAMWS area warranted a change in this policy which was undertaken this year: each region through its state and regional vice-presidents was directed to determine its own needs and address those issues. The CPL itself offered guidance, but its real duty centered around updating or creating materials in connection with regional and state needs, and addressing the CPL goal(s) held in common by all the areas within CAMWS. Five goals were set for this year:

1. Spend all of the money budgeted for CPL activities

- (\$3,500);
2. Update the CPL brochures and aggressively advertise its services;
3. Direct regional vice-president to work more closely with state vice-presidents in determining needs, setting regional/state goals, and designing strategies to meet them;
4. Examine the International Baccalaureate curriculum, gather data on its impact on Latin programs in the CAMWS area and design a strategy to address this rising problem;
5. Troubleshoot as problems arise.

Work on each of these goals was begun: 1) To date, almost \$2,800 in CPL funds has been distributed to thirteen different projects representing

eight states in the CAMWS area; 2) CPL brochures on elementary and college Latin are ready for publication. The secondary brochure will shortly be ready and all three will be distributed in the fall 1996 mailing to Regional and State Vice-Presidents. At that time the newly revised *CPL/Membership Handbook* will also be made available; 3) Most Regional Vice-Presidents were active in determining needs and setting goals for the states making up their region. Few strategies were designed, leaving room for this part of the goal to be addressed in 1996-97; 4) Preliminary information on the IB Program was sought through an informal inquiry among State Vice-Presidents. Both the impact of this program and the impact of Block Scheduling on Latin courses at the high school level will be addressed in

the CPL Panel set for 1997 CAMWS meeting in Colorado; 5) CPL members wrote letters in the defense of the threatened programs in Ottawa (Canada) and at Southwest Missouri State University. The status of the classics programs/majors at these two institutions is pending.

In keeping with the CML Chair's personal goal of streamlining the annual report and in delegating more responsibility to the Regional Vice-Presidents, the 1996 annual report reflects a composite report from each region rather than a separate report from each state and the region itself. It is hoped that the shortened format will promote more reading of the document among members of CPL and CAMWS alike.

Through the annual report process, the following suggestions were made by State and Regional Vice-Presidents which could be useful to CAMWS committees and their chairs as they plan for 1996-97:

1. **Jay Mickelson, State Vice-President of South Dakota**, suggested that a press release automatically be sent to the school and local newspaper of each winner of a CAMWS Good Teacher Award or Training and Travel Award. This would make it easier and less embarrassing for a winner to publicize his/her own award. The application form could include a section for the name and address of the applicant's school and local newspaper.

2. **Rick LaFleur, Regional Vice-President for the Southeast**, addressed the small number of applicants for CAMWS scholarship and other funding programs. He suggested that there be generated a distribution, through the State Vice-Presidents, of a one-page camera-ready notice advertising CAMWS membership and summarizing in brief each of the funding programs and competitions (CPL funding, the Hanson-Stewart Scholarship, Summer Study Awards, Education and Travel

Awards, etc.). This advertisement would provide for each program the name, address, e-mail address, phone and fax numbers of the contact person. He further suggested that it be sent out this spring by the VP's to the editors of both Classics and foreign language association newsletters in their states with a request for publication in the next issue.

3. **Jeff Tatum, State Vice-President for Florida**, would like to see CPL funding provided to state classical associations on a rotating basis so that all CAMWS states could benefit over a period of five years or so. He envisions the moneys being used to assist with the expenses of a visiting speaker who would offer at the group's annual meeting both a hands-on workshop for Latin teachers as well as a "somewhat more academic talk for enrichment" on some topic of broad interest, such as the Roman family or ancient epic.

4. **James Ruebel, Regional Vice-President for the Plains Region**, would like us to look more closely at mechanisms for making CAMWS more directly beneficial to teachers who live in states where distances between schools and between schools and universities are relatively large and where the absolute number of Latin teachers is relatively small.

5. **Joyce Penniston, State Vice-President for Minnesota**, wondered why the "updated" membership list she received in December was identical to the one she received in October. She urged CAMWS to provide state vice-presidents with timely information about membership so that we can avoid "harassing people who have

already joined."

6. **Sarah Wright, Regional Vice-President for the Tidewater Region**, shared two suggestions: 1) Her region would like to see CAMWS conduct a survey covering both the IB and block scheduling. This survey would be linked to that of collecting data on state-wide enrollments at all levels, as well as the levels of Latin taught. The Tidewater Region is interested in a survey of colleges and universities to include matters such as enrollments at the graduate and undergraduate levels, whether a master's degree in classics is offered, what degrees are offered which involve classics, what institutions' foreign language requirements are, etc.; b) she wonders if it is possible for CPL to collect and distribute information to regional and/or state vice-presidents concerning CAMWS scholarship winners and National Latin Exam winners.

