

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



One Hundred-Third Annual Bulletin

2008

2008-2009 OFFICERS AND COMMITTEES

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Memorials

George Tracy

George A. Tracy, 78, died bravely on Saturday, Sept. 8, 2007, at New London Hospital.

Born in Halifax, Nova Scotia, on April 11, 1929, Tracy was educated in the Halifax public schools. He went on to study and earn degrees at the University of King's College and at Dalhousie University in Halifax. In later years, he furthered his education at colleges in the United States and in the United Kingdom.

From 1950-52, Mr. Tracy taught at King's College School in Windsor, Nova Scotia. He then acquired a position as a teacher at St. Paul's School in Concord, where he taught Greek and Latin as well as Shakespearean studies for the remaining 40 years of his career. Following retirement from St. Paul's in 1992, he and his wife took up residence in New London.

A student of languages and literature all his life, Mr. Tracy went on to take and give courses at the Institute for Life Long Education at Dartmouth in Hanover and with Adventures in Learning in New London.

That Mr. Tracy only answered an inborn and insistent calling to teach would be admitted and proclaimed by anyone who met him. He passionately loved both the music and structure of language and communicated these passions to his students, colleagues and friends in ways that touched them deeply. An actor and orator of uncommon ability, Mr. Tracy used these skills to bring to life subjects considered ancient by others. As teacher, coach, colleague, husband, father, grandfather and friend, Mr. Tracy had a profound impact upon the lives of many people. His sharp wit and mastery of Shakespeare tantalized everyone around him to excellence.

A memorial service was held Saturday, Sept. 29, at 2 p.m. in the Chapel of St. Peter and St. Paul at St. Paul's School in Concord. It was the most beautiful service I have ever experienced, filled with George's *joie de vivre*.

It was an incredible privilege for me to have known George even briefly as I did, arriving at St Paul's School in 1989, late in his career. I worked with him in a Master Players' production that fall and sang my heart out with him in services. I was deeply saddened to learn of his cancer during my studies in Greece last summer. I had some of the grad students assist me in the exact right Greek passage to accompany my postcard of the racetrack at Olympia.

I wrote him a contrary-to-fact condolence when he lost his son Jonathan in an automobile accident.

Si quis facerem, quid facerem.

That pain never left him. Later, I embroidered a bib for his first grandchild *Alimenta iacta* (with understood *sunt, erant, erunt.*)

At his memorial service, I was enthralled to hear the tributes from so many young people. My favorite tribute was from a young scholar who predeceased him. She loved how he would throw the metal trash can to teach prepositions.

I remember his waxing eloquent with the most beautiful Romantic trilling at our CANE spoken Latin sessions. His memory still lifts and inspires me. Heaven is a better place.

Very respectfully, Kat Braden

Zeph Stewart

Zeph Stewart, Andrew W. Mellon Professor of the Humanities Emeritus at Harvard University and Fellow of the American Academy of Arts and Sciences, died of complications from pneumonia following several years of declining health on December 1, 2007, one month short of his 87th birthday, at his home in Watertown, Massachusetts in the company of his gathered family. With Zeph's passing the world of classical studies mourns one of its most distinguished, influential, and admired figures, whose uncommon legacy lies not primarily in his published scholarship but in his broad and important contributions in leadership and service both scholarly and institutional, in the affection of his many students and colleagues worldwide, and in the hearts of his innumerable friends, including many of you here today.

The Harvard community has long regarded Zeph as “legendary” for his many contributions to the university's academic life, serving (among many other roles) as Department Chair, Director of the Center for Hellenic Studies in Washington, Trustee of the Episcopal Chaplaincy, Master of Lowell House. As Executive Trustee of the Loeb Classical Library for over 30 years, Zeph was responsible for saving the Library from insolvency, devising a successful renewal plan, greatly improving the scholarly quality of its volumes, and establishing the Loeb Classical Library Foundation, which offers generous fellowships to support classical research worldwide. Attentive Loeb readers will notice a lasting tribute to Zeph on the publication-data page of the newer volumes: “Composed in ZephGreek and ZephText.”

Although Zeph was an American aristocrat both by family background and academic career, yet he had the common touch: an attractive interest in everyone he encountered, the great and the humble alike, and a natural inclination to find and focus on their good qualities; an indefatigable liking for bringing people together, with the tact and social graces that elicited the best in even the most socially challenged members of any gathering; deep learning and scholarly acumen worn lightly; firmly held standards and principles that lived easily with tolerance, openness, humor, and curiosity; and a remarkable record of professional achievements that always looked to be more the profession's than his own. Zeph had an extraordinary flair for facilitating social and intellectual collegiality among faculty within and outside his Department, so important for humanists, whose work can be so solitary. Though the soundest of academics, Zeph could be progressive, even radical, when change was called for: in concert with Diana, his accomplished and incomparably gracious wife of nearly 48 years, he pioneered important changes for undergraduates, such as reforming parietal rules, integrating faculty into the life of the houses, and taking the first steps toward the full integration of men and women in Harvard College.

When I was a graduate student I proposed to write a dissertation on indecent language in Attic comedy. Though this eventually became my first book, the proposal was very coolly received by the faculty: such topics had not yet become acceptable in classical scholarship, and indeed it had been only a few years since the U.S. obscenity laws were relaxed enough to allow

such a publication, initially through a 1964 Supreme Court decision featuring brother Potter Stewart's famous remark in his concurring opinion on obscenity, "I know it when I see it." Zeph agreed to direct my dissertation when no one else cared to, even though this was a topic far from his own areas of expertise. Without him I doubt that I would have had the confidence, let alone the support, that I needed in order to succeed. I am hardly alone in having a story like this to tell.

Beyond Harvard, Zeph took an uncommonly active interest in supporting and encouraging classics at the college and secondary levels. At the national level he held eight different appointments in offices and committees of the American Philological Association as well as its presidency, and as Financial Trustee introduced important reforms that restored the fiscal health of the APA and helped pave the way to its first capital campaign, now underway. And of course he was a regular presence in the Classical Association of New England, which in 2000 bestowed on him its Barlow-Beach Award "for exceptional service to the Classics in New England," and in the Teachers of Classics in New England, in which he served in various administrative roles, including the presidency.

In the months since his death I have heard a few people remark that Zeph was no saint, though in his case one has to wonder. Perhaps it is enough to have lived such a happy and successful life, and to have done so much good for others. In 1957 Zeph wrote a letter to the *Harvard Crimson* recognizing a member of the janitorial staff soon to retire, who by his example "taught countless undergraduates the value of gentlemanly conduct and of directness and integrity for living a good life." On a grander scale but in an equally humble way, Zeph has done the same for all who knew him.

Jeffrey Henderson

BARBARA LUTY PALTA
1930-2008

Barbara Palta, for Treasurer, Secretary, and President of the Connecticut Section of the Classical Association of New England (now ClassConn) dies suddenly February 3 of a systemic infection in her system. Born in Southington, Connecticut, June 14, 1930 to the late Joseph A. and Genevieve (Murawski) Luty, Barbara received her B.A. degree in Latin from St. Joseph college in West Hartford, Connecticut in 1951, a Masters of Education from Hillyer College in Hartford, and her Master of Arts in Latin from Boston College in 1960. Recipient of a Fullbright Scholarship, Barbara studied in the summer program at the American Academy in Rome. Her love of learning continued with study at the Dartmouth Summer Institute for twenty-seven years at the President's College at the University of Hartford for eight years. Dear friend, Eileen Donnelly Hickey, reflected, "I had the privilege of accompanying Barbara during those years because she cheerfully and graciously chauffeured me to all of the classes." Active in numerous professional organizations, Barbara was a Board Member of the Connecticut Organization of Language teachers (COLT) and member and Secretary of ClassConn. She also gave frequent lectures and computer presentations to both organizations. Barbara created and maintained a Web site for ClassConn from 1998 to 2004. She was the first to receive its Distinguished Service Award.

