

***THE CLASSICAL ASSOCIATION  
OF NEW ENGLAND***



***One Hundred-Second Annual Bulletin***

***2007***

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2007-2008**

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## Memorials

### Maureen Shugrue

Maureen Shugrue, former President and Vice President of CANE, died on July 16, 2006, after a courageous battle with cancer. Born in Torrington, CT, January 2, 1929, Maureen received her A.B. in Classics from Albertus Magnus College in New Haven, CT in 1951 and her M.A. in Latin from Fordham University in 1961. She also studied at the University of Michigan and in 1954 received the Cornelia Catlin Coulter Memorial Rome Scholarship for study at the American Academy in Rome.

A life member of CANE, President of the Connecticut section of CANE, member of the Executive Board of the Connecticut Organization of Foreign Language Teachers, President of Delta Kappa Gamma, and active member of committees too numerous to mention, Maureen, in 1990 received the Barlow-Beach Distinguished Service Award which honors those who have “contributed exceptional service to the Classics in New England.”

Maureen was one of the most convivial and collegial members of this association. The annual meeting provided her with an opportunity to celebrate with friends old and new, especially with her own great mentor, Albertus Professor, Josephine P. Bree.

Before retirement, Maureen taught Latin at the secondary level for fifty-three years, forty-nine of them at Torrington High School, her alma mater. She was Chairperson of the Foreign Language Department for ten years. In 1986, she received the Probus Award as teacher of the year and a citation from the General Assembly of the Connecticut Legislature. At her funeral last summer in St. Francis of Assisi Church, where she also served as lector, Father Robert Tucker noted her dedication and tremendous impact on more than 5000 students during her teaching career.

Permit me to quote, in part, from a letter one of her former students wrote to the local newspaper after learning of her death:

“The year was 1961. A 14-year old impressionable, and somewhat incorrigible, freshman student sat in his first class on his first day at Torrington High School. That class was Ms. Shugrue’s Honors Latin I class. He thought to himself: What am I doing in a Latin class? Who uses or needs Latin any more? Why did my mother make me take this ridiculous, out-of-date language course?

As the school year progressed, the young freshman began to realize what Ms. Shugrue’s Latin I was truly about. It was not simply learning Latin nouns and verbs. It was being taught the importance of honesty, discipline, dedication, family and friends by a very wise and insightful teacher. It was Ms. Shugrue’s lessons on life.

He concludes his full column letter: “On behalf of all those Torrington High School students who had the good fortune to be taught Latin I by Ms. Shugrue, to her we say, ‘Amo, Amas, Amat...’ We all love you and thank you for teaching us your lessons on life.’ ”

Maureen, of course, did not just teach her lessons on life; she modeled them in the wider Torrington Community. She was a commissioner for Elderly Services of Torrington, a Board member of the Northwestern Connecticut AIDS Project (NCAP), and the American Red Cross.

A member of the Board of Directors of the Charlotte Hungerford Hospital Auxiliary, Maureen often returned to the Center for Cancer Care to visit other cancer patients bringing donuts and coffee after she herself had been discharged to continue with home treatment.

Dear friend, former student and colleague, Maria Cravanzola, recalls that Maureen told a doctor at the center, “It’s a part of my life. I feel as though I want to be here. I want to be with these people. I find solace and comradeship with them.” And that’s what she did.

Maureen is survived by her brother, Daniel, his wife, and two nieces.

*Maureen, Requiescas in pace!*

Sister Mary Faith Dargan, OP

### 2007 Barlow-Beach Citation

The recipient of this year's Barlow-Beach award has won commendations for a remarkably wide variety of services to CANE and the field of Classics. Our honorand was, for example, a local coordinator for an Annual Meeting some years back. Any of you listening who have been local coordinators can appreciate what a world of—I was going to say “woe,” but perhaps it would be more tactful to say “work”—that represented. For the meeting in question, the task was rendered doubly difficult by a “New England special” of rerouted traffic and absent urban signage. On a more scholarly note, our honorand has produced learned articles on Attic literature and a teaching text on a Latin author. Back to the practical: our honorand sorted out a potentially crippling problem for the CANE Summer Institute.

The most public of our honorand's services to CANE combines the scholarly and the practical to produce something that each of you—or at least everyone who has been a CANE member over the last four years—has held in your hands four times per year.

I hope that I have succeeded in keeping you in suspense thus far, but I fear that the identity of our honorand will out before I go much further. For he is of course the outgoing editor of *NECJ*, who has developed our association's journal into a truly fine organ of scholarship, pedagogical advice, and material of interest to all who are curious about the classical world. I refer, of course, to John Lawless, Associate Professor of History at Providence College, past President of CANE and, last but not least, part proprietor of the CANE Book Sale.

It is this last function that prompted the Latin motto chosen for his commemorative bowl:

LIBRIS ME DELECTO “I delight myself with books.” (Cic. *Att.* 2.6.1)

Something that Cicero said on an occasion when he had free run of a fine library. It is my hope that with *NECJ* behind him John will have more time to have more fun with books.

### 2007 Matthew Wiencke Award

I am honored to be here tonight and present the Matthew I. Wiencke award. When considering applicants for this reward, the committee looks for those qualities that Professor Wiencke exemplified: “his infectious wit, his boundless enthusiasm, his optimism, and his loyalty.”

This year's Matthew I. Wiencke award goes to Alice Lanckton of Newton South High School. Mrs. Lanckton has epitomized the characteristics of the resourceful secondary school Latin teacher. Described by her principal as a master teacher, she has expanded the Latin program at Newton South. In order to accommodate all students wishing to enroll, she has combined unlikely classes so that all students desiring to continue their Latin studies could do so. Mrs. Lanckton moves among the students in these classes with what her department head, Suzanne DeRobert, describes as ‘exquisite choreography’ giving students praise for specific actions and creating a cooperative classroom community where all students can learn from one another in small groups. The atmosphere of her classroom is ‘celebratory.’

Mrs. Lanckton rejoices in her students' learning and also in her own. She has long been a member of the CANE community through her regular participation at the CANE Summer Institute and published an article on pedagogy in the February 2005 *New England Classical Journal*.

Such are the qualities that Matthew Wiencke embodied and which we honor in his memory today as we also honor Alice Lanckton.

## 2007 Writing Contest

# *Annual Meeting of the Classical Association of New England 2007*

## *Abstracts*

### Session I Friday 9:15-10:15

#### Paper Session I           Huddleston Hall

Scott Smith, Did Seneca Believe That Evil Exists?

This paper seeks to explore a fundamental question: Did Seneca, a Stoic, believe that evil exists in a world governed by divine *Logos* and providence?

Although Stoics universally considered divine *logos* to be beneficent, Stoic opinions on the existence and the nature of evil are neither unanimous nor consistent. Diogenes Laertius (7.147 = *SVF* 2.1021) tells us that “[The Stoics] say that god is a living creature which is immortal...perfect in happiness, not admitting of any evil, provident towards to world and its occupants...” On the other hand, Chrysippus (*SVF* 2.1169 *apud* Gellius *NA* 7.1) argues elaborately that evil exists precisely because there can be no good without its opposite—just as there can be no pain without pleasure, truth without falsehood, or health without sickness—although he goes on to say that evil is not created intentionally but arises concomitantly with the creation of the good (cf. Cleanthes *Hymn to Zeus*).

The apparent paradox—one often criticized by opponents of the Stoics—is that if the world is ordered and controlled by a beneficent power, then why do bad things (Latin *mala*) happen to good people? This is just the question that Seneca wrestles with in his essay *De Providentia*, and one would expect that in the course of his discussion we would find an answer to our question whether Seneca believed that evil was part of the cosmological plan. But we do not get a clear picture. While he is insistent that *mala* cannot happen to good men (he prefers *adversa*, *aspera*, *incommoda* and the like), he seems to concede that evil exists. For example, at 3.1 he claims “I argue...that men willingly accept adversity, and if they do not wish for it, they deserve evil” (cf. 2.17, 4.7, 4.16, etc.). In the fifteen minutes allotted, I should like to argue that Seneca did believe that evils were part of the cosmological plan and that they were multifaceted—able to be turned to good by the good but reserved as evils for the wicked.

### **2. Karen Mower, *Res Gestae* As Shield against *damnatio memoriae***

This paper examines the purpose of the emperor Augustus’ *Res Gestae*. Although many purposes have been argued for the *RG*, such as political will and testament, *apologia*, and *elogium*,<sup>1</sup> I instead argue that *one* of the main purposes was defense against *damnatio memoriae*.

The paper considers the audience of the *RG*, coinage minted during the Emperor’s career, buildings constructed during the Emperor’s reign, political propaganda issued by the Emperor

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<sup>1</sup> Ramage, Edwin. (1988) *The Nature and Purpose of Augustus’ Res Gestae*, Stuttgart, 111.

(Vergil's *Aeneid*), and views of the Emperor by later Romans, such as Suetonius. This evidence contributes to the understanding of the *RG* as protection against *damnatio memoriae*.

Guven, in "Displaying the *Res Gestae* of Augustus: A Monument of Imperial Image of All," states that the *RG*, "presented the life of Augustus the way he wished to be remembered."<sup>2</sup> My paper shows that this is true. The *RG* painted the Emperor in a fine light so that posterity could find no fault with this "restorer of the *res publica*." Its aim was to prevent his successors' subjects from questioning what happened to the *res publica* now that the *pax romana* was no longer a novelty. By setting up the *RG* (one was even installed before his mausoleum), he was announcing that he was a wonderful and excellent *princeps* (with honors and distinctions) who had done many things for the *res publica* and done many at his own expense. When he set up the record of his deeds not only in Rome, but in the provinces, he hoped to ensure safety from *damnatio memoriae* from Rome's future generations, from those who did not live under his *pax romana*.

### 3. Elizabeth Keitel, Feast Your Eyes on This: Vitellius As Tyrant (Tac. H. 3.36-39)

This paper will examine the death of Junius Blaesus, allegedly at the hands of the emperor Vitellius. Scholars have long agreed that Tacitus moderated the Flavian 'line' on Vitellius. Recently, Ash (1999.119-120) has argued that the Blaesus episode contributes to the historian's picture of Vitellius as pitiable in his ineffectual leadership and one for whom the reader should feel compassion. This paper on the contrary argues that Tacitus uses the Blaesus episode to portray Vitellius not only as a tyrant, but also as a man fundamentally unfit to rule

Vitellius, manipulated by his brother, has the loyal and generous Junius Blaesus poisoned, allegedly because Blaesus was guest of honor at a banquet when the emperor was lying seriously ill nearby. Vitellius, having visited Blaesus, says that he feasted his eyes on a dead enemy. This episode, in Tacitus alone, encapsulates the tyrannical vices of Vitellius: his voyeuristic cruelty, the fearful and servile nature that keeps him from distinguishing correctly friend from foe, and his extravagance and gluttony (Blaesus is ironically punished for attending a banquet).

Tacitus mines these tropes to produce a deeper picture of Vitellius' shortcomings. To conceal his anxieties about the war, Vitellius abandons himself to pleasure "as lazy animals do" (*Hist.* 3.36.1). Sallust reckons such men's lives and deaths the same, since no one ever hears of them (*Cat.* 2.8). Vitellius lacks the energy and ambition to seek power for himself and to win *fama* and *gloria* in the best Roman fashion by serving the state, and having gained power, proves woefully inadequate to rule.

Although Tacitus uses animal imagery to link Vitellius' tyrannical qualities, he does not label him a *belva*. Perhaps he reserved such language for Domitian's terror, as Pliny did (*Pan.* 48.3).

### Workshop 1A Kenneth F. Kitchell, Taming the Chimaera: A Workshop on Producing the Next College-Level Introductory Latin Course

It is well known that the "revolution" in Latin introductory textbooks has been quite successful at the pre-collegiate level. But it is also well documented that there currently exists no suitable text for teaching Latin at the college level. Existing texts are seen as either too simple and puerile (reading method) or too fast and dull (grammar first method). While the latter books may do for smaller colleges with competitive admissions and low teacher-student ratios, they are rarely successful at larger, state universities. And yet this is where a large number of college students first encounter Latin.