The suggestions, as they pertain to CPL and as they are viable, will be incorporated into the work of the Committee and the VP' during the next year. The goals set for 1995-96 will become the goals for 1996-97, as the work begun this year in those areas is directed toward full realization.

At this annual conference in Nashville, CPL is sponsoring a panel on Saturday morning devoted to exploring two testing opportunities for Latin students: the National Latin Exam and the SAT II Latin Test.

(Ed. note: the report concluded with a balance sheet of distributed funds.)

Cathy P. Daugherty
CPL Chairman

JOIN US ON THE WEB!

Come to the CAMWS Homepage for up-to-date information about officers, members, CPL, and a whole host of other attractions. Links to regional and national organizations' homepages are to be found here as well as a link to Oliver Phillips' CAMWS E-Mail Directory.

<http://www.rmc.edu/~gdaugh/camwshp.html>

ANNOUNCEMENTS

CAMWS Notices

Manson A. Stewart Scholarships for 1996-1997

The Committee for the Manson A. Stewart Scholarship will award up to four \$1,000 scholarships to undergraduate college students who major in Classics at a CAMWS college or university and take a minimum of two courses (one per semester or quarter) in Latin or Greek during the year in which the scholarship is held; applicants must come from the CAMWS area and be sponsored by a secondary teacher or college professor who is a member of CAMWS.

Requests for application forms must be received by February 10, 1997; completed applications and accompanying documents must be postmarked no later than March 10, 1997.

For further information and application forms, please write:

Professor Charles L. Babcock
Department of Classics
The Ohio State University
414 University Hall
230 North Oval Mall
Columbus, Ohio 43210-1319
E-mail: cbabcock@magnus.acs.ohio-state.edu

Manson A. Stewart Teacher Training and Travel Awards

Teacher Training Awards:

Awards are designed to provide some financial assistance to those who wish to obtain certification to teach Latin at the primary through secondary level, whether the specific courses needed are in Latin or in Education. The award is not intended to cover all costs of the training, and the size of the award varies according to the actual costs (primarily tuition and travel), the size of the committee's budget, and the number of applications; previous awards have been as high as \$700. Deadline: February 1.

Travel Awards:

Awards are designed specifically to assist primary-, middle-, and secondary-school teachers of Latin with a cash award to offset the costs of attending the annual CAMWS meeting or the Southern Section meeting. The award is not intended to cover all costs of the travel, and the size of the award varies according to the actual costs travel will entail, the size of the committee's budget, and the number of applications; awards for travel to the annual meetings have ranged from \$300 to \$500, for travel to the Southern Section somewhat less. Deadlines: February 1 for travel to the annual meetings, August 1 for travel to the Southern Section.

Completed applications for both awards should be sent to:

Prof. James S. Ruebel
Foreign Languages and Literatures
300 Pearson Hall
Iowa State University
Ames, IA 50011-2205
Phone: (515) 294-4046; Fax: (515) 294-9914
E-mail: jsruebel@iastate.edu

ANNOUNCEMENTS

Other Notices

CLASSICS SAVED AT HANOVER COLLEGE

Hearty applause for John Trout, who has single-handedly saved Classics at Hanover College. Hired as an historian in 1970, he offered to teach Classics as well as history in 1988, when the one-and-only classics Professor retired, not to be replaced. Being a lively and devoted teacher, John won the hearts of many students, having to take on extra sections of Latin and finding 50 students in his Ancient History class. This year, in 1995, an official interdepartmental Classical Studies major has been created, for which five students have already signed up. Elementary Greek, offered for the first time in a quarter of a century at Hanover has ten students, including three brave souls taking elementary Latin at the same time. John teaches Latin, while a religion professor teaches Greek. (John campaigned, thinking of the future, to have the religion position switched to tenure-track.) In addition Hanover has hired a part-time faculty member to teach Greek literature. This is going in the right direction! John recently traveled to Indianapolis to secure the right to license Latin teachers and says that two job offers were made on the spot!

—submitted by Paula Reiner, Butler University

NEW ADDRESS FOR CANADIAN ARCHEOLOGICAL INSTITUTE IN ATHENS

The new address for the Canadian Archaeological Institute is

Dion. Aiginitou 7
11528 Athens
GREECE
Telephone: 72-57-968
FAX: 72-23-201

The new director is David Jordan.