The State Department of Education, aware of Barbara's expertise in teaching Latin, appointed her to several committees. Among these were: the Advisory Committee on the Development of Contest Testing in Latin and certification of beginning teachers, the Committee to prepare Connecticut Assessments Tests in Latin, and the Committee to prepare booklet strategies for teaching Latin.

Barbara embodied Chaucer's praiseworthy description, "Gladly would [she] learn and gladly teach." For forty-six years she taught Latin at Kennedy Jr. High School in Meriden and

Southington High School. Prior to teaching in Southington, she taught Latin and English in Meriden at Jefferson Jr. High and Maloney High School. She also taught Latin and Greek as well as Classics in English at Albertus Magnus College in New Haven when I was Academic Dean.

The Internet Guest Book commemorating her death contained such tributes as, "Over the years she was my mentor, colleague, and friend. She was truly a scholar who brought students the Latin Language and her passion for Greek and Roman history was infectious. Her students loved Latin and Barbara!" Former colleague, Angela Orsene, recalled, "Barbara stimulated her students intellectually and brought Latin to life by coordinating the art, literature, and music of Rome with the beauty of language. No wonder her students proudly wore their tee shirts proclaiming "Carpe Diem" and attended Latin day with such enthusiasm." To be sure, Barbara loved her students and was proud of their achievements, especially in the Classics.

After her retirement from Southington High School in 1997, Barbara gave herself tirelessly by volunteering her time, energy, and talent to the community-at-large. She was Secretary of the Southington Board of Directors; Secretary and President of the Southington Board of Public health; President of the Southington - Cheshire Branch of the American Association of University Women; Member of the S1, Joseph College Alumnae chapter; Volunteer at the Arthritis Foundation; Volunteer at the Media Center at North Center School; Teacher of computer use to senior citizens at the Calendar House; and, right up until her death, Teacher of Latin and Greek to senior citizens on the Internet under the auspices of SeniorNet.com. Her students now came from all over the globe and included people of all ages – Sub specie aeternitatis!

Permit me a personal note. Our friendship began fifty-four years ago when we met at Professor Van Johnson's first Latin Institute at Tufts University. For the next four summers, we lived together while pursuing our Master's degrees at Boston College. Believe it not not, we never had an argument! She would say, "Mary Faith, I'll cook. You play the piano." Sounded good to me! She always joked that her thesis topic was the prostitutes in Terrence, while I was writing on the lofty topic education in Greek and Roman comedy. Many of you know that Barbara always brought boxes and boxes of books to CANE and ClassConn book sales. She read everything; not just the Classics but books and magazines in theology, politics, and the arts. Cicero's Archias would have been proud of her.

Barbara was predeceased by her husband, John, and her sister, Martha. She is survived by three sons: David, Richard, Gary, their families, and her sister, Linda. The family is setting up a scholarship in her name. Her daughter-in-law, Andrea is planning to teach Latin in her son's nursery school.

Barbara, requiescas in pace!

Sister Mary Faith Dargan, O.P.

Albertus Magnus College

Barlow-Beach Citation

Barlow Beach Award, March 14, 2008
Shirley Lowe, CANE President Presenting.

Before I present the award, I offer special thanks to the Barlow Beach Committee members, Ray Starr from Wellesley College and Ruth Breindel from the Moses Brown School, for all their work during the selection process. The recipient of the Barlow Beach Award this evening is a highly respected teacher whose service to CANE and to classical education is ongoing. I will be addressing my remarks this evening to the recipient.

You have served CANE as a member of the editorial board of the *New England Classical Journal*; you have been a member of the Executive Committee, the Classics in Curricula Committee and you have been President of CANE. You even took on the Herculean task of updating and revising the Manual after chairing a successful Annual Meeting. After a one year hiatus you agreed to return and serve once again on the Executive Committee. You have graciously mentored more recent CANE officers. In addition to your work with CANE, you were Co-chair of the Local Committee for the APA/AIA Meeting in Boston and the on-site coordinator for the Archaeological Field School in Murlo, Italy. You were quoted in the *Boston Globe* as being “involved in a few nerdy things’ such as the Latin Boot Camp, oops, I mean the *Conventiculum Bostoniensis* where you and other participants speak only Latin!

You are first and foremost, however, an enthusiastic teacher who has taught high school Latin as well as University level courses dealing with subjects from Greek and Roman Sports to Latin Love Poetry. The ability to reach your students was evident even during student teaching for, according to your cooperating teacher, you were her “first and best student teacher.” A recent university student wrote that you are a “most engaging teacher” and that you “make Roman history fun to experience.” You have also received high praise from teachers and colleagues who have benefited from your academic research at presentations you have given for CANE, MaFLA, CAMWS and CAAS on subjects as diverse as Roman gladiators and the Ideal Wife. In your commitment to secondary education, you have generously given your time to talk to High School Latin classes about life in the Roman Provinces.

Not everyone knows that you were a computer specialist as well as a Latin teacher at the Academy of Notre Dame after your graduation from Tufts University. When you received your doctorate from Boston University, you combined knowledge of teaching and your knowledge of Latin and Roman History to work with teachers and inspire young classicists. Now you are teaching them poetry and Pliny’s Letters at UMASS Boston along with helping aspiring teachers to become strong and reflective teachers with methodology classes based on your own classroom experiences and current research.

Your distinguished service to CANE has been your work for the association, your being a role model for academic research and teaching, your advocacy for the teachers of classics. You are a teacher’s teacher! The quote on the Barlow Beach Silver Bowl is one that reflects your knowledge of and your ability to teach the Classics. The quote is taken from Cicero’s *de Legibus*, 11.19 “*Nam non solum scire aliquid artis est, sed quaedam ars etiam docendi.*” For not only is that an art to know something, but (there is) also a certain art of teaching (it).

I am very pleased to present the 2008 Barlow Beech Award to Jacqueline M. Carlon.

Matthew Wiencke Award

A gathering such as ours this weekend gives us the chance to experience what fulfills us most -- good thinking brought to bear on topics that delight and fascinate us, that have import, that matter. For most of us, the first intimation that there were such treasured, lasting things came upon us in our first Latin classroom, in the presence of a teacher whose enthusiasm for the subject surprised us, and made us curious -- What was it about those times, those people and their words that makes this teacher so earnest, so driven, so alive? Could I someday be like her, or him?

Tonight we celebrate our memories of all such teachers, in the name of one such teacher, by awarding the Matthew I. Wiencke Teaching Award, which each year is presented for excellence in teaching at the pre-college levels.

I would like to call forward this year's recipient, and then make a few remarks about her life and work.

From The Winsor School in Boston, Sally Murphy.

Sally's love of Latin was kindled by her own first Latin teacher, Marilyn Rossi, at West Springfield High School. She received her B.A. in Classics from Middlebury College, and her M.A.T. in Latin and Classical Humanities from the University of Massachusetts in Amherst, where she was blessed with the instruction and guidance of Vince Cleary, Gil Lawall, Ed Phinney. She has taught at The Winsor School since graduating from UMass, teaching the AP Catullus and Horace course in her first year, and says that she owes much to her colleagues and mentors at Winsor, Dianne Haley and Helen Schultz.