A new textbook has been commissioned by Prentice Hall to address these problems. It hopes to take a totally new approach to teaching Latin at the college level, combining the best of each method and employing the resources of a major publisher to make the text appealing and relevant to college aged students. Combining the reading method with the

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<sup>2</sup> Guven, Suna (1998) "Displaying the *Res Gestae* of Augustus: A Monument of Imperial Image of All." *JSAH*, March 57:1, page 30.

grammar first method produces, admittedly, something of a chimera and the purpose of the workshop is to seek advice on how best to combine its various parts.

A brief introduction to the proposed text will begin the workshop and will include a description of the pedagogical philosophies guiding the construction of the text. The structure of the text, its proposed plot (with related cultural issues) and its scope and sequence will be distributed and will form the basis for extended discussion. Participants will also discuss practical issues. Should such a book have one or two volumes? What sort of teacher support materials are desirable? How important are art work, on-line resources, teachers' manuals, workbooks, and the like? What is an optimal cost?

The workshop hopes to attract collegiate instructors of Latin from a variety of institutions and Latin pedagogues from any level who are interested in the theory and practice of teaching Latin.

### **Workshop 1B; Ruth Breindel, Medieval Latin and Wisdom Literature**

Peter Alphonsus (aka Pedro Alfonso, Petrus Alfonsus, etc) was a Converso of the late 11th - early 12th Century who lived in Spain and England. He wrote 2 books, but his most interesting one is *Disciplina Clericalis*, which is a group of stories for entertainment and enlightenment. These stories draw on many sources: Arabic, Jewish and Biblical. Sometimes he quotes (and misquotes) various ancient authors, especially Socrates and Alexander the Great, whom the Medievals thought was a magician. By using these stories to teach a lesson, people had their own "Dear Abby" - the stories explained how one should live: don't trust a sneak, understand that animals and people have inborn natures, and many other truisms of life. There is no magic, unless you count talking animals! Many of the stories use motifs in the Aarne-Thompson Index of Folk Motifs, and will be recognizable to a modern audience; some of these stories have appeared in other textbooks. Often one can see that the religious overtones were added on later; they appear mostly in the "afterwords" to the various stories. The stories are fun to read and give an interesting perspective on the Medieval world. I am editing his text for translation in Intermediate high school and college classes, and will discuss him, his life and his works; we will also look at some of the stories I've edited and read and discuss them.

### **Session 2 Friday 10:45-11:45 Huddleston Hall**

#### **Paper Session 2**

#### **1. Anne Mahoney, Friendship and Poetry: Catullus and Horace**

Friendship and poetry are significant themes in the works of Catullus and Horace, but in different ways. For Catullus, friendship and poetry go together; his relationships seem almost to be built out of poetry. He approaches Lesbia with a poem (51), plays poetically with Calvus (50), even grieves for his brother in poetic form (101). Most of the poets Catullus mentions are his own contemporaries, whether friends or rivals, and most of the characters in his poems are at least occasional poets.

Horace, on the other hand, seems to keep poetry and daily life more separate. The poets he refers to, particularly in the Odes, are his canonical predecessors, mostly Greek. The friends, public figures, slaves, and lovers in his poems are generally not poets. The major exception is Vergil (Od. 1.3, Sat. 1.5, etc.). Vergil, however, writes rather different poetry from Horace's own: epic and pastoral as opposed to lyric and satire.

I argue that the poets named by Catullus and Horace illuminate a significant difference between them. Poetry is deeply intertwined with everything Catullus does, while Horace's first-person character is not necessarily always a poet.

Putnam has recently argued (*Poetic Interplay: Catullus and Horace*, Princeton 2006) that Catullus becomes a canonical poet as Horace uses him. As is well known, Horace only mentions Catullus by name once (Sat. 1.10.19, Putnam p. 1), but Putnam suggests that Catullus is a pervasive influence on the Odes. Yet Horace treats Catullus as one more predecessor, another member of a series stretching back to Alcaeus

and Sappho. Horace compliments Catullus-the-poet almost at the expense of Catullus-the-man. For Horace, perhaps, these are separate ideas; for Catullus, they are not, and this deep commitment to poetry helps produce the intensity of Catullus' verse.

## 2. Teresa Ramsby, Plutarch, Virgil, and the Final Death-Scene

Several of the *Lives* of Plutarch's famous series of biographies end in scenes where a rival of the biography's subject dies (by disease or natural causes), is killed, or takes his own life. In fact the greatest concentration of these endings is found in the biographies of the men whose lives are associated with the demise of the Roman Republic: Marius, Crassus, Pompey, Caesar and Cicero. At the end of Caesar's biography the final lines report the suicides of Cassius and Brutus at Philippi. Indeed the final scene of *Caesar* reports a strange visitation to Brutus by his evil genius that menacingly warns the rebel that he will meet him on the battlefield. It is on that field that Brutus takes his life in the last few words of the biography. By contrast, the *Lives* of many other featured Greeks and Romans end with their funerals and the honors that accompany them. In this paper, I will examine the possibility that this and other final death-scenes, concentrated as they are within the narratives of the Late Republic, may have been influenced by Virgil's rather startling choice to end his epic *Aeneid* with a scene in which Aeneas dispatches Turnus, the primary obstacle between him and the foundation of his new Troy, the future Rome.

That Plutarch gives attention to reporting the details of death and murder in his works has received attention before. Rhiannon Ash notes that the succession of deaths is "relentless" and "peculiar" in light of the fact that Plutarch has not set out to report the "accurate narration of events in detail," but to provide a moral tale wherein the choices of great men lead to noble or tragic results (Mossman, ed., 194-5). Even so, no scholar has directly approached the idea that Plutarch may have had his eye on Virgil's narrative of Aeneas' soul-searching journey and bone-wearying battles as he conceived the lives of the heroes (or anti-heroes) of the Late Republic. I will explore the possibility that themes emerge from these Late Republic narratives to suggest that the brutal death of Turnus and the mortal justice that Aeneas inflicts upon him had an effect on the way Plutarch conceived the conclusions of his Republican biographies. At this early stage, I merely pose that perhaps Plutarch saw in these Romans' lives (and appreciated in Virgil) a duality between the fated future of Rome as an imperial state, ruled by an emperor, and a system of divine justice by which those who cut down (or challenge) the great men who move Rome toward her future must meet violent ends.

## 3. Jeremiah Mead, Martial 5.18: *Liberalis* and Its Opposites

Martial uses the words *liber* and *libertas* to refer now to civic freedom, now to being free with words, now to absence of obligation. A few of his poems contain the word *liberalis*, which should mean "behaving as one would expect from a free person," but which to Martial specifically means "generous" with one's possessions. This sort of liberality, he observes, tends to dissipate as a person's resources grow.

In V.xviii, however, the poet lets on that there is an additional side to being *liberalis*. This poem treats a common theme in Martial, the treachery of gifts--and the unassuming nature of Martial as giver. Because he sent to Quintianus no gift at the Saturnalia, other than some homemade collections of poetry, perhaps Martial seems stingy (*avarus*) and lacking in fellow feeling (*inhumanus*). But when a poor man does not try to reel in a rich friend with a present, he is being *liberalis*--the word refutes both charges. Chalk one up for the *liberales*.

## Workshop IIA, Katy Ganino, *Ecce Romani* Teacher's Workshop

This is an opportunity for teachers using Prentice Hall's *Ecce Romani* series to share ideas, strategies, and lessons. Participants are encouraged to bring overheads, short powerpoints (5 minutes maximum),

handouts or other resources to demonstrate different methods they use to bring the Cornelius family alive. If you are planning on bringing a powerpoint, please e-mail the facilitator, [katyganino@yahoo.com](mailto:katyganino@yahoo.com) in advance.

## **Workshop IIB, Neel Smith and Michael Kinney, Digital Text Encoding**

This workshop will introduce participants to several uses of digital texts edited according to the guidelines of the international Text Encoding Initiative. We will illustrate how a single digital text can support both print applications, such as generating a course reader from a list of passage references, and interactive applications. Interactive applications will include examples of how multiple texts in a digital library can “talk” to each other, and how annotations structured in XML can connect scholarly or pedagogical commentary to digital texts.

## **Workshop IIC, Kat Braden, Latin Teaching Materials Exchange**

This workshop is for those teaching Latin in regular courses, or before or after school, or as independent study, or as part of their other language classes, and for those wishing to introduce Latin in some way or other; teachers are invited to bring and share 40 copies of some print material or a sample of some electronic material (handouts, exercises, quizzes, projects, resource lists, etc.) that they have produced themselves. All are welcome, whether bringing materials or not, including those not yet teaching Latin. (Please bring 40 copies of activity or project description, clearly printed, with name, school, and e-mail or phone number, on a one- or two-sided sheet of paper. Limit: one double-sided 8.5 x 11 sheet. Hole punches are appreciated. Contributors will receive a collection of teaching materials.) After the copies have been distributed to workshop participants, the extras will be made available on a table near the plenary session hall. Contributors not able to attend should notify Kat Braden in advance for their copies.

Session III 1:30-2:45

**Paper Session III 1:45-3:00**

**Holloway Commons, Piscataqua Room**

### **1. William Wyatt, Two Cretan Etymologies**

Ancient etymologies seem to us fanciful or even ridiculous. In this paper I shall approach two Cretan names demonstrating ancient etymological techniques.

We all know that Zeus was born in a cave on Mt. Ida in Crete. There is a cave on Mt. Dicte that has also claimed to be Zeus’s birthplace. Though fraudulent, there is an etymological basis for the claim. Dicte can be segmented: *di-kt-e*, and the word etymologized as “the place of Zeus’s birth,” as follows. *Di-* clearly can be regarded as the stem of Zeus’s name in the oblique cases; and *-kt-* clearly is the same cluster one finds in the verb *tiktein* “to give birth.” This etymology, clearly wrong (of a pre-Greek name), led to the idea that Zeus was born on Dicte.

Idomeneus appears in the *Iliad*, and is there one of the greater heroes, a member of the council, and with his own *aristeia*. He is firmly connected with Crete. It would seem likely that the first element *Ido-* has something to do with Mt. Ida. If we ignore the ending, we are left with the interior *-men-*, or if we want to consider vowels less certain than consonants, we have a root (of sorts) *m-n-s*. Idomeneus is a reformation of an earlier *\*Ida-minos* or *\*Ido-minos*, and thus in origin meant something like “king of Ida.” Or so the ancients thought (perhaps). It may be that this etymology caused epic poets to associate Idomeneus with Crete.

### **2. A. Agelarakis, A. Dovas, G. Dovas, Reflections on Political and Military Organizational Capacities During the Late 8th c. BC/BCE in Paros Island, Greece**

Cremated soldiers' bones in urns found at the burial ground next to the ancient harbor in Paroikia, at Paros island, in two monumental cist graves, offer evidence of a forgotten battle fought around 730 B.C.

What sort of society did the late eighth and early seventh-century inhabitants of Paros and contemporary Greek cities have? The soldiers' burials in Paroikia offer some clues.

The cremated anthropological remains of 120 individuals were deposited as single and/or multiple interments in decorated funerary vases. They were all of male biological sex, ranging between 18 and 45 years at the time of death. Despite bone fragmentation sustained during pyre exposure and subsequent cultural and taphonomic processes, some of the skeletal remains showed paleopathological manifestations including *perimortem* trauma on cranial and infracranial loci, a number of which still preserve iron fragments embedded into endosteal surfaces.

These two polyandria, the earliest known in the ancient Greek world, provide testimony of socio-political conditions at the dawn of city-state formation. That the dead were interred as a group rather than in individual family graves suggests a state supported funeral of the sort first described by Thucydides in Athens 300 years later. This is an indication of their status as citizens and their inclusion in the workings of the city. And two of the burial vases show the earliest evidence of citizen-soldiers fighting in cohesive units, in a phalangeal hoplitic formation. Clearly, the people of Paros were acting as an organized city-state by 730 B.C. The community identity and centralized decision-making processes necessary to undertake such ambitious expeditions it is proposed were already in place.