Announcing CLSTECH, the Classics, Technology, and Teaching Discussion List

CLSTECH is a new, unmoderated listserv intended to promote discussion, communication, and collaboration among faculty in smaller classics programs enrolling undergraduate students. The list owner is Suzanne Bonefas of Miami University in Ohio, who established the list on behalf of the APA Classics, Technology, and Teaching Subcommittee (CTTS), chaired by Michael Arnush of Skidmore College.

While the list welcomes discussion of any issue relevant to smaller classics programs, its particular focus will involve ways of exploiting opportunities for curricular and pedagogical collaboration made possible by various electronic media and technologies in order to expand and enrich the courses and experiences that small classics programs can offer their students. The CTTS encourages as many faculty as possible from smaller programs to subscribe to the list; the more people involved, the more ideas will be generated and the more valuable the list for the entire profession. Classicists from larger programs and secondary school programs who have a particular interest in the curricular and pedagogical potential of the new technologies are also welcome to participate in the list. The CTTS conceives of this list as a first step in an ambitious program to foster national collaboration, with further steps involving creation of a room on the MiamiMOO for real-time electronic discussion between individuals or groups, a web site for accessing syllabi and other pedagogical materials, and pilot projects of collaborative internet courses. Members of the list will be kept informed of CTTS activities and can use this list to convey their ideas and needs to the committee. If you are interested in any of these issues, join now!

To subscribe to the list, send a message to listserv@miamiu.acs.muohio.edu. Leave the subject line blank, and in the body type SUBSCRIBE CLSTECH yourfirstname yourlastname.

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Members of the APA's Committee on Computer Activities' Subcommittee on Classics, Technology and Teaching: Michael Arnush, Skidmore College (chair), marnush@skidmore.edu; Suzanne Bonefas, Miami University of Ohio (listserv owner), bonefas@muohio.edu; W. Robert Connor, National Humanities Center, connor@uncecs.edu (consultant); Michael Gagarin, University of Texas-Austin, Director of the Campus Advisory Service, gagarin@mail.utexas.edu (consultant); William Johnson (ex-officio as chair of the APA Committee on Computer Activities), wjohnson@jagat.com; Barbara McManus, College of New Rochelle, bmcmanus@ix.netcom.com; Kenny Morrell, Rhodes College, morrell@rhodes.edu; James O'Donnell, University of Pennsylvania, jod@ccat.sas.upenn.edu.

Michael Arnush
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ANNOUNCEMENT OF APA MINORITY SCHOLARSHIP

The Committee on Minority Scholarships of the American Philological Association this year sponsored for minority undergraduate students a scholarship to be awarded for Summer 1996. The purpose of the scholarship is to further a student's preparation for graduate work in Classics. Eligible proposals might include (but are not limited to) participation in summer programs in Italy, Greece, Egypt, etc. or language training at institutions in the U.S. or Canada. The maximum amount of the award is \$3,000.

Candidates will be judged on the basis of (a) their academic qualifications, especially in Classics (including demonstrated ability in at least one classical language), (b) the quality of their proposal for study with respect to preparation for a career in Classics, and (c) need. The deadline for applications was March 1, 1996. Applicants were asked to submit (1) a letter of application describing their plans for Summer 1996 and his/her broader result by April 1, 1996. Applicants also submitted (1) a letter of application describing their plans for Summer 1996 and his/her broader career goals; (2) an undergraduate transcript; (3) two letters of recommendation by faculty members or other professionals who have worked with the student in the past two years (at least one of these must be an APA member). NOTE: in "minority" we include African-American, Hispanic-American, Asian-American and Native-American students.

For information about a scholarship for the summer of 1997, please contact Elizabeth Keitel, Dept. of Classics, University of Massachusetts, Amherst, MA 01003; tel: (w) 413-545-5777, (h) 413-772-0795; Fax: 413-545-6137; e-mail: eek@classics.umass.edu.

ACL/NJCL NATIONAL LATIN EXAM FOR 1997

The National Latin Exam for 1997 is to be administered in the SECOND FULL WEEK in March (March 10-14, 1997) in each school participating. Awards will be sent to the teacher(s) in April. Applications will automatically be sent to ACL members and to teachers who entered this year's 1996 exam by the ACL office at Miami University, Oxford, OH. Otherwise, application forms may be obtained from the American Classical League, Miami University, Oxford, OH 45056. Deadline for receipt applications will be January 10, 1997. This announcement will be repeated in fuller form in the fall issue of the *CAMWS Newsletter*.