Sally brings to the classroom an intense understanding of different learning styles, and the desire to make her students better independent learners, personally involved in the reading at hand. In her own words, she wants them to "carry something from their study on into their lives." The interesting word to me there is "on," "carry something on" -- not just *fero*, *infero*, the way that gods get into Latium. Her nominators commented on Sally's energy and inventiveness -- one cited the reaction of a senior to an assignment this past fall -- "This is so cool! Can I begin right now?" -- but they also stressed her willingness to step aside and let her advanced students engage the text on their own, or in groups, and also her patient readiness when it comes to providing advice and support.

Sally's contributions to the profession are remarkable: she has been a member of the Executive Board of CAM, and of the Board of Directors of the Massachusetts Foreign Language Association; a member of the Interstate New Teacher Assessment and Support Consortium and consultant to the National Latin Exam Committee. She has made a dozen presentations at professional meetings and conducted at least that many workshops. In these ways she has performed countless services for her colleagues, in New England and across the country; but here tonight we celebrate and honor her service to her students, as she passes on the inspiration that will enrich their lives forever -- and, one hopes, infect a few with that happiest affliction, *furor docendi*.

It is with great pleasure and admiration that I present the Matthew I. Wiencke Teaching Award for 2008 to Sally A. Murphy.

Abstracts

102nd CANE Annual Meeting
Connecticut College
New London, Connecticut
March 14th–15th, 2008

THURSDAY, 13 MARCH

7:30 p.m. **Richard Moorton, Connecticut College: “Tragedy without the Polis: Eugene O’Neill’s Theater of Exile,”** *Blaustein Humanities Center, Ernst Common Room*

Greek tragedy arose out of Dionysiac worship celebrated in the god haunted cosmos that formed the imaginative horizons of the Athenian polity and the citizens who were tied to it and one another by a web of familial, tribal, legal, cultural and religious bonds. Driven by his sense of the painful intractability of human life in an era radically different from the cosmic world of the Greeks, Eugene O’Neill created a theater that dramatized his sense of alienation from his animal origins, his family, his country, and his boyhood religion and its God in the theatrics of displacement, often symbolized as exile. This paper will compare the Greek tragedy of the Greek hero(ine) who intentionally or inadvertently transgresses the cosmic limits that constitute his (or her) identity with the modern tragedy of O’Neill in which our cosmic context has disappeared. Here we strive to find a place in a universe in which there is (in O’Neill’s appraisal) neither a meaningful order of being nor any preordained matrix for our need to belong except the precarious and often ruinous relationships we seek with one another. In his life and art O’Neill abandons the faith and hope of his boyhood Catholicism, keeping only the possibility for love which can bring us solace or betrayal but never escape from our common destiny, death.

FRIDAY, 14 MARCH

9:15-10:15 **Concurrent Activities**

Paper Session I A, Blaustein Humanities Center, Room 210

John McVey, Past President of CANE, Presiding

1. **Barbara Saylor Rodgers, University of Vermont, “Priam, not Drances.”**

The Roman civil wars of the 40’s BCE produced more than one headless body on the shore; although Priam’s death, especially because of the transportation and decapitation of his body, is thought to evoke Pompey’s, Virgil may well have a second victim in mind. While Pompey had no reason to speak a line about false parentage and ungenerous behavior, Cicero had: “at non ille, satum quo te mentiris, Achilles / talis in hoste fuit Priamo.” This paper will contain brief accounts of Cicero’s death and arguments that Virgil encompassed more than one assassination when he described Priam’s murder. That the poet is ambiguous and allusive is without doubt; this is one more example to contemplate, even for those who will remain unconvinced.

2. **Peter Mazur, Trinity College, “On Satyrs and Tricky Slaves in Roman Comedy.”**

This paper argues that satyrs in Greek satyric drama provide an early model for the character of the tricky slave in Roman comedy. Previous debate has focused on the possibility that stock characters from Greek New Comedy inspired Plautus in his depiction of crafty slaves, but I suggest that satyrs are a more obvious model for characters like Palaestrio in the *Miles Gloriosus*,

Chrysalus in the *Bacchides*, and Pseudolus in the play that bears his name.

Our evidence for satyric drama in both Greece and Rome is fragmentary, but it offers some tantalizing parallels between satyrs and tricky slaves. As T.P. Wiseman argues, some form of satyric comedy or satyric mime was produced at Rome, which means that the antics of satyrs were familiar to Roman audiences and playwrights. When we turn to the Greek evidence, we see that Euripides' *Cyclops* and Sophocles' *Ichneutai* present satyrs who are, like the slaves of Roman comedy, clever, coarse, and above all duplicitous.

In addition to these personality traits, satyrs share another important characteristic with slaves: they are themselves servants of Dionysus. Moreover, in what Seaford calls a traditional element of satyr drama, satyrs are frequently captured or enslaved by some master other than the god of wine. Taken together, these facts suggest that satyrs, with their fondness for wine, sex, and deception, provided models for the slaves who play such a pivotal role in Roman comedy.

3. Allan Wooley, Emeritus, Phillips Exeter Academy, "Crisis in the *Crito*."

The *Crito* seems to divide neatly in the middle just before Socrates introduces the Laws of Athens who question him and just after Crito makes an ultimate commitment. At 49d Socrates asks Crito to be very sure that he really believes that "it is never right to do wrong"; for most men do not, but to continue they must agree to take this basic axiom as their starting point. It sounds much like an ultimate postulate in geometry, from which the rest derives.

The *Crito* is unique in the corpus for a number of reasons; it is a non-aporetic early dialogue, in which for the only time Socrates has a conversation about an ethical decision that he must make.

It is also unique for an even bigger reason. Crito's decision above is the tense turning point or peripeteia of the drama, and it also presents a philosophical conundrum. Of course, a water-tight definition of philosophy is a consummation devoutly to be wished, but most of us think of philosophy in vaguely in the way Bertrand Russell did as the search for consistent, coherent, clear and precise answers to crucial questions reached "by objective methods which introduce nothing of the philosopher's temperament except the desire to understand."

From the viewpoint of philosophy there cannot be two different correct answers to the same question, so one of two sides must be wrong in the axiomatic moral dichotomy that Socrates proposes. The philosophers seem to be the few, and those who disagree are the many, who seem to believe that it is not only ok, but the definition of goodness to help your friends and harm your enemies. This would not be that unusual in Plato except that there seem to be several crucial instances when the Laws agree with the many, as of course they would in Athens, since they are the opinions of the many. And in some instances Socrates seems to be agreeing with the Laws. I try to unravel what is going on.

Paper Session I B, Blaustein Humanities Center, Ernst Common Room

Cynthia Damon, Immediate Past President of CANE, Presiding

1. Paul Burke, Clark University, "Saint Pilate and the Conversion of Tiberius."

This paper surveys a body of early Christian myths and legends (recorded in late antique manuscripts written in Arabic, Ethiopic and other eastern Mediterranean languages) surrounding Tiberius and Pilate. According to a majority of these tales of "Tiberius Christianus" (cf. Tertullian, "Apology," 5), the emperor, hearing of the miracles of Jesus, sends the body of his son to Jerusalem, praying that the now resurrected Jesus will restore the boy to life. The son is raised from the dead, returns to Rome, and helps spread the new revelation. The historical Tiberius, of course, had no son.

Pilate likewise became the center of a lavish body of tales, beginning with the fourth-century

religious historian Eusebius who, referring to earlier sources whom he does not name (*Historia Ecclesiastica* ii.7; cf. “The Report of Pilate to the Emperor Claudius,” in *Acts of Peter and Paul*; before 200 CE), describes the repentance and Judas-like suicide of Pilate after he realizes that he has condemned the son of God to death. As a confessor (as opposed to a martyr), Pilate gains in religious stature in subsequent tales; eventually, he is declared a saint in the Ethiopian Orthodox Church. The *Book of the Saints of the Ethiopian Church* (the “Synaxarion”) records the saints to be venerated on a date corresponding to ca. 30 June: “On this day also died PILATE, the confessor. Salutation to Pilate, who washed his hands of the Blood of Jesus Christ.” I will show how this extremely odd development (the lifting of all blame from the actual condemner of Jesus and the concomitant placing of the onus on the Jews) is an important step in the ominous rise of Christian anti-Semitism.