### **3. Lydia Haile, Don't Stick to Your Knitting, Penelope!**

In popular culture, Penelope's famous weaving is gradually being replaced by knitting. This is an impossible anachronism based on misreadings of an 1831 hypothesis. It is impossible for Penelope to have been knitting; the craft and the word simply did not exist for centuries and centuries after the time of the Trojan War. More than that, it destroys the symbolism of her weaving.

The idea that Penelope was knitting first saw the light in 1831, when Gravenor Henson claimed that Homeric weaving was not weaving, but knitting on a frame like a child's knitting nobby. As frame knitting became less and less common, people came to assume the knitting this hypothesis referred to was the portable knitting on needles.

Knitting is, after all, more familiar than weaving to the average reader, and the dropping of stitches and unraveling of knitting are far more familiar to most people than the unpicking of weaving. This misperception has started influencing books on knitting; some misdate the invention of knitting by centuries because they think Penelope was knitting.

This replacement does great injustices to the symbolism of what Penelope is doing. Weaving locks multiple threads together into a whole, while knitting simply turns a yarn back on itself. Similarly, weaving in Penelope's world was beaten into a tough, durable whole with various tools. Knitting, on the other hand, unravels easily as

soon as the needles are removed. Likewise, because knitting is portable, misidentifying her work as knitting removes the idea of Penelope tied to her loom by day as she weaves and by night as she picks out her work.

This anachronism unravels an important part of the Penelope story, making her trickery much less complicated.

#### **4. Dan Blanchard, Waking the Dead: Further Analysis of the Roman Army's Punitive Expeditions into Dacia, 86-88 AD**

The defeat and death of Pro-Consul Oppius Sabinus in Dobrudja in the winter of 85/86 A.D. precipitated the movement east from Viminacium of Moesia's Governor Cn. Nigrinis. However, by late 86 A.D. Emperor Domitian sent the Praetorian Prefect Cn. Fuscus to take charge of the war. What was the cause for his removal from command? Very little biographical information of Nigrinis has survived. He may well have possessed similar civic traits as the German Governor Publius Quinctilius Varus, a gifted administrator who lacked the qualities for competent military command. A clue lies in Eutropius, who recorded an indecisive if not disastrous campaign prior to the arrival of Cn. Fuscus against the Rhoxolani and Sarmatians. The battle was sparsely recorded. All that was recorded was that one army with its commander was cut-off in Sarmatia. However, the commander was given the title of captain, not *proconsul* or *praetorian prefect*. Had Nigrinis commanded; he would certainly be recorded by Eutropius with a title befitting his rank as governor. What can be certain was that this vague battle did not refer to the defeat of O. Sabinus but to the defeat of a later expedition possibly led or though more likely planned and ordered by Nigrinis. Importantly, it was this sparsely recorded battle, the destruction of a legion and the death of its captain that prompted the creation of the shrine and trophy at Adamklissi. The praefect honored by the monument was not a prefect of a region or a military district, as some historians argue, but rather the *praefectus castrorum* of a legion who commanded in Nigrinis' stead.

The role of Governor Nigrinis and the origin and purpose of the shrine and monument at Adamklissi are but two of several important historical and archaeological questions which must be analyzed in order to completely understand the conclusions from "An Unenviable Task: the Roman Army's Punitive Expedition's into Dacia, 86-88 A.D.", and the motives of Trajan in waging his destructive and wasting campaigns in Dacia.

#### **Workshop IIIA                      Holloway Commons, Coheco Room**

#### **Mark Pearsall, Ancient Greek Anew! Developing a Standards-Based Curriculum**

Great advances have been made in the teaching of Latin over the past thirty years. Latin programs are flourishing and more and more students are eager to learn about the ancient world. Greek has, unfortunately, lagged behind Latin in its development. While interest in studying Greek has increased, there are still few programs and little has been done to advance the pedagogy. National and state standards for Latin and Greek have been adopted but realistically have only been employed in teaching Latin.

This workshop will focus on developing a curriculum for Greek based on the National Standards for Foreign Language Learning. I will demonstrate a technique for designing a curriculum based on essential questions. We will examine how such a curricular design can be used to develop skills in students to make them better readers and help them understand Greek rather than simply translating it into English. We will discuss how cultural knowledge and thematic units may be used to spiral reading strategies in the students' learning. I will give examples of thematic units that can be used and demonstrate how they can be spiraled through an articulated language system. I will also work with participants on an activity to develop interpretive and writing skills with their students.

## **Workshop IIIB Holloway Commons, Salmon Falls Room**

### **Michelle LeBlanc with Jennifer Kuligoski and Tanya Whippie, Roman Jewelry Making**

This workshop is based on a project that the Eta Sigma Phi chapter has run successfully on several occasions for students at UNH. The organizers will teach you how to make Roman-inspired earrings, necklaces and bracelets, and how to teach others to make them as well. Making ancient-inspired jewelry is a wonderful way to incorporate culture and history into fun, hands-on learning activity with results that are beautiful and wearable.

## **Paper Session IV 3:30-4:45 Holloway Commons, Piscataqua Room**

### **1. Stephen Brunet, Kicking up Your Heels: Not Just for Spartan Girls. New Evidence for the Bibasis Dance**

In Aristophanes' *Lysistrata* (82), Lampito, the Spartan woman attending the peace conference, prides herself on her athletic ability, in particular her ability to jump up and hit her buttocks. Other scattered and late literary sources inform us that this activity was a dance called the *bibasis* and confirms that it consisted of jumping up and hitting one's buttocks as one counted the number of times one could perform this physically demanding feat. Moreover, while one source does mention that boys took part in this contest, it is uniformly associated in the ancient sources, and hence in the mind of modern scholars, with Spartan girls.

The visual evidence for this dance paints a slightly different picture. As correctly identified by Martin Robertson but virtually unknown to scholars interested in the *bibasis*, this dance is represented on an Athenian red-figure vase in the MFA in Boston. In an interesting iconographical technique, this vase uses both sides to show the essential features of the *bibasis*. On one side, as a flute player accompanies their dance, two young men have jumped up and bent their legs backwards. On the reverse, the same figures are shown from the back at the point that their heels have nearly reached their buttocks. By itself the MFA vase might be considered an aberration, but it is now possible to add the evidence of an Athenian black-figure vase from the Museo Archeologico Nazionale in Taranto. On one side, an unbearded individual is just starting his jump with his two feet just off the ground. On the reverse, an older bearded individual is further along in his jump with his heels nearly touching his buttocks. Each of them is accompanied by a flute player and is surrounded with other semi-nude men who may be athletes or other dancers. A particularly interesting feature is that both dancers hold spears in their hands, which suggests that the *bibasis* may have been a military dance like the Pyrrhic dance.

The visual evidence shows that the audience of the *Lysistrata* would have been familiar with the *bibasis* and that this dancing contest was not exclusively associated with either Spartans or with women. Athenian boys and men also practiced this dance as a form of exercise. So, it was not so much the association of the *bibasis* with the Spartans that Aristophanes was playing on. Rather, the focus was on the demanding physical nature of this dance and, as often with the physical training of Spartan women, on the inversion of roles in which they adopted the nudity and athleticism normally associated with men.

### **2. Prmit Chaudhuri, Capaneus, Lucretius, and the Ethics of Gigantomachy in Statius' *Thebaid***

This paper offers a new assessment of Capaneus' theomachy in Statius' *Thebaid* (10.827-939) through close attention to its gigantomachic associations. The importance, originality and elevated tone of the episode are explicitly signalled by the poet (827-31). I argue that the poem suggests at least three ways—ethical, philosophical, and political—in which we can evaluate the theomachy. However, despite the

illumination they shed, these approaches ultimately fail to resolve the problem of evaluation.

When Jupiter likens Capaneus' theomachy to gigantomachy (909-10) the ethical implication is one of impiety and folly. The hero even calls himself a *superum contemptor* (9.550, cf. Mezentius at *Aeneid* 8.7 and Kronenberg). However, recent scholarship on the *Thebaid* has shown the extent to which the gods of the epic are morally compromised: Jupiter, in particular, resembles a tyrant. Proceeding from Feeney's critique of the Olympians, I show that Capaneus' theomachy is representative of a more nuanced conflict than the straightforwardly impious attack described by Vessey. This approach adds an ethical dimension to a movement begun by Lovatt and Leigh. Whether or not Capaneus' own motivations are to be applauded, the act itself tests the authority of a morally suspect Jupiter. I argue that gigantomachy does not function as a purely negative ethical paradigm, and that Jupiter's assimilation of Capaneus' theomachy to gigantomachy is not unassailable (the hero's wife, Evadne, rejects the comparison with the Giants at 12.553-57).

Philosophy also influences evaluation of the theomachy. Capaneus' use of Lucretian language (e.g., 3.659-61) associates his impiety with the Epicurean project, which Lucretius compared to gigantomachy at *DRN* 5.117-21 (commented upon by Taisne). However, that connection alone is insufficient to redeem Capaneus since it is unclear whether we are to see Capaneus as alluding to or parodying Epicureanism, and it is also unclear whether the *Thebaid* as a whole valorises the Epicurean / gigantomachic project. I argue that the equivocal relationship between philosophy and gigantomachy suggests multiple readings of the theomachy, but cannot adjudicate between them.

Finally, gigantomachy is a longstanding political metaphor in Latin epic (Hardie), and also in *Silvae* 5.3.195-97, where through it Statius describes the civil wars of 69 CE. Despite the consequent temptation to read Capaneus' theomachy as having specific political reference, such a reading is undermined by a lack of explicit mention of contemporary politics in the *Thebaid*. Recent work on Domitian (Jones, Southern) cautions us against the kind of negative assumptions about the emperor used in subversive readings of the *Thebaid* (Ahl, Dominik, Hill). I argue that the poem, far from encouraging a direct correlation of literary and historical figures, leaves the reader with little option but to read theomachy in abstract rather than specific political terms (cf. Malamud).

I have offered three ways of reading Capaneus' impiety that take seriously the gigantomachic associations. While each approach sheds some light on the theomachy, all three are unable independently to determine evaluation of the hero or his act, and they even destabilise any purchase won by another approach. This important episode thus requires the reader to engage a complex network of moral choices and implications, a procedure that I argue offers the best approach to the whole poem.

### **3. Roger Travis, Adventure Video Games and the Epic Tradition**

This paper suggests that adventure video games like "Halo" and "World of Warcraft," far from being an utterly new form of storytelling—or even not being a form of storytelling, or art, at all—bear an interesting resemblance to a much older form of narrative, the Classical epic tradition.

Video games' critics have argued—or, really, simply asserted—that, on the one hand, video games are a dangerous and seductive new medium, and, on the other, that they are without artistic merit. I call these the charges of non-aesthetics and of immersion; the paper deals with both of them. I argue that, to the contrary of the charge of non-aesthetics, video games do tell stories just like other forms of real narrative art, and some of these stories may be fruitfully analogized to the stories of the ancient epic tradition. That part of my argument is made mostly by implication, as I deal with what I consider the more interesting and important charge—the charge of immersion. I argue to the contrary of that charge of immersion that the interactive mode of story-telling in adventure video games is actually a re-awakening of the improvisatory nature of the ancient epic tradition. Further, Plato's criticism of *mimesis* in *Republic* and *Laws* could very well be describing the dangers of video games and, therefore, whatever danger video games pose, like the old danger of Homer and tragedy, needs to be balanced with the possible benefits of a narrative medium with extraordinary potential.

### **Workshop IVA Sarah Bjorkman From *canis est in via* to Catullus: Reading Strategies That Bridge the Gap**

What do you expect your advanced or AP level students will know and be able to do, and how do you get them there? The teachers of those upper level classes can't do it alone -- it takes careful skill building from the very first days to develop students who can read, comprehend, and write about Latin literature with sophistication. This workshop will offer strategies and tips to use at all levels of Latin to encourage proficient advanced readers.