PONTIFICAL INSTITUTE OF MEDIAEVAL STUDIES

The Pontifical Institute of Mediaeval Studies in Toronto announces that students interested in entering its programs of study should make application directly to the Institute and no longer through the Centre for Medieval Studies in the University of Toronto. The degree programs offered since 1939 in the Institute, the Licentiate and Doctorate in

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Mediaeval Studies, will continue to emphasize a multi-disciplinary approach to medieval studies together with Latin, palaeography and text editing. Students admitted to these programs are eligible for tuition bursaries and other financial assistance offered by the Institute and will enjoy access to the Institute's specialized research library and other academic and social facilities. Further information is available from: The Academic Secretary, Pontifical Institute of Mediaeval Studies, 59 Queen's Park Crescent East, Toronto, Canada M5S 2CF (Tel: 416-926-7290 or 7142; Fax: 416-926-7292; E-Mail: scambel@epas.utoronto.ca).

The Institute also invites scholars to apply for its Visiting Scholars limited-term appointments. Although the Institute does not at present provide a monetary stipend, scholars will normally be provided with office space and will enjoy access to the Institute's specialized research library and other academic and social facilities. Further information is available from the address given above.

BRIAN S. HOOK HONORED

Brian S. Hook, Assistant Professor of Classics at Creighton University and immediate past vice-president for CAMWS in Nebraska, received the "Teaching for Tomorrow Award" for 1996. This award is given by Creighton's chapters of Omicron Delta Kappa (National Service Honorary) and Alpha Sigma Nu (National Jesuit Honorary) to the faculty member who best exemplifies the Jesuit tradition of "cura personalis" - care of the individual student.

AQUILA PRODUCTIONS INFORMATION

- **BIRDS 1997:** Aquila Productions will be touring in the Spring of 1997 with a brand new production of Aristophanes' *BIRDS* translated by Peter Meineck and Directed by Robert Richmond. We are now beginning to book for this tour. Please contact the Producing Director, Peter Meineck at AquilaUSA@AOL.com (Tel/fax 210 5346884) for further information.
- **FROGS at The National Theatre:** Those colleges who received the 1991 production of Aristophanes' *FROGS* will be pleased to hear that Fiona Laird's excellent adaptation is being presented by the Royal National Theatre of Great Britain at the Cottesloe theatre and on a UK National tour. The development and success of this production is in large part due to the active support of the various Classicists in the USA and Canada who have worked hard to bring our shows to their campuses. We hope you will share in our pride in being associated with this production.
- **VIDEOS:** Aquila Productions' version of Aristophanes' *WASPS* is now available from Film Councilors Associates Inc. in New York along with *AGAMEMNON*, *AJAX*, and *FROGS*. Please contact Frank Powers at 102546.3466@compuserve.com or Aquila for further details.
- **TRANSLATIONS:** Peter Meineck is currently working on a translation of *THE ORESTEIA* for Hackett Publishing. There are plans for a reading this coming summer and possibly a tour of *THE ORESTEIA* in 1998. We will keep you posted.
- **EDUCATION WORK:** Aquila will be undertaking an educational program based around *THE ILIAD* aimed at high schools in San Antonio TX. This project is being co-ordinated with the Witte Museum to compliment their "Discovering The Past" exhibition.
- For further information, contact Peter Meineck, Aquila Productions, 603 Cedar Street, San Antonio TX 78210, AquilaUSA@AOL.com, Tel/Fax (210) 534-6884

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1996 ARCHAEOLOGICAL FIELDWORK OPPORTUNITIES BULLETIN

The Archeological Institute of America (AIA) announces the publication of the 1996 edition of the *Archaeological Fieldwork Opportunities Bulletin* (AFOB), a comprehensive guide to excavations, field schools, and special programs with openings for volunteers, students, and staff throughout the world. The AFOB is designed to introduce both the student and the amateur archaeologist to the experience of actual excavation or survey and is available each year on January 1.

The 1996 AFOB has over 250 opportunities listed. The listings are divided into major geographical regions, including the United States, Canada, Latin America, Continental Europe, United Kingdom and the Republic of Ireland, the Eastern Mediterranean and Near East, the Commonwealth of Independent States, Africa, and Asia. Each entry includes essential information about the site, age requirements, application deadlines, costs, and a person to contact for more detailed information about the program. The AFOB also includes a selected bibliography (fully revised and updated, with a new section on Internet resources) and lists of related organizations and state archaeologists and historic preservation officers.

The price is \$9 for AIA members and \$11 for non-members. Please add \$4.00 for shipping and handling for the first copy and 50¢ for each additional copy. All orders must be prepaid and made in U.S. dollars or by an international money order. Please send orders and make checks payable to: Kendall/Hunt Publishing Company, Order Department, 4050 Westmark Drive, Dubuque, IA 52002. To order by Vias or Mater Card, call: (800) 228-0810 or (319) 589-1000.