2. Lois Hinckley, U. Southern Maine, “The Bow and the Lyre—and the Future.”

In *Odyssey* XXI, as the disguised hero strings his great bow, Homer compares him to a singer restringing a lyre. The simile startles us, linking instruments of death and of song, and dissolving the normal epic boundary between hero and bard. Why does Homer set it here?

Bow in hand, Odysseus seems 95% avenging hero. Yet he is also the man who, when asked his identity in Phaeacia, told his own (true) story: at bard-like length and with structural elements that recalled Demodocus' own performances. King Alcinous praised Odysseus' "singer's skill" (XI.368). Simultaneously, the content of Odysseus' story showed a self-consciousness both alien to bards and absent from any other character in the poem. Odysseus set the scene for his identification (requesting the Trojan Horse song); his narrative included critiques of his actions and consequent voluntary changes in behavior; his Hades narrative is a specifically personal tour.

To reach the moment of the bow, Odysseus has also created five false identities; doing so is, by definition, self-conscious. Yet, in crafting them, Odysseus grafts himself onto the epic tradition as a minor associate of better known characters – just as Homer may have grafted e.g. Mentor or Nestor onto >his< narrative.

Stringing his bow as a singer strings his lyre, Odysseus may stand on a literary – as well as domestic – threshold. Homer has created a hero who sings – self-reflectively, and with several bardic characteristics – of his own deeds as “mine”. The next Greek poets we have are Hesiod – and Archilochus. In Ithaca, in turn, Homer's hero will shortly use poetry as a tool: “Sing a wedding song,” he bids his bard, “to deceive the passers-by,” – and that wedding song is true, as well as false.

3. Stephen Wilk, Independent Scholar, “The Meaning of Dokana.”

The Dokana, symbol of the Laconian Dioskouri, has been variously interpreted as the beams of a house, as simple symbols for two individuals, as the pillars of the sky, among other things. We suggest that the true inspiration for the Spartan symbol of Castor and Pollux lies in meteorological optics.

Workshop I, Blaustein Humanities Center, Room 201

Edmund DeHoratius, Wayland High School, “Perk Up Your Ears: *Figurae rhetoricae sunt ubique.*”

This workshop will emphasize the ubiquity of rhetorical figures so that teachers might introduce to their classes figures from sources more recognizable, more popular, and so more engaging. These sources, in English, also enhance both interest in rhetorical figures and understanding of their rhetorical effect. Exercises will be conducted during the workshop, sources for such figures and modes of presentation will be presented, and assignments/projects for use in class will be described.

10:45-11:45 **Concurrent Activities**

Paper Session II, Blaustein Humanities Center, Ernst Common Room

Cynthia Damon, Immediate Past President of CANE, Presiding

1. Angeline Chiu, University of Vermont, “Blood is Thicker Than Water: Motivations of Anna Perenna in Silius Italicus, *Punica* 8.”

The extensive episode of Anna Perenna in the *Punica* (8.25-241) presents a complex treatment of her motivation and action. Having borrowed a complete scene from Ovid (*Fasti* 3.543-656), Silius Italicus must then undo the Ovidian tale. Ovid had deftly transformed Anna from a Carthaginian princess into an Italian water nymph; granted a home and indeed a cult in Latium, she becomes a genial goddess worshipped by Romans with playful springtime festivities; moreover, Ovid then depicts her confounding the god of war himself and thus commemorating it with song (*Fasti* 3.675-696). Silius must turn her back not only into a Carthaginian, but one who will actively assist Hannibal and spur him toward victory over Rome in the battle of Cannae. The Ovidian patroness of carnival must become a Silian patroness of carnage. This paper explores four main avenues by which Silius accomplishes this radical metamorphosis: Juno’s command (linked with her command to Aeolus in Virgil’s *Aeneid* 1.64ff), the association with Dido (tied to Virgil’s Carthage narrative of *Aeneid* 4), the idea of *evocatio*, and finally, the call to ethnic heritage that begins with family ties and ends with literal *fides Punica*. The Silian Anna begins the episode by speaking of the very Roman concepts of *ius* and *fas* in association to her obligations to the Italians who worship her (8.40-41); she ends with an exhortation to Hannibal to take up arms at once against those worshippers: *haud mora ist / rapido belli rape fulmina cursu* (8.221-222). Ancient heritage becomes stronger than her new identity as a Roman nymph, and the re-embracing of her Punic blood will lead to the mass spilling of Roman blood as she and her loyalties change.

2. Phyllis Katz, Dartmouth College, “The Minyeides and Feminine Desire: Ovid’s *Metamorphoses*, Book 4: 1-415.”

This paper explores narrative problems of female voice and the vicissitudes of feminine desire in the tales of the Minyeides, with special emphasis on the story of Pyramus and Thisbe. I first examine Ovid’s complex and unsettling portrayal of the Minyeides as worshippers, women, and story tellers. I then discuss how the unnamed narrator of Pyramus and Thisbe shapes her story and how her tale relates to those of her sisters, Leuconoe and Alcithoe. Finally, I reflect on a recent study of Ovid’s Pyramus and Thisbe that provides a surprising but highly effective lens for understanding the nuances of the theme of desire in this tale. This improbable lens is an opera that premiered at Glyndebourne in 1995 called *The Second Mrs. Kong*, composed by Sir Harrison Birtwistle, with a libretto by Russell Hoban.

3. Sean Smith, Amherst Regional High School, “Everywhere a Desert: Omeros, Humiliation and Catullus’ Feminine Gaze.”

Derek Walcott’s *Omeros* affords us the view from many eyes. Helen’s defiant gaze “paralyzed [one narrator] past any figure of speech.” “Women study her beauty, but turn their faces away if their eyes should meet.” “Why not,” one narrative voice asks, lamenting the baggage of history and literary tradition, “see [her] as the sun saw her, with no Homeric shadow, swinging her plastic sandals on that beach alone, as fresh as the sea wind?” The humiliation of the colonized people is everywhere, and while Helen can look back into the eye of those who would have power over

her, Achille in his rage can only curse and cast an imaginary lance at the clicking Cyclops eye of the tourist camera that would steal his soul. Walcott also imagines seeing from a feminine narrative perspective in the person of Catherine Weldon, a white woman witnessing the destruction of the native peoples of the American West.

Catullus 10 can be read with a similar eye to the interplay of triumph and humiliation, masculine and feminine and the power of the gaze. Catullus, undertaking a leisurely look at Varus's girlfriend, imagines himself in a position to judge. When the tables are turned on him, and his own masculinity is called into question, he has no recourse but name-calling. The girl's mistake, Catullus suggests, is not to be witty enough to let his exaggeration pass, but to demand a literal realization of his claim. But by letting the reader in on his humiliation, Catullus allows us an intimate perspective: the gawker seen through.

Workshop II A, Blaustein Humanities Center, Room 203

Matthew Hartnett, St. Mark's School, "Inscriptions and Graffiti for the Latin Classroom."

Participants will see how inscriptions and graffiti can be used in the introductory and intermediate Latin classroom to (i) reinforce students' understanding of grammar and syntax, (ii) afford direct perspectives on Roman history and culture, and (iii) generate excitement about using Latin as a tool for exploring the past. The workshop will demonstrate that this primary source material, when judiciously selected and properly presented, is accessible for most students and can be incorporated into their classwork or homework routines without undue expenditure of time.