**Workshop IVB 3:30-4:45      Holloway Commons, Salmon Falls Room**

**John Higgins, Materials for Greek Teachers: A Sharing Session**

Greek teachers will meet to discuss what ancillary materials should be in a general, non-textbook specific, handbook for beginning Greek teachers on the high school level. Individual teachers are asked to bring something they think should be included, with the aim of creating such a handbook for publication by NECN Publications. The session will be a sharing session, but with broader application.

The sections of such a guide might include mythological and historical material based on the syllabus of the National Greek Exam, some general approaches to grammatical concepts, some derivative work, and specific suggestions for teaching. Teachers are encouraged to bring some successful mini-lessons for extra enrichment work. The proposed guide should also contain materials on teaching a non-traditional population of students, such as several new programs have been attracting, and descriptions of teaching from specific textbooks.

**Session V 9:00-10:15**

**Paper Session V                      Huddleston Hall**

**1. Mark Wright, Education as Self-Definition in Horace and Juvenal                      (winner of the Phyllis B. Katz Prize for Excellence in Undergraduate Research)**

**2. Stephen Trzaskoma, The Virtues of the Organization of Apollodorus' *Bibliothēke***

We can with precious little certainty answer any of our major questions about the single comprehensive Greek mythographic handbook to survive from antiquity. The author is entirely unknown to us, and we cannot say for certain when he lived, what his original audience was, or what his expressed purpose was. Likewise, we do not know for sure what sources Apollodorus used or how he used them. All of these issues have occupied scholars, but these last are of great consequence because the *Bibliothēke* is such an important source for our own modern investigation of Greek myths. Was Apollodorus an able and diligent researcher and compiler who can be relied upon or was he a hack who merely and poorly condensed the work of some predecessor(s)?

By examining the overall organization of the *Bibliothēke* and paying particular attention to the author's cross-references, I hope to show that it is structured upon admirably economical and intelligent principles. More particularly, I will demonstrate that the whole work was conceived of *as* a whole. Apollodorus, in other words, had a clear plan laid out from the beginning and deployed his incredibly complex material—the whole of Greek myth from the earliest gods to the end of the Trojan War—in the service of a larger vision. For instance, I will show that although genealogy and dynastic succession are the primary sources of narrative momentum and organization, Apollodorus carefully allows a third organizing principle to come to the fore in Book 3, namely geography, which earlier is merely incidental. This change is deliberate, as I will show by analyzing Apollodorus' treatment of the figure of Pelasgos (2.2, 3.96), and must have been consciously in our author's mind from his opening chapters (which explains, among other matters, why the treatment of as important a god as Hermes is so long delayed).

**3. Ayelet Haimson Lushkov, Constructing Continuity: Africanus between Hannibal and Antiochus**

This paper analyses Livy's description of Scipio Africanus' efforts to obtain the command in the east between 202-190 B.C. I focus on a re-interpretation of Livy's notice on the arch of Scipio Africanus,

erected in 190 BCE, directly before Africanus' departure for the east (37.3.1-7). Previous scholarship on the arch focused on art-historical matters, and not on the historiographical function the notice performs (Spano 1951, Mastrocinque 1982, De Maria 1988, Richardson 1992, Levene 1993, and *LTUR* 2.267.s.v. "fornix Scipionis"). I set the arch within Livy's account of Africanus' public conduct in the years preceding his eastern campaign, and argue that the arch is one example of Africanus' use of religious pageantry to construct continuity between the Hannibalic and Macedonian wars.

Livy's notice on Africanus' arch directly follows the report on the expiation of prodigies before the consuls' departure. Further, the parallel structure of the report (37.3: *Priusquam consules in prouincias proficiscerentur... P. Cornelius Scipio Africanus, priusquam proficisceretur*) corroborates the arch's religious, if not expiatory, purpose, and implies that this religious purpose was bound up with the departure for war. The arch also had other military associations. It replicated the manubial construction of the *fornices* of Stretinius (Livy 33.27.1-5; Calabi Limentani 1982), built after a victory in Spain, in lieu of a triumph. Further, Livy reports the arch very shortly after the senate meeting in which the command in the east was assigned to the Scipiones (Livy 37.1.7-10). I therefore argue that the arch both participated in the immediate religious context of 190 B.C., and also forcefully evoked the victory against Hannibal. The arch thus connected Africanus' past military successes with the future conflict, in which he would once again face Hannibal.

The emphasis on the continuity between the Hannibalic and Macedonian wars can be traced as early as Africanus' second consulship in 194. The Livian narrative begins with the speech of Africanus, who makes the connection between the Hannibalic and Macedonian wars explicit (34.43: *hinc Aetoli...illinc Hannibal, Romanis cladibus insignis imperator*). Africanus then discharges religious obligations incurred during both wars (34.44): the *ver sacrum* vowed after the defeat at Thrasemene (217 BCE), and the celebration of the *ludi Romani votivi*, vowed by Sulpicius Galba for the success of the war in Macedon (210 BCE). I argue that Livy's report on the year also shows structural parallels between military and religious matters.

I have shown a previously ignored religious context for the arch of Africanus, which adds an important dimension to an interpretation of the arch as a public monument. An analysis of both Livian passages shows the arch as part of a consistent and coherent image of Africanus, his public activities, and the role of religion in his self-advertisement.

#### **4. David Yates, The Role of Cato the Younger in Caesar's *Bellum Civile***

Most ancient sources place Cato at the center of the tragic series of events that led the Republic to civil war. These judgments have been largely upheld by modern scholarship. It is then surprising that Caesar mentions Cato on only three occasions in the *Bellum Civile*. The first does little more than confirm Cato's long-standing enmity toward Caesar (1.4.1). The second and longest describes his command in Sicily and the speech given before he flees his province (1.30). The third occurs less than a page away, where Caesar makes brief mention of Cato's opposition to the law of the ten tribunes (1.32.3). More remarkable still is the fact that the little attention Caesar does pay to his rival is comparatively mild and on occasion even exculpatory. Briefly and with restraint is not how one expects Caesar to have cast his arch nemesis. Cato's small role in the work can be explained in part by filtering out ancient and modern misconception about the importance of Cato in the years leading up to the civil war. Yet, such an explanation does not tell us why Caesar chose to treat him so mildly. The reason for this peculiar treatment is rather to be found in the narrative function Cato plays in the *Bellum Civile*. In this paper I shall argue that Caesar uses his Cato to underscore two major themes in the early chapters of book 1: the duplicity of Pompey and the needlessness of the war. Caesar achieves this end by giving Cato a brief speech in which his treatment of these themes anticipates Caesar's own much longer speech two chapters later. Together, this pair of speeches serves to reaffirm the justice of Caesar's arguments before the narrative shifts from the invasion of Italy to Spain.

#### **Workshop VA                      Holloway Commons, Piscataqua Room**

##### **Emil Penarubia et al., Bringing the Polis to the Classroom**

This workshop will provide a panel of three high school teachers, each of whom travelled to Greece to study at the Summer Session of the American School of Classical Studies at Athens: Kristen Morrison of Wethersfield HS (Wethersfield, CT), Emil Peñarubia of Boston College HS (Boston, MA), and David

Harpin of The Hopkins School (New Haven, CT). Both Kristen and Emil received Fulbright Teacher Exchange Fellowships, and David was the recipient of the 2006 CANE Endowment Scholarship. Each participant will speak about their travels in Greece, and how they have integrated their unique experiences into their classroom teaching.

Kristen, an art teacher, will explain how she has incorporated the art and culture of Greece into her studio art and art history classes. She will highlight activities involving the creation and decoration of Greek vases (both red- and black-figure), as well as their various forms and functions. Additional attention will be given to the technique of marble and bronze sculpture. Students can examine photographs of museum pieces in situ, while tracing the history of Greek pottery. A personal account of the class where we actually held pieces of Greek vases in our hands will enhance the students' understanding of their development. As an art teacher (and not a classicist), Kristen will provide an essential supplement to the language teacher: a cultural dimension of the ancient Greeks.

David, a Greek teacher, will speak about uniting textual places with their geographical counterparts (e.g., the stories/passages in Athenaze that focus on Greek sites and recall historical events), while passing on a living reminiscence of the country and its people. When teaching the Battle of Salamis in Athenaze, David's students virtually transport to the very top of the Lykavittos Hill in the heart of Athens where one can see, on a clear day, the island of Salamis and the straits. Turning their attention to the Battle of Marathon, students hear a first-person narrative of the bus trip on the coastal road to the famous plain, through Cephisia, close to the footsteps of Miltiades' hoplites.

Emil, a Latin teacher, will show the world of the ancient Greeks through the myths of Ovid's *Metamorphoses*, a required text for all first-year Latin students. His first major focus is the topography of Greece, showing the dizzying height of Mount Olympus or where Cupid alighted upon Mount Parnassus to shoot Apollo with the golden arrow. Using Google Earth's satellite imagery, students learn the varied terrains and sheer distances which people travelled in the blazing sun, either on foot, by animal, or more recently, by bus. Students will view a long climb to the top of Mount Lykaion in the heart of the Peloponnesus, and get an aural "taste" of the rocky ground. At the summit, they can see the Temple of Apollo at Bassai across the valley, and learn about the construction of Greek temples and its connection with Roman temple characteristics, eventually comparing and contrasting the two peoples through their building styles. Other examples will be provided from the Aegina, Corinth, and Athens itself. All participants in this workshop will receive an extensive handout and a CD-ROM containing the images used in the presentation.

## **Workshop VB Holloway Commons, Salmon Falls Room**

### **LeaAnn Osburn, Latin Verbs Rock**

A new CD entitled "Latin Verbs Rock" contains songs for each of the indicative tenses, active and passive, of the four conjugations of verbs along with a song for each of these irregular verbs: volo, eo, fero, and sum. This presentation will focus on how to use these songs in a Latin classroom and will include activities to use along with and after playing the song.

## **Session VI**

### **Paper Session VI 10:45-11:45 Holloway Commons, Piscataqua Room**

#### **1. Ornella Rossi, Eumolpus the Anti-Seneca: Possible Interpretations of Petr. Sat. 99.1**

The purpose of this paper is to discuss the problematic diction of the *sententia* at *Sat. 99.1 ego sic semper et ubique vixi, ut ultimam quamque lucem tamquam non redituram consumerem*. I intend to demonstrate that Eumolpus' statement does not require emendation, but can instead be explained as an over-determined and distorted re-use of Senecan vocabulary with ironic purposes. This leads me to discuss how such a parodic strategy fits both the context in which this *sententia* is placed and the character of the poet Eumolpus, to

whom it is attributed by the manuscript tradition. In doing this I hope to add one more piece to the picture of the presence of Stoicism—and, more particularly, of Seneca—in the *Satyricon*.

The problem with the *sententia* lies in the phrase ‘*ultimam quamque lucem*’: *ultima lux* means “the last/ fatal day of life” (cf. the famous line at Verg. *A.* 2.668 *vocat lux ultima victos* and [Quint.] *Decl.* 9.9), not just “the most recent day in the course of life”. So, too, does the similar phrase *ultimus dies*: cf. *ThLL* s.v. *dies* 1053.42-53 and in particular Sen. *Brev.* 7.9 *At ille qui nullum non tempus in usus suos confert, qui omnem diem tamquam ultimum ordinat, nec optat crastinum nec timet* or *Ep.* 93.6 *Non enim ad eum diem me aptavi, quem ultimum mihi spes avida promiserat, sed nullum non tamquam ultimum aspexi*. Eumolpus’s claim that “I have always and everywhere been living with the aim of using each last/ fatal day of my life as if it were not going to return” thus presents what appears to be a quite illogical tautology. This difficulty, of which neither editors nor interpreters have yet offered any serious discussion, is reflected very well in the ways in which almost all the translators have tried to evade the problem, rendering it as e.g. Walsh 1996 does: “as though I were spending my last day, AND would not see another”. The text is acceptable, however, if we follow a path already indicated by the translation of Ehlers 1965/1983. Instead of understanding *ultima lux* in the metonymical sense of “the final light/ day in one life”, we need to retrieve the literal meaning of “the final light in one day”, for which cf. Ov. *Ep.* 14.22 *Ultima pars lucis primaque noctis erat*. The metaphor between “one life” and “one day” then is obtained through an echo of the famous Catullus 5 *soles occidere et redire possunt/ nobis cum semel occidit brevis lux/ nox est perpetua una dormienda*. Therefore we can render the meaning of *Sat.* 99.1 thus: “I have always and everywhere been living with the aim of using up the light of each one of my days till its very last sparkle, as if this light were not going to rise again” (or as Ehlers more coincisely translates: “ich jede sinkende Sonne genoß, als zöge sie nicht neu herauf”).