The following notices are outdated and have been abbreviated from their original length for the purpose of providing readers who may be thinking about travel or other opportunities in the summer of 1997. Anyone wishing to post a notice in future Announcements is kindly requested to see the list of deadlines for future issues on p. 13.

- The American Numismatic Society holds its forty-fourth Graduate Seminar in Numismatics at the Museum of the American Numismatic Society from June 11 to August 10 this year. The purpose of the Seminar is to familiarize students with numismatic methodology and scholarship and to provide them with a deeper understanding of the contributions made by numismatics to other fields of study. If you are interested in obtaining information for next year, write to William E. Metcalf, Chief Curator, The American Numismatic Society, Broadway at 155th Street, New York, NY 10032; tel. (212) 234-3130; fax (212) 234-3381; e-mail metcalf_w@delphi.com.
- The College of Notre Dame of Maryland sponsored an archaeological tour of Turkey from Tarsus to Troy, May 30 to June 15, under the direction of Sister Therese Marie Dougherty, Ph.D, Professor of Classics. Sister Therese Marie can be contacted at (410) 532-5559.
- Baylor in Italy: Rome, Etruria, Capri and Pompeii—July 29–August 10. Further information about Baylor in Italy programs can be had from Professors Alden Smith or Tim Johnson, c/o Classics Department, Old Main, Baylor University, Waco, TX 76798; tel. (817) 755-1399; fax. (817) 755-3799; e-mail Alden_Smith@Baylor.edu.
- The Campanian Society will offer a study tour “Ancient Anatolia: The Fountain and the Bridge,” Sept. 22-Oct.7, 1996, directed by Philip N. Lockhart of Dickinson College. For further information contact The Campanian Society, Inc., P.O. Box 167, Oxford, OH 45056; tel. (513) 524-4846; fax (513) 523-0276; e-mail campania@one.net.
- The University of Georgia offers courses from June 19-July 12, July 17-August 14, and June 19-August 13 this year. For anyone considering summer courses next year, contact the Department of Classics, Park Hall, The University of Georgia, Athens, GA 30602-6203; tel. (706) 542-9264; e-mail rlafleur@parallel.park.uga.edu.

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- Wooster in Greece: Summer Study in Greece and Turkey, June 22-August 4, 1996. For information about future programs, contact Thomas M. Falkner, Department of Classical Studies, The College of Wooster, Wooster, OH 44691; tel. (216) 263-2320; fax (216) 263-2614; e-mail tfalkner@acs.wooster.edu.
- Roman Britain Tours of St. Paul, MN is offering a tour of Roman Britain this June. For information about possible future programs, contact Dennis Rayl, Roman Britain Tours, 1851 Dayton Ave., St. Paul, MN 55104.
- *Cursus Vivae Latinitatis*, a new summer program for intermediate and advanced Latin study in an immersion environment, will hold a two-session program in July. For a full description of methods and schedule, see the Curus homepage (in Latin and English) at <http://www.urich.edu/~wstevens/latviv.htm>.
- West Virginia University sponsored a Summer Seminar in Literary and Cultural Studies June 6-9. Information about the seminar is available on the Web at http://www.as.wvu.edu/english/summer_seminar/sslcshom.html or write the WVU Office of Conference and Support Services, Attn: Registrar, English Department Summer Seminar, P.O. Box 6430, Morgantown, WV 26506-6430; tel. (304) 293-2790.
- Monmouth College announces the winner of the twelfth Bernice L. Fox Classics Writing Contest: Carol Elizabeth Vige of Eau Gallie High School in Melbourne, FL, whose teacher is Ms. Joyce Jury. Carol Elizabeth's essay placed first out of 363 entries received from 61 schools in 23 states. Honorable mentions were awarded to 39 students. For information about next year's contest, contact Dr. Thomas J. Sienkewicz, Capron Professor of Classics, Monmouth College, Monmouth, IL 61462-1998; tel. (309) 457-2371.

Editor's Note: I know that at least one individual contacted me about an announcement which did not find its way into these pages. Please accept my apology for any omission(s). With this first issue under my editorship, I am learning a number of things which will, I hope, lead me to better efficiency in keeping track of the many notices.

The CAMWS Newsletter will be published three times in the next academic year; four issues are projected for the following academic year. The production schedule for 1996-1997 will be:

Issue 6.1	Submissions due September 20, 1996	Members should receive the issue in late October or early November
Issue 6.2	Submissions due December 1, 1996	Members should receive the issue in late January or early February
Issue 6.3	Submissions due April 1, 1997	Members should receive the issue in late May or early June.