Participants will look at eight inscriptions and two graffiti. These short texts will be represented both in their original form and in an expanded and edited version with supporting vocabulary and notes. Several will be illustrated by photographs or drawings of the stone or object itself. The selections presented will illustrate grammar points such as the uses of the cases, ablative absolute, comparison of adjectives and purpose clauses, and they will illuminate themes such as gods and heroes, love, slavery and Augustus's public image. Participants will be led through the translation and interpretation of each selection, along with a consideration of relevant points of cultural or historical interest, and a discussion of how such texts might be profitably incorporated into the curriculum of a first- or second-year Latin course.

Workshop II B, Blaustein Humanities Center, Room 201

Jeremiah Mead, Concord-Carlisle High School, "Tense, Voice, Mood—When Grammar Matters."

Chiefly for high school teachers -- Examples from American and Latin literature of passages where understanding of grammar enhances one's appreciation of what the author is up to. Just to keep the pendulum from overswinging.

Friday, March 14th, 2008

1:30-2:45 **Concurrent Activities**

Paper Session III, Blaustein Humanities Center, Ernst Common Room

Shirley Lowe, President of CANE, Presiding

1. Ken Rothwell, U. of Massachusetts, Boston, "The Fatherless Son in Greek Mythology and Modern Psychology."

Too many heroes in Greek mythology grew up not knowing their fathers. Some were fathered by remote Olympian gods, but others were the sons of absent or soon-to-be dead heroes.

In the last few decades psychologists have researched this problem systematically, and comparing their conclusions with the patterns of Greek mythology reveals significant parallels. (I note, of course, that these heroic sons are not true human characters, only literary creations.)

Both myth and psychological literature resoundingly confirm that a son needs a role model. One thinks of Telemachus in the *Odyssey*, Neoptolemus in the *Philoctetes*, Phaethon in the *Metamorphoses*, and Orestes in several tragedies. Some sons fantasize about what sort of man their father was, as does Neoptolemus in the *Philoctetes*.

This may be predictable, but especially interesting is a secondary repercussion that psychologists have called attention to: the charged relationship between mother and adolescent son. Orestes and Clytemnestra are an extreme case. Yet many boys, like Phaethon, can demonstrate impatience with their mothers. It seems that fathers play a role as a buffer between an adolescent son and his mother.

2. Robert Rodgers, U. of Vermont, “An edition of Columella’s *De Re Rustica*: Who? What? Why?”

An underappreciated writer of the first-century, Columella (4 CE—ca. 70 CE) was a native of Gades (modern Cádiz), acquainted with other highly-placed first-century Spaniards (among them the philosopher Seneca). His work is a systematic treatment of agriculture in 12 books: from vine grafting to pig manure not much is omitted. A book on horticulture is in hexameters, inspired by Virgil (*Georg.* 4.148). His Latin style is conscientious and elegant, rich in lexical and syntactical variety and without rhetorical excess or pedantic rambling.

Rustic enterprise requires technical knowledge, resources for investment, willingness to work. He describes an intensive system with slave labor, integrating field crops with animal husbandry, yet deploras absentee landlords and sees both pros and cons in leasing to free-tenants. Financial profit is compared to interest on loans; Columella’s strict and sensible attitude is nothing less than a prologue to capitalism. Equally striking is his sense of environmental stewardship that rests upon proud Roman traditions and evokes a new kind of *dignitas* in his contemporaries.

The last comprehensive edition and commentary appeared in the 1790s. Between 1890 and 1968 three generations of Swedish scholars labored at a “scientific” critical text. The medieval transmission is sparse: two fine Carolingian manuscripts from north of the Alps, 40-odd 15th-century copies with vestiges of a mutilated text known in Italy. This direct tradition ranges in quality from fair to poor. Columella was, however, highly influential in late Antiquity, with an indirect tradition more helpful than most classical texts. Nonetheless, the editor’s role is enlivened by serious problems on every page. Some are surprisingly simple to solve; many will be left for others. The classical texts we read are at best imperfect restorations of what their authors produced.

3. Mark Wright, The Ohio State University, “Redefining the *Mos Maiorum* in the *Res Gestae*.”

In this paper, I propose to examine the concept of *mos maiorum* in the *Res Gestae* of Augustus. First, I will propose a definition of the *mos maiorum* as a discursive construct of loosely conceived precedent, used as a legitimizing symbol to either approve or censure an action. It is a tool used to increase the *auctoritas* of the senate, to preserve a system of shared power and to anathematize the rule of one single man. As a concept closely tied to senatorial action, senatorial approval begins to communicate an aura of authorization, so that the approved action becomes part of the *mos maiorum*. As a discursive construct it is susceptible to negotiation and redefinition, a process that occurs in the *Res Gestae*.

While granting that this proposed definition covers the early chapters of the *Res Gestae* and Augustus’ career, I will argue that the actions of the senate as proposed by Augustus begin to

problematize this definition by senatorial misuse of this concept. In chapters 7 and 8 of the *Res Gestae*, Augustus presents himself as a figure correcting the state and reorienting the *mos maiorum*. By a close reading of chapter 8 of the *Res Gestae*, I hope to show how Augustus appropriates this construct through revising the rolls of the senate and taking on the role of *princeps senatus* and then begins to redefine and add to the concept of *mos maiorum* by his own *exempla*. By renegotiating this construct, Augustus can both authorize his actions through senatorial decree and allow unprecedented honors to become new precedent. Further, by defining the content of chapters 15-33 as various *exempla* handed down to posterity, I posit that the redefinition of the *mos maiorum* Augustus creates becomes a rudimentary *mos maiorum* for future *princeps*.

4. Doreen Barako, Austin Preparatory School, “The Foundation Legend of Mopsus at Ashkelon: an Archaeological Perspective.”

Odysseus famously wandered for ten years before returning to Ithaca. Agamemnon made it back to Mycenae only to be killed by his own wife. But not every Greek returned home after The Trojan War. A lesser-known Achaean, Mopsus, left Troy for parts south. According to Strabo, Mopsus proved his divination prowess against the famed Calchas before crossing the Taurus Mountains to found several cities in the regions of Pamphylia and Cilicia. He then continued south along the Levantine coast until he reached Ashkelon, which was, according to the fifth-century BCE Lydian historian Xanthus, his final destination.

Is there any historical truth to this foundation myth? Ashkelon, a major seaport for millennia, was home to civilizations from the Early Bronze Age through the Crusader period. The Philistines arrived there in the early twelfth century BCE and brought with them a distinctively Aegean-style material culture. Were there echoes of this settlement in the much later accounts about a Greek refugee, Mopsus, founding the city of Ashkelon? Were these legends based on earlier written records or oral accounts? If they had no basis in history, then were they stories told to give Ashkelon a heroic pedigree, as the *Aeneid* does for Rome? Or is it possible that later Greeks living at Ashkelon, who had no connection to the Philistines, were trying to assert their cultural identity in an ethnically diverse city?

These questions and others will be addressed from an archaeological perspective. Excavations at Ashkelon, in which I have participated, have produced evidence for a Greek presence or influence from the Bronze Age through the Roman period; thus, encompassing all the periods during which these stories were written and told.

Friday, 1:30-2:45 p.m.

Workshop III A, Blaustein Humanities Center, Room 203

James Bridgman, Northampton High School, “*Tempus est Ludendi, Tempus est Discendi.*”

This session will present Latin teachers with an array of activities designed to reinforce learning and to vary the daily routine. Participants will learn about a variety of activities that strengthen understanding of grammar concepts, build vocabulary, and review reading passages. The presenter will also share some "games" that are just plain fun, and some "five-minute fillers" for those days when you finish early. This workshop was first offered at the 2007 MaFLA conference in Sturbridge.