Still, readers must have simultaneously felt the usual meaning of *lux ultima/ dies ultimus*. The reason why Petronius might express his *carpe diem* in such a complicated – yet certainly poetic – way is, in my opinion, from a desire parodically to distort and abuse some of Seneca’s key Stoic expressions. One might compare also his use of the verb *consumo* in this passage, which in Seneca is another key-term to describe the “wasting” of one’s time by those who are not wise philosophers (cf. Sen. *Ira.* 3.3.5, *Brev.* 12.2 *et passim*, and also *Vita* 27.5, where it refers to Epicurus).

This parodic *carpe diem*, couched in deformed Senecan terms, doesn’t seem out of place (*pace* Van Thiel 1971: 41) in a context where the protagonists are begging Eumolpus to put an end to his *ira* and the old poet, as a truly wise man, dismisses that dangerous passion which – a Seneca would say – could prevent him from using his precious time well. Eumolpus can certainly be considered the right character to mock Seneca in the complex way in which our *sententia* does. For throughout the *Satyricon*, Eumolpus looks precisely like one among the principle vehicles of the satire against Seneca and the Stoics (cf. Sommariva 1984, Ferreira 2000: 77-101).

Works cited for: Eumolpus the anti-Seneca: possible interpretations of Petronius, *Satyricon* 99.1

Ferreira, P. S. M. (2000), *Os elementos paródicos no Satyricon de Petrónio e o seu significado*, Lisboa.

Müller, K. (ed.) and Ehlers, W. (trans.) (1965), *Petronius Satyricon. Schelmengeschichten*, München.

Müller, K. (ed.) and Ehlers, W. (trans.) (1983), *Petronius Satyricon. Schelmenszenen*, München.

Sommariva, G. (1984), ‘Eumolpo, un “Socrate epicureo” nel *Satyricon*’, *ANSP* 14, 25-58.

Van Thiel, H. (1971), *Petron: Überlieferung und Rekonstruktion*, Leiden.

## 2. Nell Wright, Homeric Epic and *Sometimes a Great Notion*

Critics panned *Sometimes a Great Notion*. Too hard to read, too many first-person characters talking all at once, too complex an intersection of time periods and plots. Yet it is still in print, and deserves to be read more widely, especially by Classicists.

This perfect American novel is also the perfect epic, in the classical sense. Woven into the great themes of love, rivalry and revenge, Kesey cleverly deploys the characters and elements of ancient epic. One hero, Hank, is invincible, god-like. The other, his brother Lee, is emotionally lost, returning home after half his life away.

I first recognized this Odysseus when he set foot on the home ground -- (page 119) “one old deaf, half-blind redbone [hound] with mange on his rump, he gets down and limps over and licks Lee’s hand... The kid squats down. ‘Hank...is this Plover...could he still’-- Hank answers, ‘by God, look there, he acts like he recollects who you are.’”

On the next page, I saw Achilles. "Hank doesn't just walk; he consumes distance, step by carnivorous step; every movement constituted open aggression against the very air".

These hints make it easy to make out other epic roles emerging from Kesey's broad landscape. There's Patroclus, the beloved, simple cousin Joe Ben; Helen, abducted from her home to Oregon, source of gossip; Nestor, Hank's and Lee's garrulous father. Machaon and Thersites make repeated entrances.

Epic elements of plot and style abound: a night raid on Hank's logs, two embassies to him by the union, the aristeias of Joe Ben and Hank, the epic language (Which one was the tallest, among these soldiers?... Which one was the handsomest? the wildest? the fastest Which soldier of them all had she liked the best? Page 57

### **3. Paul Properzio, *Rigveda X*, 117 and *Odyssey VI*: Liberality in Hindu and Greek Poetry**

Two passages of ancient literature, one from the *Rigveda X*, 117, 1-36 and the other from the *Odyssey VI*, 190-216, express Hindu and Greek attitudes toward liberality. The general sentiments expressed in each passage, though derived from different cultural and geographical areas of the ancient world, are surprisingly similar. Both celebrate the ancient custom of hospitality, i.e., guest-treatment, to wayward travelers and beggars. This paper looks at the ancient Hindu and Greek attitudes toward liberality which, given the similar nature of the early Hindus and Greeks as expressed in their songs, shows a universal tendency of Bronze-Age peoples to interact with strangers in a civilized way.

### **Workshop VI Jacqueline Carlon et al., Oral Latin, Why or Why Not?**

The recent trend towards including oral work in the Latin classroom has provoked a number of questions regarding the long term effects of a substantive change to a pedagogical approach that has long been valued for the analytical skills it fosters in its students. Will the assumption of oral methods threaten the value Latin instruction as an arena for "gymnastics of the mind"? Is there time in already demanding curricula for oral Latin? What benefits might accrue from speaking Latin in the classroom? How does a cadre of teachers who have rarely or never spoken the language undertake to introduce an oral component into its methodology?

This workshop will introduce some of the second language acquisition theory that may be applied to the use of spoken Latin in the classroom, discussing both the value and limitations of current research to our discipline. Several teachers from both the college and high school level will discuss ways in which they have begun to use oral work in their classrooms and the value they see in doing so. Time will be reserved for questions and discussion.

# **CANE Executive Board Minutes 2006-2007**

## **CANE Executive Committee Minutes 21 October 2006 Greater Hartford Classical Magnet School Hartford, CT**

In attendance: Seth Knowles, Emil Peñarubia, Ellen Perry, John McVey, Cynthia Damon, Katy Ganino, Shirley Lowe, Rosemary A. Zurawel, Donna Lyons, Roger Travis, Allen Ward, Kat Braden, Mark Pearsall, Ed deHoratius

### **1. Announcements by President**

Cynthia Damon welcomed the members and opened the meeting at 10:45 AM. She expressed thanks to the school and to the Classics Association of Connecticut for hosting our meeting.

Next meeting date is 3 February 2007 with 20 February 2007 as a snow date.

John McVey has offered to host the meeting at the Rivers School. We will convene at 9:30 AM.

Forms for mileage and tolls were distributed to all members of the Executive Committee on behalf of Ruth Breindel, Treasurer, who was unable to attend this meeting.

Because of the difficulty of keeping on top of email addresses, Cynthia Damon requested accuracy of those addresses. At least four people need any change of address: the President, Executive Secretary, Webmaster, and Treasurer. Corrected addresses will be placed on CANEweb and recorded by the Executive Secretary.

### **2. Announcements by Executive Secretary**

An echoed plea for accurate email addresses was made, as material will be electronically sent to members this year.

### **3. Acceptance of Minutes from 16, 17 March 2006**

Cynthia Damon moved, John McVey seconded. Unanimously accepted with corrections.

### **4. Reports:**

#### **Curator of Funds**

Donna Lyons distributed the Curator's report. The Barlow-Beach Fund stands at \$6097.54. The Phinney Fellowship Fund balance stands at approximately \$110,000.00. It could stand at \$82,000.00 by the end of this year after bills are paid. Donna doubts that money will be surrendered to CAMWS at the end of the time permitted. The CANE Endowment Fund holds \$830,741.23. The Coulter Fund balance is \$226,220.64. She will submit a budget for the February meeting.

#### **CEUs and PDPs**

#### **Emporium**

Ruth and Donna went to UPenn in June for ACL, and they totaled over \$4000.00 for the event. Donna did announce that she would like to hand over the Emporium to younger and more energetic hands.

**CANE Instructional Materials**- No report necessary since the annual report.

*NECJ*- No report available

#### **CANEns**

Emil distributed a copy of the newsletter to be mailed later on this week. There is a CANEns webpage. Allan Wooley can link it on our website.

#### **Treasurer**

Ruth Breindel's report was distributed in her absence. Questions may be directed to her via email.

**Membership Committee** – No report

**Scholarship Committee**

No Poggioli this year. Chris Richards is rotating off the Committee, and we should be thinking of a replacement.

**Phinney Fund**- No report

**Discretionary Grants**

A grant for \$400.00 was awarded to Ed deHoratius who wrote, "One solution to my preps-time-crunch lies in my commute. I commute forty minutes each way to school. This past year, teaching the Classical Literature course for the first time, I listened to the *Iliad*-book-on-tape on the way in and the way home. One book of the *Iliad* equaled roughly one trip. But getting in my reading in the car meant that I could spend that time at school grading, meeting with students, and prepping for other courses that I couldn't listen to in the car. The Teaching Company (<http://www.teach12.com>) provides university professors' lectures on CDs. Having such lectures available to me in the car would cut my prep time significantly, as well as exposing me to academic information I wouldn't otherwise have available (as much as I wish I could, I just don't manage to get to Holy Cross library to read up on all those university press books that would be so helpful for me in class).

CD sets from The Teaching Company run anywhere from \$50 to \$150. I am requesting from CANE Discretionary Grants \$400 to purchase such CDs to help me prep for class and to expose my students to a level of scholarship previously unavailable to them."

**State Associations**

Massachusetts Report was submitted by Emil who included the article from the Boston Globe on the UMass Boston summer program on Nantucket.

Cynthia mentioned that there could be links to state organizations' websites: Massachusetts, Vermont, and Connecticut.

**Members at Large** –No report

**ACTFL**

Mark Pearsall submitted a detailed report. ACTFL will hold its annual convention in Nashville on 16-19 November 2006.

**5. CANE Summer Institute**

Ellen Perry reported that the CSI 2006 report is on CANEweb. "Freedom and Its Discontents" was the theme of lectures and courses. A wide variety of topics and lectures. One of the big successes was a course by Neil Smith. His small class took biographies on Cornelius Nepos, put them on line and made the texts searchable. The hope is that the future institutes can provide widely available materials for teachers. Dartmouth only assigned lecture halls four days before the opening of CSI, and classrooms only two days before. It is hoped that next summer will have changes that will make it simpler for public lectures to be accurately announced. There were 71 participants.

The Steering Committee for the 2007 CSI (Its 25<sup>th</sup> anniversary) has suggested the following title "Beyond Antiquity: The Legacy of the Classical World." Dates: 9-14 July 2007; a six day period from Monday through Saturday. Moved: Cynthia, Sec. Ellen. Cynthia recommended that Ellen send the information to the (Bibliotheca Alexandrina Latina) c/o IATH director @ UVA. Ellen will follow up.

A more serious question concerns the directorship of CSI; a labor requiring approx. 400-500 hours of work annually. Ellen's concern is that at some point, it will be hard to find anyone to agree to undertake the awesome job. A suggestion is to mimic the CANE Presidency, with an immediate past director, a director, and a director-elect (as an associate director). Ellen will refine the description of the co-director of

CSI. We will amend the Manual. We will need to prepare an amendment to the By-Laws to include a third person. Move: Katy to appoint John Higgins as Co-Director 2007 with Directorship in 2008.

CSI Directors are starting to talk with Dartmouth Alumni College to promote CSI among them. Ellen thinks it might boost enrollments by 10-20. She does not believe it would change the nature of the Institute.

Ellen handed out a list of possible and likely lectures, courses, and programs. The Hood museum has offered a special installation to honor CSI 2007. The performance for Friday night is set for a forty-five minute dramatic presentation of "The Plains of Abraham," by Ellen's colleague, Jack Mitchell. One additional course in Greek reading will be a full afternoon, intensive Greek reading course. Allen Ward is willing to assist with overseeing academic credit for the CSI. She is soliciting additional course instructors from members of the Executive Committee contacts. Additionally, there has been an anonymous donation to fund the "Phyllis Katz" lecture for the next 10 years.