Those who wish to place announcements about summer programs or other matters with response deadlines in the spring should submit those announcements by December 1.

Submissions of any sort (following Ken Kitchell's sage policy of "We Print All the News that Fits") should be sent to

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continued from page 1

well. Happily, the challenges (which I will address later) are not permanent obstacles. They are simply problems we have not faced before and as a result have not yet developed solutions for them. The Internet now allows us as classicists, whether by vocation or avocation, to cross barriers of time, distance, and professional position. Scholars enjoy the attention of a greater audience than books and lectures can allow them. Their influence can now be extended farther, faster, and more personally than before; it can also be challenged and questioned by more voices in the audience. Experts in other fields, students, and non-professionals, also have access to a living knowledge pool that can respond from abroad base of experience and education. And when has expertise—real or imagined—ever remained silent?

Since the faculty expert is often of a highly demanding yet delicately balanced nature, I begin with the impact CMC has in the upper echelons of academia. The need for effective and efficient collaboration on projects, committees, classes, and administrative concerns ought to be enough to convince all but the most steadfast curmudgeons, or those shielded from the bureaucracy of our schools, to take advantage of the speed and cost-savings offered by CMC. Most faculty members today are likely to be veterans of perennial assaults on Classics departments, the most common threats being departmental restructuring and transfer of courses in translation to other departments. But why fight these battles alone when comrades can provide an arsenal and guide you past land mines and enemy ambush? (Recall that the precursor of the Internet was the DOD's ARPANET.) Or perhaps those little barbarians in your classroom are threatening the

fortress of your professorial expertise: send them home with an extra passage to translate while you call for reinforcements from your on-line colleagues. This strategy has provided many a professor with the courage and defenses to triumph and strengthen his or her command over the classroom. Esprit de corps among members of on-line discussion lists is strong, generous, and at the ready whenever comrades find themselves under enemy—or friendly—fire.

This sort of combined effort readily fosters professional relationships among subscribers on a number of Classical on-line lists. Generosity also manifests itself frequently in the number of resources members share with each other almost daily. Many faculty members have created World Wide Web pages for themselves and often also for their departments. These on-line resources offer such items as course syllabi, additional course materials, the author's own papers, and hypertext links to other resources on the network. I shall mention only two of these World Wide Web pages for starting points: Maria Pantelia's home page at the University of New Hampshire, which is the most complete collection of electronic resources for Classicists; and the Classics list homepage, where a list of subscribers and the daily digest versions of discussions can be found. Professionals are able to share the results of their research passively by making it available on their World Wide Web pages, or actively with appropriate on-line communities.

Our World Wide Web pages allow anyone on the Internet to visit our virtual offices at any time. It takes no more time to visit a university across the country than it does to walk down the hall to a colleague's office—indeed, it may often be faster. And for the Classics faculty member who is the sole

representative of ancient Greek and Latin on campus, colleagues are just a few keystrokes away! Faculty in geographically isolated departments can now enjoy opportunities to foster professional relationships which were formerly possible only at larger schools or at infrequent, distant conferences. Having an assembly of peers at the end of a wire provides renewed motivation when you're at the end of your rope. Nor does the end of a decades-long teaching career have to deprive retired professors of their students and colleagues. Those hard-won years of experience can continue advising, mentoring, and influencing teaching methods long after blue-books are but a distant memory.

Teaching is becoming much more collaborative through ever greater use of the Internet. Not only are experts in one specialty able to learn from their colleagues in other fields, but the electronically-expanded educational environment allows teachers and students greater opportunities for interaction. Just as in regular classrooms and lecture halls where students do more listening than talking (honest!), they also speak up less frequently than their professors in on-line discussion groups. But what they observe on-line is critical thinking and professional dialogue in action. Prior to wide-spread access to CMC, only a very small fraction of these students would have had access to such academic discussions. Now the opportunity to supplement lectures and textbooks with authentic practice in a scholarly on-line forum is widely available. No longer just passive consumers of knowledge, students can become more actively involved in the process of applying knowledge. And even the silent, unseen student benefits from early admittance to professional circles where characters are shaped and

tested. The Internet now allows all of us, students, teachers, and alumni, to span and transform traditional social arrangements.