Workshop III B, Blaustein Humanities Center, Room 201

Kat Braden, Bow High School, Coordinator “Materials for Latin Teachers: A Sharing Session”

The CANE Latin Teachers' Materials Exchange provides an opportunity for teachers to share successful projects, activities, assignments they have developed for their classes. This workshop is for anyone teaching Latin in regular courses, or before or after school classes, or as independent study, or as part of other language classes, or for those wishing to introduce Latin to students 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 individuals not yet teaching Latin. Contributors should provide 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. Please observe limit of one double-sided 8.5 x 11 sheet. Hole-punched submissions are appreciated. Contributors will receive a collection of teaching materials. After copies have been distributed to contributors and workshop participants, extras will be made available on a table near the plenary session hall. Contributors not able to attend should notify Kat Braden in advance to obtain exchange copies.

3:15-4:30 **Concurrent Activities**

Paper Session IV, Blaustein Humanities Center, Ernst Common Room

Shirley Lowe, President of CANE, Presiding

1. John Lawless, Providence College, “Mucius Scaevola in Later Latin Literature.”

Livy was neither the first, nor by any means the last, Latin writer to tell the remarkable story of C. Mucius Scaevola. Before Livy young Mucius' brave but failed attempt to assassinate Porsenna and his dramatic self-mutilation were apparently ready material for Roman orators like Cicero, but Livy's complex and vivid narrative (2.12-13) becomes the locus classicus for this legend. The story is then retold from different perspectives and with different emphases by pagan authors as varied as Valerius Maximus, Seneca, Silius Italicus, and Martial as well as by the Christian authors Tertullian, Augustine and Dracontius. In each case we see how ambiguities and dramatic possibilities inherent in the Mucius legend, and especially in Livy's portrayal, gave later authors the freedom to explore what interested them most. Mucius is seen, for example, as a model of patientia and courage, as a impassive stoic spectator to his own mutilation, and as an ironic model for a cruel punishment in the arena, and eventually as a kind of a fortiori challenge to Christians to outshine such pagan heroes in courage and devotion. The complexity of the Mucius legend and its Nachleben has received some attention (see Ogilvie's commentary, Münzer in RE s.v., and most recently Carlin Barton's Roman Honor, passim), but the versions of some individual authors, especially Christian writers, have been somewhat neglected. By focusing first on the details of Livy's narrative and then on selected later versions I demonstrate how this Roman youth remained a peculiarly resilient exemplum of Roman courage.

2. Edward Zarrow, Westwood High School, “Did Caesar read his Plautus?: The *Amphitruo* and Roman Historiography.”

In Plautus' *Amphitruo*, the slave Sosia delivers a lengthy narrative in which he outlines the Theban victory over the Teleboeans (186-261). Sosia, in fact, did not attend the battle; nonetheless, according to Mercury, Sosia's account was completely accurate. The immediate function of this speech remains a source of debate. From the early twentieth century, some critics have interpreted the passage primarily as a parody of messenger speeches from Greek tragedy (Leo [1912]). Other scholars argue that the content is highly 'Romanized' and that political inferences would be apparent to a Roman audience especially in performance (Christenson [2000]). In this paper, I argue that Sosia's narrative has the potential to inform the reception of Roman historiography at the turn of the third century BCE. Sosia's narrative may not only mimic

themes in early Roman historical writing, but also parody the genre of history itself as formulaic and artificial.

Because of the nature of Latin historical sources contemporary to Plautus, the structure and formulaic content of Sosia's narrative cannot be compared directly with extant Latin accounts of victories and battles from the late third century; nonetheless, I intend to outline the similarities between Sosia's battle narrative and those presented in later texts. For example, Sosia's account of the Thebans and the Teleboeans and Caesar's account of the Romans and the army of Ariovistus (BG 1.31-53) concur structurally and chronologically on more than a dozen points. I also place the narrative of Sosia in the context of Roman generals' campaigns to secure triumphs during the middle republic and the evidence which we possess concerning reports of fictitious battles (Livy 37.46.1-2; Gell. NA 10.3.17).

3. Bruce Wallace, Westfield State College, "The Ghost Fleet of Alcidas: Time and Space in Thucydides 3.26-34."

From the start of the Second Peloponnesian War in 431 until the summer of 427, almost all naval operations undertaken by the fleets of Sparta's Allies occurred in the waters of the Gulf of Corinth and the Ionian Sea. The only exception to this happened in the winter of 429-8 when an abortive attempt was made to raid the principal Athenian naval base at the Peiraeus.

In 427, however, in response to the pleas of the Mytileneans, the Peloponnesians launched an expedition of unparalleled size and boldness, which was intended to bring relief to the beleaguered Mytileneans and, hopefully, to bring them fully into alliance with Sparta. This fleet, made up of forty plus ships, sailed from the Gulf of Corinth under the command of one Alcidas, a Spartan.

The first news the Athenians had of the existence of this fleet, much less of its having sailed, came when it was sighted by the state triremes Paralos and Salaminia off the Ionian coast near the city of Ephesus.

To accomplish this feat, Alcidas had to sail past the Athenian garrison and squadron at Naupactus, past the island of Zakynthos, a longstanding ally of Athens, eastward around the Peloponnese, across the Aegean through, apparently, the heart of the Cyclades, and on to the coast of Asia Minor, all without being sighted, or at least reported, by any Athenian ships or by any of her allies.

How was this possible? Thucydides offers no explanation, except the bald statement of facts.

He does not even betray any consciousness of the unlikely nature of the events he chronicles. It is the purpose of this brief study to bring to light the nature of the problem, to analyze the individual components using, among other sources, the Sailing Directions (Enroute) for the Western Mediterranean.

4. Ray Starr, Wellesley College, "Reading in Place: The *Res Gestae Divi Augusti*."

Augustus composed his *Res gestae* to be read in a specific place: on bronze tablets in front of the monumental Mausoleum, which he had built over thirty years earlier for himself and the dynasty he hoped he would found. I'll explore the physical material of the *Res gestae* and the inscription's location. Bronze was used primarily for public documents, especially religious texts, military discharge documents, and patronage decrees between individual Roman aristocrats and entire communities. The very bronze of Augustus' first-person text, then, before a single word was read, triggered associations with soldiers retired after long service, patrons assisting large groups, and the merger of the state with Augustus himself. The bronze tablets were also visually linked to the colossal bronze statue of Augustus on top of the Mausoleum, which was one of the tallest buildings in Rome at the time, set in the complex of buildings Augustus erected in the northern Campus Martius, including the Ara pacis Augustae, the Ustrinum, and the

Horologium, to celebrate his achievements both specific (e.g., victory over Antony and Cleopatra at Actium) and general (military conquests, peace, benefits provided to the people of Rome, acclaim from the Senate, Equites and people, fecundity, and stable government). We can imagine a contemporary reader, grateful for the peace Augustus' words describe, looking at the Ara pacis Augustae nearby or, having read about Augustus' military conquests, noticing the Egyptian obelisk that was the gnomon of Augustus' gigantic sundial and confirmed the emperor's dominance over the world.

Workshop IV A, Blaustein Humanities Center, Room 203

Roger Travis, U. of Connecticut, "End-game Gear and the Multiplayer Epic: MMORPG's and the Epic Tradition."