The Executive Committee thanked Ellen for her hard work. Moved by Shirley, seconded by John McVey, and Unanimously accepted.

## 6. Annual Meeting

a. **9 & 10 March 2007** at the University of New Hampshire. The biggest issue is the cost. As last year, the public institutions do tend to charge high fees. Steve Brunet reported to Cynthia from the conference office, it looks like a necessary fee of \$52.00 with \$27.00 for the banquet. Executive Committee on Thursday night, with a half day on Saturday. The cost per person at \$80.00 seemed fairly drastic to the members of the Executive Committee, many of whom suggested that the CANE coffers might be used to assist attendees. One option is to set one price for first-time attendees. It would have to be an honor system. Ed deHoratius wants to make sure that the banquet is a separate cost. The Department has arranged for a performance before the banquet. It is the hope of the Exec. Com. that there might be funds available from Deans or Humanities Councils. John McVey thinks it might be reasonable to go up to \$75.00. The Centennial provided us with many sources of subventions that are not realistically available this year. Much discussion concerned the decreased cost for teachers with 5 years' service or less. If CANE can up with \$2000, that could make it financially affordable for a great many attendees. John McVey suggested charging \$50.00 per person for the conference, and \$25.00 per person for the banquet, so that CANE picks up \$5.00 per person. One suggestion might be to ask retirees to be on a panel with their best tricks. Another is to ask newer members to write a paragraph for the Newsletter in order to receive a small discount. Allen suggested a tiered cost (\$57.00, 87.00, 57.00) The first tier for teachers with under five years, teachers established in the profession, and finally, retirees.

b. **March 13-15, 2008:** The plans at Connecticut College are well under way, and President-Elect Shirley Lowe distributed a short report. She will be visiting in November to check out the meeting site.

## 7. NECJ-

Letter of application from one possible editor of NECJ was reviewed by the Executive Committee. The November, February, and May issues are well under way. These will be John's final issues as editor. We need a new editor for a new four-year term. This editorial position is without stipend, but finds support for materials, computer hardware, and other support. After some discussion of the many merits of the applicant, the Executive Committee, moved by Cynthia, seconded by Donna, unanimously appointed Nina Coppolino to the position of NECJ editor in chief.

## 8. Old Business

a. Alison Barker Fund- contributions are still coming in. They are intended to fund undergraduate travel, but remains too low to draw from to support its intended purpose. Cynthia recommended that we determine an amount that would permit us to draw upon the funds. We will sort out a solution in February.

b. Thomas and Eleanor Means Fund- there are \$4000.00 in the fund, and there are no strings attached to this fund's use. Thomas Means was a Classics Professor at Bowdoin College. One suggestion that Cynthia had was to provide a subvention for the awarding of graduate credit for those needing assistance at the CSI. John McVey offered that there are often students who are

unable to attend trips with his classes. We will discuss a proposal for the Means Fund in February.

c. Membership- How shall we increase our membership and also obtain a viable list of high school and middle school teachers. Gil Lawall has a list. However, the state representatives may be assigned the task of trying to build the membership.

d. Website- Allan Wooley submitted a report.

e. Archives

f. Motto- We had one vote that defeated the motto that the Executive Committee had preferred. We are going to keep looking for a motto. Suggestions from the meeting last year: It should be short and good for graphics, and should trip off the tongue, there might have been a problem with the two languages in the original motto. Cynthia pointed out a motto that was inspired by the Constitution: "ad antiquitatem aperiendam." Is there good reason to keep going on this project? John McVey suggested that the English purpose of CANE as stated in the By-Laws was sufficient. There was sound discussion for continuing our quest for a motto, and we will return to this discussion, and discuss it further in February.

g. Manual- It is now on the website. We do need to have a means of updating the Manual. It could be among the jobs of the Immediate Past President.

#### 9. New Business

- a. timing of distribution of minutes
- b. Treasurer's name on curatorial accounts
- c. role of Members at Large
- d. *CANEs*
- e. Presidential nominations
- f. Classicists listed on CANEweb.org?

10. Adjournment- The committee adjourned at 3:003 PM.

**CANE Executive Committee Minutes  
3 February 2007  
Rivers School  
Weston, MA**

In attendance: John McVey, Allen Ward, Roger Travis, Kat Braden, Ruth Breindel, Lydia Batten, Lydia Haile, Shirley Lowe, Cynthia Damon, Rosemary A. Zurawel, Katie Ganino, Donna Lyons, Ellen Perry, Ed deHoratius, Sally Morris, John Higgins, Mark Pearsall

Agenda:

1. Announcements by the President: Cynthia Damon convened the meeting at 9:30 AM. Introductions were made. She reminded the members of the Exec. Com. that there will be a dinner meeting at 5:30 prior to the Annual Meeting. Members planning to attend need to tell Cynthia so that the dinner arrangements can be made. We will meet in the Classics Department. John Higgins was announced as the incoming CSI Director. The dates for the 2008 Exec. Com. Meetings are 15 September 2007 and 2 February 2008, with a snow date of 9 February 2008.
2. No announcements by the Exec. Sec.

3. Acceptance of Minutes from 21 October: Add Sally Morris and “in” for “on” before Cornelius Nepos. MOVED/Sec/UNAN
4. Reports:
  - **Treasurer’s Report:** We have over 850 members, with an increase in college membership and people from outside New England. The 2006 CSI bills have not yet arrived. Ruth Breindel distributed her report. Some discussion of the increasing costs of printing and distributing the Newsletter, but an electronic version might be difficult due to the ever-changing nature of email addresses. A generous gift of \$3,000.00 from an anonymous donor has helped defer this year’s annual meeting costs. Ruth suggested gently increasing the price of the annual meeting each year until attendance covers costs. There will be in the proposed budget a line item assisting with the costs of the 2008 meeting. Cynthia will summarize this in the President’s Message in the front of NECJ. MOV/SEC/UNAN
  - **Curator’s Budget Proposal for 2007-08:** Donna Lyons projected revenues of \$63,242 for the year. Once anticipated expenses have been met, the conservative estimate of surplus revenues is \$1100. More discussion of the subvention of costs of the Annual Meeting continued, and Donna Lyons and Ruth Breindel believed that the cost of attendance at the Annual Meeting could find assistance from revenues from the Endowment Fund. Donna Lyons will forward an adjusted line for cash on hand. Executive Board meeting costs have increased dramatically this year, and the proposed budget reflects this. Within discussion of the Newsletter, Katie Ganino suggested putting the Newsletter on our web site and then having Ruth send out a postcard reminder to members when a new issue is up on the site. The current estimate for CANEns is \$3300, but there would be a surplus if the website approach were to go into effect. We agreed to try this, notwithstanding this issue, but with a subsequent one. The Coulter and the Endowment funds have grown substantially these past six months. The Barker Fund and Thomas and Eleanor Means Fund have been subsumed under the Endowment Fund. MOV/SEC/UNAN
  - **CEUs and PDPs:** In order for us to provide CEUs, the Connecticut CEU logo must go on every brochure. There are 10 workshops with a great palette of different workshops for the Annual Meeting. Our CEUs will be acceptable by Massachusetts for recertification. The CEU logo is a draw for secondary school teachers.
  - **Emporium:** One new shirt design is anticipated for this year’s meeting. It’s a print of the Arch of Titus, but the celebration of the destruction of Jerusalem posed a problem for the members of the Executive Committee. Donna will find another arch. A discussion of the future of the Emporium reminded us all that Donna does wish to be relieved of the management of it. The Emporium requires a person with creativity and business sense. The individual also must be trustworthy. Ruth suggested that we put something in the Journal, and Cynthia will include a job description in her message. Kat Braden expressed some interest, as she has available storage. We will turn again to this discussion in March.
  - **CANE Instructional Materials:** Gil Lawall’s term ends this year. The person who shall assume this needs to be ready to adjust the focus of the materials and how we distribute, save, and make materials available on the web. Ruth would like, with a new person, to have the finances as part of the CANE budget. Lydia Haile has been working on scanning materials that have no up to date electronic files. Cynthia Damon suggested that a “click and download” button on our website would be helpful. Additionally, we need to have a name to replace Gil Lawall for March. Cynthia will work on a job description to post. John McVey is willing to take it on for a year, as he will be taking a sabbatical year. It was moved to create an ad hoc committee to reshape the CANE Instructional Materials, led by John McVey. SEC/UNAN
  - **NECJ:** Nina Coppolino, incoming editor, is preparing for advisory board members with a distribution of college and secondary schools. All members will be submitting

work for publication as well. Currently John Lawless has some materials posted on his personal website, but we should plan to move this information to our CANE website.

- **CANens:** The about to be published issue was available for Executive Committee members to view, and Cynthia noted recommended changes to include upcoming jobs, etc. that were previously discussed.
  - **Scholarships:** Ed deHoratius passed around a summary of funding opportunities for Exec. Com. Members to edit. Changes will be made by Ed to this handout. Applications were a little bit down this year. Chris Richards is leaving the Committee, and a third member is needed. A certification candidate has not come up for two years. Ed asked whether an increase in funding might attract more interest. Katie Ganino remarked that institutions granting MATs should be behind us in pointing suitable candidates in the direction of funds. Cynthia said that Seth Knowles sent her a list of all teachers of Latin in the State of Maine from the Department of Education. She asked if there could be other state lists. Ruth said that the Rhode Island Department of Education has no such list. Ed will work on a summary advertisement on a bright background color.
  - **Discretionary Grants:** A request from the Classical Association of Rhode Island to support the Latin Certamen League has been granted at \$400.
  - **State Associations:** ClassConn: State Latin Day is on 1 May 2007. The State Latin Contest will be run this year by Vince Rosivach. Vermont will have their Latin day on 13 April 2007 on the campus of UVM. 31 March 2007 is the CAM (Massachusetts) spring meeting at Smith College.
  - **Members at Large:** No reports
5. CSI 2007: Ellen Perry reported on the work in preparation for this summer's institute. The webpage and brochures are ready for posting. This year's program is ready. The CSI website is hosted by Dartmouth College and a link to that site should be placed on CANEweb. The discussion that had been held regarding the organizational structure of CSI was handed out. Within the last month, the Dartmouth College Classics Department has expressed great interest in more involvement. The recommended changes to the CANE Constitution were presented by Ellen Perry. The changes will need to go before the membership in writing, and then must be voted upon by the membership at the 2008 Annual Meeting. Rosemary will take the amended changes and place them in NECJ for the membership.
6. Greek Mini-Grants: John Higgins reported that \$1500 grants went forward, and five were granted to programs that are currently up and working in both private and public schools. For the upcoming year, an offer of support has been made. In the application process, there is more clarity (e.g., letters of recommendation will be more formally written, written invoices will be required, a current recipient will be permitted to request continued funding, even though the hope is that new programs will begin.) The information will be available on the website. Allen Ward reported that the Greek theatre adjacent to UConn campus had set the cornerstone, and Mark Pearsall offered that CANE might consider supporting this venture and have its name inscribed on the cornerstone as a contributor.
7. ACTFL: Mark Pearsall reported on the convention in Nashville. There is a lot going on at ACTFL of which we should be aware. They are encouraging Teacher of the Year nominees. At the delegate assembly, the theme of critical needs for languages (as defined by the State Department) was a big topic. Licensure for states as measured by the Praxis II is moving more away from testing and towards proficiency/performance standards. This leaves Classics at a disadvantage. Chinese seems to be taking over language departments, and the Chinese government is funding educational programs in the country. Classics teachers at schools and colleges need to be in touch with State Departments of Education. Mark submitted a detailed report of the Assembly of Delegates. February is "Discover Languages" month. There are links on the ACTFL website to lessons. Shirley Lowe remarked that if we had a PR person who could see that our meetings were broadly announced, that it would call attention to the activities of

Classics organizations. Cynthia Damon's suggestion was that we discuss in March the obligations of state representatives and the role of a person who might coordinate state representatives. Costs of attendance at national conferences became a lengthy issue of discussion, along with the budget obligations. Ruth Breindel was in favor of setting a dollar amount for each delegate to attend the annual national meetings. The dollar amount should be helpful in defraying expenses. After much discussion, a "pot" of \$1,000 would be set aside, and in February of each year, the division of funding would take place. This year, ACL- \$200, ACTFL - \$500, and Northeast Conference \$300. This would affect the proposed budget, and so it was MOV/SEC/UNAN to amend the budget to reflect the increase of money available.