These changes in social contact patterns are facilitated by the information superhighway, which allows education to transcend both temporal and geographic boundaries. No one who speaks of the Internet's impact on education today fails to point out these two advantages of the technology. In addition, the Internet allows the expert and novice to have access to the same tools such as the World Wide Web databases which Jim and Peter have already mentioned. In conjunction with these tools, the discussion groups provide the extended classroom where expert assessment of matters of public interest, such as recent archaeological discoveries, new publications, or even the increasingly popular historical television programs can quickly reach a large audience of non-professionals. Discussions on Latin in films, notably the infamous "uva uvam vivendo varia fit" phrase from "Lonesome Dove", are a perennial topic on the Classics list. Scholarly discussion groups provide a kind of "electronic seminar", Applied Classics, where members are continually challenged by different interpretations of current events and re-interpretations of familiar material. The possibility of pursuing learning as a lifelong discipline has never been as available to so many people as it is today.

Today, fewer students have the opportunity to study Greek and Latin before entering college, for these courses are probably nowhere as threatened as they are in our high schools. But teachers of Latin in secondary schools are making tremendous use of CMC to share classroom materials and teaching methods, and to prepare their Latin students better for college courses in

Classics. Electronic discussion groups are providing them with high-quality discourse that was previously difficult to come by, and university professors are offering them a greater degree of support in high school classrooms. This last fall Professor Joseph Farrell at the University of Pennsylvania invited high school Latin classes that were reading Vergil to join his class on-line. High school teachers and university teachers and their respective students were able to work and study together. Such on-line interactions between scholars at different levels of experience allow all to enjoy a wider range of perspectives during the course.

Of greater importance, perhaps, to most college students is the opportunity to share papers and comments with classmates enrolled in similar courses at different institutions. In these expanded environments students begin earlier the kind of writing advanced scholars practice: writing for an audience of one's peers. Many studies have already proven CMC's role in the accelerated development and improvement of student writing in such an environment, as I'm sure many of you have observed in private lists you have used for your own classes. And recently, with the organizational support and mentoring offered by faculty members across the United States, advanced undergraduates have been able to join more senior classicists at several conferences on student panels and even, on occasion, to present individual papers.

A previous speaker has spoken of the opportunity for students to maintain an academic interest and focus long after they leave the classroom, and scholarly discussion groups provide just this academic atmosphere. I have purposely used descriptives such as "scholarly" and

"academic" to distinguish between specialized e-mail lists and Usenet news groups. A brief digression concerning the differences between these two virtual communities is necessary in order to understand some fundamental differences. Usenet groups are often viewed as the antithesis of the discipline-specific e-mail lists of the sort I have been discussing here. While the Usenet group sci. classics may deserve higher marks than many other news groups, like them, it too suffers from those dreaded network behaviors known as "flaming" and "spamming" that occur more frequently on Usenet. Flaming consists of often vicious, ad hominem attacks against another member of the group. Spamming, on the other hand, involves flooding several lists at once with messages that usually consist of lengthy commercial advertising, or rambling political diatribe, such as the "so called" Spanish manifesto which Classics subscribers received in late September. Opinion is still divided on whether that was in fact a Spanish translation of the Unabomber's manifesto, or the installation manual for Win95.

Academic lists, I am both pleased and relieved to report, are far friendlier places and see very few examples of either type of behavior. Most lists require one to become a virtual citizen of that community by subscribing before the privilege of posting messages is granted. A vigilant moderator can then immediately disable this privilege if a suspected or known spammer should subscribe. Academic lists expect that all members will adhere to the basic tenets of scholarly debate—organized presentation of criticism and ideas, accurate data, and thoughtful expression of alternative interpretations or points of correction. This respect for scholarly

methodology is in short supply in Usenet groups where instead, opinion, frequently uniformed and unsupported by research, commands far more attention. Disagreeing with an opinion naturally leads more often to heated exchanges which seldom fail to burst into flames.

The conversational tone and academic subject-matter of the discussion groups create the atmosphere of office hours: the tone can range from didactic discourse to more light-hearted end-of-a-long-day banter. (And, yes, infrequently, annoying ill-considered comments, but more on that later.) In describing the type of place that scholarly lists are, I am drawing on Ray Oldenburg's work *The Great Good Place*, as others have done when discussing on-line communities. Oldenburg, a sociologist, presents us with a detailed look at the public places in our lives and their importance. There are three distinct places in our lives, according to Oldenburg: the place we live, the place we work, and the place we gather for conviviality. Though the tenor of the scholarly lists, Classics for example, often resembles professional discourse of the faculty lounge or at other times hallway conversations, the restriction of discussion to classical subjects further imparts the nature of an extended office space, rather than classicists gathering down at the agora.