This presentation builds on Roger's workshop last year about adventure video games and the epic tradition. In this year's edition, he explores one particular, fascinating kind of adventure video game, the "massively-multiplayer online role-playing game" (MMORPG). With visual support from the game "The Lord of the Rings Online," discussion centers on two compelling comparisons between the *Iliad* and these games: 1) the importance of repetitive slaying (the *aristeia* in Homer; what's called "grinding" in MMORPGs); and, 2) the importance of special armor (the *hoplopoiia* of Achilles; what's called "gear" in MMORPGs), and the way that armor is viewed as essential to the building of a community. These comparisons then lead to the argument that MMORPGs, far from the childish waste of time many consider them to be, are analogous, through their multiplayer aspect, to what might be called the "polyheroism" of the epic tradition, of ethical contemplation. No prior knowledge of MMORPGs is required; part of the talk comprises introducing non-gamers to the basic concepts of this kind of game.

Workshop IV B, Blaustein Humanities Center, Room 201

John Higgins, Gilbert School, Coordinator Materials For Greek Teachers: A Sharing Session

The CANE Greek Teachers' Materials Exchange provides an opportunity for teachers to share successful projects, activities, assignments they have developed for their classes. This workshop is for anyone teaching Greek in regular courses, or before or after school classes, or as independent study, or as part of other language classes, or for those wishing to introduce Greek to students 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 individuals not yet teaching Greek. Contributors should After copies have been distributed to contributors and workshop participants, extras will be made available on a table near the plenary session hall. Contributors not able to attend should notify John Higgins in advance to obtain exchange copies. provide 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. Please observe limit of one double-sided 8.5 x 11 sheet. Hole-punched submissions are appreciated. Contributors will receive a collection of teaching materials.

4:45-5:30 Jacqui Carlon, University of Massachusetts, Boston, Reading Latin, Blaustein Humanities Center, Room 210

The popular Latin Reading Group will meet to read aloud and hear passages from Latin texts. Come to practice and read or simply to enjoy the readings by others in the group. Bring your own favorite passages or read from favorite texts available at the session.

Nina Barclay, Norwich Free Academy, Reading Greek, Blaustein Humanities Center, Room 201

Few topics can make even serene classicists flinch more than the prospect of Reading Ancient Greek aloud to a critical audience. Our group will attempt to read and hear Ancient Greek in as supportive an atmosphere as possible. Bring a favorite text to share, or come to enjoy things drawn from a group of ready photocopies. If this group intrigues you but the time is a conflict please speak to the coordinator, Nina Barclay.

SATURDAY, 15 MARCH 2008

8:45-10:00 Concurrent Activities

Paper Session V, Blaustein Humanities Center, Ernst Common Room

Roger Travis, President-Elect of CANE, Presiding

1. Phyllis B. Katz Student Prize Paper, George Baroud, University of Massachusetts Amherst, "Greater than the Heroes: Ariadne in Catullus 64."

This paper deals with the depiction, and significances, of Catullus' presentation of "the heroic" in *Poem 64*. A close reading of the language describing Ariadne, mad and deserted on the shore, is juxtaposed with parallel imageries of Achilles in the *Iliad* and Ajax in Sophocles' *Ajax*. This paper asserts that the manner and context of Catullus' allusions to certain passages in Homer and Sophocles, and the application of language traditionally assigned to eminent, male, heroes to a "weak female", is indicative of a cynical and ironic attitude towards established beliefs about heroic behavior and morality. The concluding interpretation postulates that, by extension, Neoteric poetry is not only the "rejection", or reanalysis, of Epic style – it is also the reanalysis of Epic values and morality.

2. Paul Properzio, Boston Latin Academy, "Catullus, Vergil, Ovid: Teaching a Latin 5 Poetry Elective."

Catullus, Vergil, and Ovid are taught in a variety of settings at the secondary and collegiate levels. They are read as individual authors in Latin and in translation, or they are offered as Advanced Placement courses or independent studies. This paper looks at another viable way to offer advanced Latin poetry beyond the fourth year and as an alternative to AP. Catullus (love poems), Vergil (*Aeneid* IV), and Ovid (*Heroides*) are the authors and "poetic love" is the course theme. A course requirement is for students to take the National Latin Exam (Advanced Poetry). Other successful aspects of this course will be presented. Handouts will be provided.

3. John Spearman, Cardigan Mountain School, "Stulta est Clementia."

Juvenal is not often taught at lower levels of Latin pedagogy, yet there is much current students might take away from a brief examination. Juvenal's satiric persona would resonate among today's students who increasingly identify with Jon Stewart and Steven Colbert's satiric approach to current events.

In his first satire, Juvenal makes conscious and deliberate references to the Sermones of Horace with the goal of demonstrating how different his view of the world is and illuminating his satiric persona. The tone of frustrated indignation Juvenal presents is very different from the gentle remonstrance of Horace, and Juvenal signals that from the first word. Juvenal's boredom with contemporaneous poets may strike a chord with students who find their curricula dry.

In addition to his difference in tone and style, Juvenal shows mastery of concrete description. His ability to paint vivid street scenes is wonderful and something to which modern students should be exposed.

4. Richard Thomas, Harvard University, “Virgil Reception and its political uses in the Time of Iraq.”

This paper looks at the ways Virgil's poetry, reflecting an ambivalence about the endeavors of empire, may serve to guide us away from some of the problematic aspects of moves that our own imperial nation has embraced, albeit with reluctance. It further reflects on the need at times such as these for a sharper focus on, and drawing from, the lessons that our classical texts have for us.

Workshop V A, Blaustein Humanities Center, Room 201

Lydia Haile Fassett, Brockton High School, “Beyond I+I=II: Bringing Math into the Latin Classroom.”

You've been told that you need to incorporate information about math and graphing into your Latin class to help your students prepare for standardized tests. This workshop will show a variety of ways to accomplish this seamlessly, presenting math and graphing in the context of lessons on aspects of the ancient world including money, wool working, and more. Activities will be keyed to chapters in common Latin textbooks, and student worksheets and activities will be available either at the session or for download.

Workshop V B, Blaustein Humanities Center, Room 203

LeaAnn Osburn, Bolchazy-Carducci Publishers, “Authentic Stories in the Beginning Latin Classroom.”

The stories that the Romans themselves told tell us much about their lives, thoughts, hopes, and dreams. Whether the stories come from the Roman history, poetry, or other genres, even when adapted for beginning Latin use, they give a rich insight into ancient culture that is not available in made up stories. From the very first page, the new introductory Latin series entitled Latin for the New Millennium uses adapted Latin literature in a combination of inductive and deductive approaches to introduce students to the ancient world. While reading these stories of literature that are presented in chronological order, the students acquire the literary vocabulary and language facts which will be needed when they read unadapted Latin literature in later courses of study. Latin for the New Millennium has oral and conversational elements that will facilitate the students' learning of beginning Latin. Teachers who have honed their Latin conversational skills will appreciate the variety of approaches included. Teachers who would like to bring a conversational element into their teaching will find that the authors, along with providing the answers, have written complete instructions on how to conduct each oral exercise.

Review is a necessary component of learning but needs to be expanded with new material. Latin for the New Millennium has in its review chapters Latin stories based on mythology, an English reading about Roman daily life, and an essay which compares and contrasts elements of Roman and modern American lifestyles. This presentation will explore various reading passages and other pedagogical tools from the full range of materials available for Latin for the New Millennium, including the teacher's manual, student workbook, other ancillaries, and its website. The table of contents for both Volume One and Volume Two will be handed out to all participants.