8. Annual Meeting, 2007- we will meet for dinner on Thursday. There is a full and plentiful number of papers and workshops. Memorial Minute for Maureen Shugrue will be given by Sr. Mary Faith Dargan. Writing Contest report by Shirley Lowe who thanked the representatives for their assistance. All of the information has been sent out. She sent over 40 letters to publishers to be vendors this year. She has had five responses. She is concerned that the numbers seem low. Members advised her to call John Perry and Merrill Beckett.
9. Annual Meeting, 2008- John McVey and Shirley Lowe went to visit Connecticut College (New London, CT) to examine the site. Everything has been nicely organized and set out for the spaces. There will be no cost to CANE for building uses, and Conn. College will be our host for the Thursday night executive meeting, and will provide wine for the banquet. They have even offered a speaker for the Thursday evening, after the Executive committee meeting. The dates are 13-15 March 2008.
10. Barker and Means Funds- Allen Ward has been in communication with Judy Hallet and another of Alison Barker's classmates from Wellesley. He suggested that CANE and Alison's Wellesley colleagues collaborate, with CANE putting up \$1.00 for every \$2.00 that they were able to raise up to \$20,000, with CANE's contribution being a maximum of \$10,000. This would be possible if CANE used its Endowment funds, and the hope would be that by 2009 there would be enough funds available to offer an undergraduate scholarship for travel in classical lands.  
MOV/SEC/UNAN
11. Thomas and Eleanor Means Fund- It stands at approximately \$4,000. John McVey proposed that revenue be used to support secondary school student travel. Discussion followed concerning the proposed language that articulated approved destinations, student need, and student scholarship and character. Ruth Breindel recommended that we pass this proposal by Francis Bliss to see how he thinks that it might reflect the interests of the Thomas and Eleanor Means. A deadline for applying for some funds would be 2 January of the year of travel, and monitored by the Scholarship Committee. Ed deHoratius will take responsibility for language. He will create an application and will bring it to the March meeting.
12. Motto- Suggestions: Condocere, ascribi, nuntiareque enitamur  
Causa adiuuandi noscendi erudiendi  
Condiscere, associare, nuntiare, excitare  
Comites ad iuandum noscendum erudiendum  
Ad antiquitatem aperiendam  
Do we really need a motto? Is it worth continuing the discussion? A vote taken at the table yielded a distinct inclination towards a measured wait until one day an appealing motto is brought forward. These may be opportunities for T-shirts, and if people respond to one of them, there might be movement towards a true motto. TABLED
13. Nominations- Cynthia is soliciting help for presidential appointments. A major change was made to the Membership/PR Committee with Ruth Breindel as Chair who will work with the 6 State Representatives. MOV/SEC/UNAN Recommended by Rosemary that if changes to the terms of service to ACL, ACTFL, NCTFL, NCLG, etc. are made to the Constitution, that we bundle amendments to the Constitution and plan for changes to present to the membership in 2008.

14. Shirley Lowe suggested that having one CANE person as a liaison with vendors might be a better way to manage them for the annual meeting.
15. Ruth Breindel would like us to approve the Treasurer's name on the curatorial account. Postponed until our next meeting so that we may discuss this proposal more fully.
16. MOV/SEC/UNAN TO ADJOURN AT 2:45 PM.

Respectfully submitted,

Rosemary A. Zurawel  
Executive Secretary

**CANE Executive Committee Meeting  
Holloway Commons  
University of New Hampshire  
8 March 2007**

**Attendance:** Cynthia Damon, Steven Brunet, Emil Peñarubia, Ed deHoratius, John McVey, Allen Ward, Allan Wooley, Lydia Batten, John Lawless, Katie Ganino, Roger Travis, Seth Knowles, Shirley Lowe, Kat Braden, Donna Lyons, Seth Knowles, Sally Morris, Paul Langford, Ruth Breindel, Lydia Haile, Rosemary A. Zurawel

**Agenda:**

Cynthia Damon called the meeting to order at 5:45 PM.

**Announcements by the President:** Cynthia handed out the agendas for the three meetings.

**Announcements by the Executive Secretary:** Rosemary asked for cell phone numbers and email verification; particularly for these meetings at disparate locations on the UNH campus.

**Acceptance of the Minutes of 3 February:** MOV/SEC/UNAN

**Conference updates:**

Workshops are held in Holloway Commons. Huddleston is used for Paper Sessions and Opening ceremony and banquet. The vendor room is adjacent to the Exec. Com meeting room.

Steven Brunet welcomed us to the University. CANE is setting up one conference and another is going on in the facilities. Registration is in Holloway Commons. Registration is set, with name badges completed. Packets are ready for every attendee. Some seats for the banquet remain. Late registrations have been a problem. Students will be helping with registration in the morning. Steven recommended that CANE take over registration in the future. His time was consumed by late registrants. Parking details were discussed, and a number have been reserved for CANE members. Attendees with mobility problems can be assisted by students. The Paedaeia Society will put on the performance of Plato's *Apology* for us in the Johnson Theatre following the banquet.

**Appointments by the President:**

John McVey- Interim Editor of CANE Instructional Materials  
Nina Coppolino- Editor of NECJ  
Barbara Weiden Boyd- Member of the Scholarship Committee  
Ray Starr- Barlow-Beach Committee (2 years)  
Margaret Graver- CSI Steering Committee, as representative from host institution

Shirley Lowe- Exec. Com. Member and regular member of the CSI Steering committee  
Sean Smith- Nominating Committee  
Teresa Ramsby- Nominating Committee  
Mark Pearsall- CT Membership Committee Rep.  
Seth Knowles- ME “ “ “  
Emil Pearubia- MA  
Paul Langford- NH  
Lydia Batten –VT

Richard Clairmont- Resolutions Committee  
Francis Bliss- Resolutions Committee

### **Latin Teacher Data Base**

Cynthia announced that she had obtained the data base that Gil Lawall has kept containing the names and addresses of all Classicists in New England, along with high schools and middle schools. It is updated as of 2006. The mailing of 862 letters needs to become a CANE expense. Gil has put a lot of love and energy into this, and in handing it over to the Executive Committee, there is an opportunity to use this as a starting point for building.

Cynthia asked for acceptance. MOV/SEC/UNAN

**Nominating Committee:** John McVey announced the following:

Roger Travis -President Elect  
Mike Gerard- Member at Large  
Tom Suits and Steven Pingree -auditors  
Jaqui Carlon- Classics in Curricula  
Paul Properzio –ACL  
Deb Davies- Alternate to ACL  
Mark Pearsall- ACTFL

### **Reports:**

Webmaster: Allan Wooley reported on CANEweb.org. Adobe Acrobat 8 PDF Editor has been purchased for changing documents from Word to the web. Officers need to send new material to AI. The old email directory has been a problem. It has been shut down since last year. He has offered to host and display whatever we wish, including the Emporium. Usage of the website has been brisk. 12,547 visits since 11/11/2005.

NECJ: John Lawless- thanked everyone for their support over the past four years. He encouraged us to find submissions and to write them, ourselves to the new Editor. Nina, he is sure, will be a great editor.

MA State Report: Emil submitted his report from the State organization. CAM will meet on 31 March at Smith College.

### **Old Business:**

CANEns: We had talked about trying out a website for CANEns. Since it now costs nearly \$6k per year for its publication, we thought about sending a postcard to the membership announcing the readiness of a new version of CANEns, and inviting them to log in. Cynthia will announce it tomorrow, and will put it in NECJ as an experiment. Emil suggests that a CANEns link on the CANEweb.org. We thought about doing the postcard as a transitional year, and then moving to an RSS feed. Shirley expressed concern about the one or two people who do not do email. We will add a notation on the postcard the offer of a hard copy. For those few, putting the hard copy in an envelope and sending it first class postage seems still acceptable.

### **Writing Contest Format:**

There was discussion of the difficulty that State Representatives have in excluding their students from the Writing Contest so as to avoid the appearance of impropriety, and a proposal for a systematic change was presented by Cynthia that merited some discussion. One suggestion was to have State Representatives judge contest submissions from another state. The President Elect could gather all submissions and delegate them to State Representatives. The Executive Committee members were generally in favor of the additional impartiality. Part of the recommendation presented by Cynthia included having the final contest winner selected by a college professor. The Executive Committee agreed to take up this matter in the fall meeting.

### **NECJ on JStor:**

Ruth Briendel met with JStor representatives at Providence College recently, and asked the Executive Committee to consider paying an institutional membership so that the members of CANE might access journals via internet. With a secure password, each member would be able to access some classical journals online. There is some uncertainty regarding the cost, but as the Executive Committee members generally found favor with the notion, Ruth agreed to pursue specific details. The Executive Committee members agreed to discuss this at the fall meeting.

### **Registration and Hotel Costs for Executive Committee Members:**

John McVey discussed the personal expense of being a member of the Executive Committee, and asked that we discuss in the fall the possibility of funding the expenses for registration and hotel stay for the Executive Committee members.

The meeting adjourned with unanimous consent at 8:08 PM.

**Annual Business Meeting  
9 March 2007  
Huddleston Hall  
University of New Hampshire**

**Call to order by President:** Cynthia Damon brought the meeting to order at 11:58 AM

Approval of Minutes of 2006 Annual Meeting of CANE as published in the Annual Bulletin and on the website. MOV/SEC/UNAN

### **Memorials**

Maureen Shugrue

Maureen Shugrue, former President and Vice President of CANE, died on July 16, 2006, after a courageous battle with cancer. Born in Torrington, CT, January 2, 1929, Maureen received her A.B. in Classics from Albertus Magnus College in New Haven, CT in 1951 and her M.A. in Latin from Fordham University in 1961. She also studied at the University of Michigan and in 1954 received the Cornelia Catlin Coulter Memorial Rome Scholarship for study at the American Academy in Rome.

A life member of CANE, President of the Connecticut section of CANE, member of the Executive Board of the Connecticut Organization of Foreign Language Teachers, President of Delta Kappa Gamma, and active member of committees too numerous to mention, Maureen, in 1990 received the Barlow-Beach Distinguished Service Award which honors those who have "contributed exceptional service to the Classics in New England."

Maureen was one of the most convivial and collegial members of this association. The annual meeting provided her with an opportunity to celebrate with friends old and new, especially with her own great mentor, Albertus Professor, Josephine P. Bree.

Before retirement, Maureen taught Latin at the secondary level for fifty-three years, forty-nine of them at Torrington High School, her alma mater. She was Chairperson of the Foreign Language Department for ten years. In 1986, she received the Probus Award as teacher of the year and a citation from the General Assembly of the Connecticut Legislature. At her funeral last summer in St. Francis of Assisi Church, where she also served as lector, Father Robert Tucker noted her dedication and tremendous impact on more than 5000 students during her teaching career.

Permit me to quote, in part, from a letter one of her former students wrote to the local newspaper after learning of her death:

“The year was 1961. A 14-year old impressionable, and somewhat incorrigible, freshman student sat in his first class on his first day at Torrington High School. That class was Ms. Shugrue’s Honors Latin I class. He thought to himself: What am I doing in a Latin class? Who uses or needs Latin any more? Why did my mother make me take this ridiculous, out-of-date language course?

As the school year progressed, the young freshman began to realize what Ms. Shugrue’s Latin I was truly about. It was not simply learning Latin nouns and verbs. It was being taught the importance of honesty, discipline, dedication, family and friends by a very wise and insightful teacher. It was Ms. Shugrue’s lessons on life.