Indeed, Market Day is not always the same in North America as it is in Australia, for example. The ability to send our conversation around the globe instantly also demands that we do so responsibly. Yes, you can share enlightenment, brilliant commentary, dazzling perspectives, and an ill-considered quip all with just a few keystrokes. "Oops —did I send that to everyone?" "Oh, *why* did I just

send that?" You'll be relieved to know that there are only two basic causes of electronic miscommunication, one of which can be easily remedied, though I'll let you decide for yourselves which one that is. First, there are the errors introduced by the technology itself. All mail systems require that we master the basics of their operations. The second resides in the very novelty of CMC, a means of communication for which we don't yet have a proper term, much less an established protocol. Is it writing or is it speaking? Verba volant, scripta manent: with a Usenet group, whose retrievable messages typically go back only as far as two weeks, this may still be true. However, with scholarly lists, we must realize that our words are written and that all public postings are archived—so far for many years.

However diverse our backgrounds and daily pursuits, common interest is the basis for our on-line scholarly communities, and academic inquiry and assessment are always welcome. Scholarship, being a social endeavor, finds here greater opportunity to forge new social relationships beyond the scope of the traditional hierarchy where students, non-professionals, and even other experts had few opportunities to interact with one another. On-line communities are dispelling the image of Classics professors as superannuated starched shirts and bad ties: many of them are young, and many of them are women, and none of them have made Mr. Blackwell's list. They don't just hide behind piles of dusty tomes; many of them are equally at home in front of computer screens. Computer networks are allowing us not only to dispel myths—in the case of who we are—but also to share mythology and other subjects we teach with a far greater public audience than before.

We now have a powerful new resource for extending our reach and influence beyond our institutions' walls.

In his visionary article "As We May Think", published in 1945 and often quoted in computing circles today, Vannevar Bush felt that in the face of increasing specialization, the effort to bridge the gap between disciplines was superficial. Network technology now presents us with a ready and efficient means for building these bridges. Evidence of our extended reach is already being seen in on-line discussions among members of different disciplines. Two years ago (half a lifetime on the Classics list), Jonathan Shay, psychologist and author of *Achilles in Vietnam*, joined us on-line for a critical discussion of his book; a conversation which continued almost daily for two months. Other inter-disciplinary collaboration shows up from programmers working with classical material; book publishers seeking guidance and opinions, or offering advice; and many graduates who carry their interest in Classics with them to whatever jobs they now hold. Bridges between scholarly communities and individual scholars are giving us a better idea of where we are and who is there with us.

The Internet is a huge place—nowhere, yet everywhere, all at once, and all the time. But finding your way around and finding things on your own can be frustrating. Discipline-specific lists give us a single point of entry for focused help. Scholarship depends on communication. Those who ask questions are as vital to the discipline as those who can answer questions. Inquiring minds want to know, and they want to know others like themselves. For scholars the Internet provides the best of both worlds: not just virtual and real, but within and without the universities' walls.

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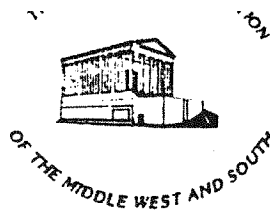
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Call for Papers

May 1996

Abstracts are solicited for the ninety-third annual meeting of the *Classical Association of the Middle West and South* to be held April 2-5, 1997, at the Regal Harvest House in Boulder, Colorado, at the invitation of University of Colorado.

Abstracts for papers. Please submit **five copies** of the abstract, neatly typed on a single sheet of paper, along with the abstract submission form. Please indicate on the abstract submission form (enclosed) any audiovisual equipment needed and the amount of time delivery will take (normal *maximum* is 15 minutes, 20 minutes for illustrated talks). The author's name, affiliation, and address should appear only on the abstract submission form. Incomplete or improperly prepared proposals will be regretfully returned. Submissions must be postmarked no later than **Friday, October 4, 1996**.

Panel Proposals. Proposals for panels must include an overall description by the chair and one-page abstracts of each presentation. Panels on topics of broad interest or concerned with pedagogy are especially encouraged. Increased demand for space on the program has necessitated a limit to the number of panels accepted. All materials for panels must be postmarked no later than **Friday, August 23, 1996**.

All panel proposals and abstracts will be anonymously refereed by the Program Committee. All presenters must be (or become) members of CAMWS. Membership applications will accompany successful panel or individual presentations for those not currently members.

Please send panel proposals and abstracts to:

Helena Dettmer
President, CAMWS
Department of Classics
414 Jefferson Building
The University of Iowa
Iowa City, Iowa 52242-1409

Deadline for Abstracts of Papers

October 4, 1996

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