He concludes his full column letter: “On behalf of all those Torrington High School students who had the good fortune to be taught Latin I by Ms. Shugrue, to her we say, ‘Amo, Amas, Amat...’ We all love you and thank you for teaching us your lessons on life.’ ”

Maureen, of course, did not just teach her lessons on life; she modeled them in the wider Torrington Community. She was a commissioner for Elderly Services of Torrington, a Board member of the Northwestern Connecticut AIDS Project (NCAP), and the American Red Cross.

A member of the Board of Directors of the Charlotte Hungerford Hospital Auxiliary, Maureen often returned to the Center for Cancer Care to visit other cancer patients bringing donuts and coffee after she herself had been discharged to continue with home treatment.

Dear friend, former student and colleague, Maria Cravanzola, recalls that Maureen told a doctor at the center, “It’s a part of my life. I feel as though I want to be here. I want to be with these people. I find solace and comradeship with them.” And that’s what she did.

Maureen is survived by her brother, Daniel, his wife, and two nieces.

***Maureen, Requiescas in pace!***

Sister Mary Faith Dargan, OP

### **Report of the Auditors to be published in the Annual Bulletin**

Donna Lyons- Curator of Funds. The annual Bulletin has the reports of the four funds. She announced that the proposed budget for the 2006-07 year has a perfect balance.

Thomas Suits reported that on the basis of balance sheets received from the association, the accounts appear to be in order.

**Report of the Committee on Scholarships** Ed deHoratius noted that more applicants for these scholarships are encouraged. He thanked committee members Joey Meyer and Chris Richards (in his last year on this committee). He also welcomed Barbara Weiden Boyd to the Scholarship Committee.

The Certification Scholarship was presented to Steve Civitello  
The CANE Endowment Scholarship was presented to Kat Braden  
The Cornelia Catlin Coulter Scholarship was presented to Kathy Corianis

**Announcement of Presidential Appointments (Cynthia Damon)**  
**(See handout from last night's meeting)**

CANE Instructional Materials- John McVey  
Editor of NECJ- Nina Coppolino  
Barlow-Beach Committee- Ray Starr  
CSI Steering Committee- Shirley Lowe  
Nominating Committee- Sean Smith, Theresa Ramsby, Cynthia Damon  
Membership Committee- State Representatives will fill this committee; chaired by the Treasurer- Ruth Breindel  
Resolutions Committee- Richard Clairmont and Francis Bliss

**Report on the Executive Committee of March 8, 2007, including appointments by the Executive Committee and any business requiring action by the membership.**

Cynthia Damon reported the cost of attendance at the Annual meeting has been heavily subsidized by anonymous donors. We hope that by gradually increasing the cost of attendance by \$5 or \$10 a year, that we will approach the actual costs of running the Annual Meeting.

The new format of CANEns will change from its current paper format to an economical electronic version of the same content. Members requiring a paper format may receive that at no cost. A postcard will be sent to each member alerting him/her that a new version of CANEns is available on the web. This experiment will continue for a year.

Reconfiguration of the Membership Committee- Ruth Breindel encouraged more involvement by members, and to speak with her at the Emporium table.

Nomination of a member to be elected to the Executive Board of ACTFL. CANE will nominate Mark Pearsall, its own delegate to ACTFL.

Format of the selection of the winner of the CANE Writing Contest was considered, and in the fall, the Executive Committee will consider changes so as to remove any possible bias on the parts of readers.

**Report on the Committee on Discretionary Funds (John McVey)**

Discretionary Grants Committee provided three grants this year to: Ed deHoratius who purchased teaching materials from The Teaching Company. Classical Association of Rhode Island to reinvigorate their Certamen program. Nell Wright, Malden High School received funds to see the Miles Romanis at the Higgins Armory.

**Report of the Executive Secretary**, including an announcement of the availability and cost of Life Membership "Article II, Section 3: Life membership in the Association may be obtained by the payment of a \$500.00 fee."

Three anticipated changes to the By-Laws which will be published in NECJ in the fall:

1. The change in the tenure of delegates to various classical associations from a term of one year to a term of three years.
2. The Membership Committee members will be comprised now of State Representatives, with tenure equal to their appointments as State Representatives.

3. The change in the in administrative structure of the CANE Summer Institute to reflect a similar structure as the CANE President's roles. That is, Director-elect, Director, and Immediate Past Director.

**Report of the Nominating Committee** and election of new officers (John McVey)

John McVey put forth the following:  
Roger Travis- President Elect  
Mike Girad- Member at Large  
Jere Mead- Member at Large  
Auditors- Steve Pingree and Thomas Suits  
Jaqui Carlon- Classics in Curricula  
(Remain delegates for three years)  
ACL- Paul Properzio  
ACL Alt.- Deb Davies  
ACFTL- Mark Pearsall  
NCFTL- Madelyn Gonnerman  
NCLG- Deb Davies

Moved- That the Secretary cast a single ballot for the slate. Seconded and unanimously approved.

**Invitation by Richard Moorton of Connecticut College, New London, CT, to the 2008 Annual Meeting, 12 -15 March 2008.**

**Adjournment**-12:47

Classical Association of New England  
Executive Committee Meeting  
Saturday, 5 May 2007  
Rivers School

In attendance: Shirley Lowe, Nina Coppolino, Ruth Breindel, Lydia Haile, Rosemary A. Zurawel, Cythia Damon, Donna Lyons, Paul Langford

**Agenda:**

Shirley Lowe called the meeting to order at 9:40 AM

1. Announcements by president:

Mike Girard, an incoming committee member, set up the coffee this morning. Thanks to John McVey and John Higgins for helping with the nomination of Mark Pearsall to the ACTFL Board. September meeting: 15<sup>th</sup>, winter meeting 2 February (9 Snow date).

We are entitled to appoint a delegate and alternate to ACL Council. They want to have the delegates at the meeting prior to the opening of this year's ACL. Paul Properzio and Deb Davies continue to represent us. Paul will need to vote at this delegate meeting, and Shirley will let him know of his responsibility.

John Higgins suggested that CANE members be encouraged to visit the new galleries in NYC at the MET.

CSI announcements from Ellen Perry. A symposium will be held on the Dartmouth campus recognizing the anniversary of the death of Augustus St. Gaudens. CT has offered excellent scholarship money for first-time attendees.

## **2. Minutes from our Annual Meeting and the Executive Board meeting in March.**

Please add: Our agreement to nominate Mark Pearsall to ACTFL board.

## **3. Latin Teacher Data Base and its benefits to CANE and the teachers.**

Ruth reported that she will be cross referencing this data base and sending out membership information. We had agreed that State Reps will continue to be investigating Latin teachers in their own states. The list from Gil Lawall was up to date as of 2005. Our membership is now up to about 900, which is great. Kudos to Maine for their website and its contents.

State Representatives, in addition to their membership work, there are opportunities to place some efforts into bringing public attention to the teaching of Classics. Discussion followed on the benefits and frustrations of email communications. Lydia suggested setting up G-mail addresses for the State Representatives so that they may efficiently segregate messages to and from their state constituents.

**4. Writing Contest-** Our last discussion opened the issue of the use of a rubric for judging and/or setting up a system for judging that was free from the appearance of favoritism. The State Representatives may receive scanned copies of the Writing Contest submissions via the new email addresses. Sometimes State Representatives have not allowed their students to enter in order to avoid the appearance of favoritism. One suggestion had been to farm out the essays to reps from other states. We did not endorse the creation of a scoring rubric. We seemed happy with the four criteria that are printed within the Writing Contest guidelines. Ruth Breindel suggested that the additional layer of bureaucracy might make the job of judging more difficult. She added that English teachers might help with judging. It was agreed that teachers would continue to send their entries to their State Representatives who would then send all the entries to the President-Elect. The President-Elect would make copies of all the entries and then send each state's entries to a different State Representative. State Representatives will choose the top three submissions from the state assigned by the President-Elect. S/He will then submit the names of the students who have been selected as the first, second, and third place winners to the President-Elect. The President-Elect will then select the regional winner from the six first place winners. Each This year, the Writing Contest and its rules are already on the website.

Nina Coppolino suggested we use both the News and Announcements section of NECJ as well as CANEs to make the announcement.

**5. JStor discussion-** continued from our last meeting. Ruth passed out to the Exec. Com. members the list of journals to which CANE members could have access if CANE decided to be a subscriber. We would incur a small annual cost (\$1500.00 plus \$500.00 for the first year, then \$500.00 each year thereafter with a \$30.00 computer address fee) to offer this as a benefit. We would offer this as a higher level of service to our constituents. Our Endowment can afford this without compromise to our funds (the IRS would like us to spend money to keep our tax status). Ruth moved that we try this for three years. It was seconded by Lydia Haile and passed unanimously.

**6. 2008 Annual Meeting-** An afternoon session set aside for high school teachers? Other suggestions? 14 and 15 March 2008

Ruth announced that we incurred no loss for the 2007 meeting, thanks to the \$3000.00 gift. If we increase the cost by \$10.00 per person this year, we would only be \$1000.00 behind. Financially,

we have to take this step, and it will still be a bargain. We will discuss the charge again in September.

Steven Brunet suggested that CANE take over the registration. Rosemary suggested that the large problem of late registrants could be tempered by a penalty of \$20.00 or \$25.00 for late or onsite registration. Ruth remarked that we should use "News and Announcements" section of NECJ to alert members to an increase in cost and penalty.

John Oksanish (Yale) sent an email to Shirley Lowe, suggesting a panel at CANE on "Graduate student work in progress." Ruth offered that the students could have their panel on Saturday afternoon, and Rosemary suggested asking publishers to cover the luncheon costs for the graduate students. John Oksanish wanted to conduct a survey of graduate students, but this was an undertaking that we felt we could not attack, yet we supported his doing that. His final suggestion was to have a Graduate Student liaison to the CANE Executive Committee. We believed that this was an issue requiring more members and more information about his idea. We will take this issue up in September.

Opposite that on Saturday afternoon, we thought about high school teachers. Shirley suggested four sessions with the option to attend three out of four. Some of these could be shortened versions of workshops that members can't take advantage of when attending paper sessions. Shirley recommended inviting presenters, as opposed to the soliciting of interest. We will continue to think about more options that will help attendees with their CEUs.

**7. Hotel and Registration costs for Exec. Com. members who attend Annual Meeting and are not supported by their schools.** (as proposed by John McVey) -Tabled until September

**8. Requests for Educational Programs funding** is now exceeding the amount budgeted. How to manage these requests? (Kat Braden) A request from Theatrum Ludicum for some funds was granted. The question arose if we want to do more of this kind of funding for outreach. We will return to this discussion in September when more members are available for discussion.

**9. Donna Lyons** met with Robert Wilhelm who was selling old Latin book prints. A set of over 200 of the original copper plates from a Latin book was purchased at a tag sale. They are lovely plates that would be useful for the Emporium. An appraisal yielded a value of \$25.00 per plate. He is willing to donate them to CANE for \$1,000.00 and a deduction for his IRS return. Donna moved that we accept the donation and return the \$1,000.00 to cover his costs involved. Seconded by Paul. Unanimously approved.

**10 The Thomas and Eleanor Means Fund-** management of the monies. Tabled for September.

**11. CANE Instructional Materials-** progress to date. John McVey will take over for the year. We will move to "print on demand." You pay a publisher \$500.00 per book, and there is no supply in anyone's basement. We will get royalties, and the product will look like a real book. There will be very little cost to CANE. John and Ruth will take possession of the materials on 5 June 2007, and there will be an opportunity to choose the best sellers. We could send single copies to conferences. A real quality product would improve our image. We agreed to try a few and see how it is received.

**12. Four Exec. Com. Meetings** every year: September, February, March, and early May. We decided to go with four meetings, adding the first Saturday in May or the final Saturday in April.

**13. Manual and By-Laws update.** New By-Laws to publish and vote on next year. Rosemary will send these on to Nina to be published twice prior to the Annual Meeting.

Cynthia moved to adjourn, Seconded by Lydia and by unanimous consent we adjourned at 11:50 AM.