10:30-11:45

Concurrent Activities

Paper Session VI, Blaustein *Humanities Center, Ernst Common Room*

Roger Travis, President-Elect of CANE, Presiding

1. Kenneth Kitchell, U. of Massachusetts, Amherst, "Upper Division Latin and AP—A Modest Proposal."

It is no secret that the teaching of upper division Latin in our schools is on hard times. The attrition between Latin II and Latin III is enormous and the fall out from this is felt all the way to the ranks of Graduate programs. This paper will briefly lay out the problem as its presenter sees it and will then issue a "call to action" in which the field is urged to consider this problem as one of the highest priority. It will end with a "modest proposal" which, like Swift's, is somewhat shocking but which, at least, illuminates the issues at hand. The proposal will study the benefits of AP courses and the often overlooked negatives they bring with them. It will address the danger of falling once more into a situation where Latin is seen as the language of the elite only and the resultant exclusivity this engenders. It will address the admittedly strong pressures on us to offer AP courses but will also lay out some tentative solutions by which more students can be enticed into upper division Latin courses with the result that they, and the programs in which they are students, can flourish. In an age of teacher shortages, "No Child Left Behind," and budget crises, this is an issue we can no longer afford to ignore.

2. Robert Albis, Boston College High School, "Cyllenia Proles and the Topography of Character in the *Aeneid*"

The passage at *Aeneid* 4.238-278, in which Mercury travels past Mt. Atlas to deliver Jupiter's commands to Aeneas, has long received negative attention. Critics have found fault with the baroque description of Mt. Atlas and with the recherché allusion to the genealogical connection between Atlas and Mercury. Few have considered the relationship between the elaborate description of Atlas and the emphatic repetition of Mercury's epithet Cyllenius (*Cyllenius* 4.252, 276; *Cyllenia proles* 258). Paschalis ("Atlas and the Mission of Mercury," *Papers of the Liverpool Latin Seminar* 5 (1985) pp.109-129) has done the most to connect these two features of the passage. He argues that both Atlas and Mercury's epithet of Cyllenius have chthonic connotations and so foreshadow the impending death of Dido. My paper will argue that Atlas and Cyllenius have import beyond the death of Dido and anticipate Aeneas' attainment of his goal of reaching Italy and the future site of Rome.

Mercury's epithet derives from Cyllene, the mountain in Arcadia where he was born. Thus the *Aeneid* passage presents a dialog between Mt. Atlas and Mt. Cyllene that provides a counterpoise to Aeneas at this point in the epic. Morwood ("Aeneas and Mount Atlas," *JRS* 75 (1985) pp. 51-59) has shown that the icy, rugged strength of Atlas contrasts with the heated passion and weakness for luxury displayed by Aeneas while in Carthage. My paper will demonstrate that this tension, augmented by the evocation of the similar Mt. Cyllene, is resolved

in Aeneid 8 when Aeneas reaches Pallanteum. Here we learn that Aeneas is related through Atlas to Evander, the Arcadian ruling over the future site of Rome. The epic's final reference to Mt. Cyllene (8.139) appears in the midst of this genealogy and highlights Aeneas' development from the antithesis of Atlas to an embodiment of the strength he represents.

3. Elizabeth Tylawsky, Norwich Free Academy, "Q. Hortensius Hortalus: Greatest Orator of His Age or Dancing Girl?"

In Brutus Cicero described his older colleague and ultimately vanquished rival, Q. Hortensius Hortalus, as the supreme orator of his generation, who was skilled in appealing to his audience and who excelled in the Asian style of rich, inflated oratory. According to Cicero and others, Hortensius was renowned and envied for his wit, his style, his extravagance, and for his culinary and his personal tastes. Anecdotes preserved in Aulus Gellius show up Hortensius' rhetorical style and courtroom display as objects of ridicule. In one of these Hortensius aptly and ably defends himself against the charge of behaving like a dancing girl. This "dancing girl", consul in 69, is the man who dominated the Roman courts for a decade, but whose defense of the corrupt and greedy Verres failed because Verres took himself into preemptive exile rather than face Cicero's prosecution in 70. After 69 Hortensius devoted his life to the tending of Lucullan lampreys, to occasional vanity appearances in court to please old oligarchic buddies and, as it seems, to indulgence in modern poetry.

The recent revision of the Catullus/ Ovid AP syllabus added Catullus' poem 65, a short, densely packed and fragmentary poem that introduces poem 66, the long and likewise densely packed *coma Berenices*. Q. Hortensius Hortalus appears to be the addressee of poem 65. There must then be some connection among Hortensius, Catullus, poem 65 and poem 66. There must also be connections between the Hortensius portrayed by Cicero and the Hortensius revealed so intriguingly by Aulus Gellius. What those connections are, how they help us to understand Catullus 65 and 66 and what they show about the masculine posturing of the great orators and poets of the late Republic is the topic of this paper.

4. Debbie Felton, U. of Massachusetts, Amherst, "Catullus 8 and the Ballad Tradition."

Catullus 8 has been analyzed frequently in the last several decades. The questions presented in lines 15-18 have been especially closely examined: What is their tone? What is their function within the larger structure of the poem? *quae tibi manet vita? / quis nunc te adibit? cui videberis bella? / quem nunc amabis? cuius esse diceris? / quem basiabis? cui labella mordebis?* They may be part of a comic tradition, with the poet presenting himself as the typical frustrated miser amator. It is certainly difficult to believe that Catullus seriously thought that Lesbia would have no admirer in his absence; more likely, with this series of questions Catullus means only that Lesbia will feel sorry when she no longer has his attentions.

A new approach to lines 15-18 and poem 8 overall is possible when we consider its influence on literature before this century. A four-line stanza that appears in many Scottish and American ballads refers to the loss of a husband or father and is likely based on Catullus's lines. The stanza appears in many versions of the eighteenth-century American folk-ballad "John Henry", e.g.:

Who's gonna shoe your little feetses, / Who's gonna glove your hand, / Who's gonna kiss your red, ruby lips, / And who's gonna be your man? These lines trace back to Scottish ballads dating to the seventeenth century and earlier. The evidence from the context of the ballads indicates that the lines from Catullus were regularly interpreted as sentimental rather than bitter or resigned and that they carried the wish for reconciliation. There is also another possibility to consider.

The fact that lines 15-18 are so easily transplanted from one poem to another suggests that they may have had their origins in an oral tradition, a folk-song already in circulation long before Catullus's time.

Workshop VI B, Blaustein Humanities Center, Room 203

Donna Lyons, World Language Consultant, Connecticut State Department of Education, “ROTA: An Ancient Roman Game for the Latin Classroom.”

This workshop session will provide teachers with a description of an ancient Roman game, the rules and strategies of play, and a comparison of "Rota" to modern board games. This ancient game is one that can be easily learned and enjoyed by our Latin students today! Participants will discuss ways in which "Rota" can develop students' language proficiency and cultural awareness.

There will be an opportunity for participants to play the game, and, workshop time permitting, engage in a "Rota" tournament. Handouts, reproducible Rota boards, and game markers will be provided. This workshop addresses the five world language learning standards of Communication, Cultures, Connections, Comparisons, and Communities.

Workshop VI B, Blaustein Humanities Center, Room 201

Kat Braden, Bow High School, “Kenchreai Glass Panels.”

“One of the many impacts of the American School for Classical Studies summer program was learning about the glass panels found in the harbor at Kenchreai. I have long been a devotee of stained glass and was fascinated to learn of these ancient treasures in storage (not on display.) I had begun collecting figures of our most famous temples and buildings with an idea to create something for our Emporium, and yet never put cutter to glass. After learning of these panels, I knew I had my models.” This workshop offers slides and discussion of some of Kat’s most powerful experiences from her six weeks in Greece, studying at the American School for Classical Studies through CANE’s Endowment Scholarship. She will present to participants her research on the construction and chemistry of the ancient Kenchreai glass panels. Participants will receive handouts on the panels and on the presenter’s research. Additional information about the Athens summer program and the Endowment Scholarship will be available.

1:15-2:15 Concurrent Activities

Workshop VII A, Blaustein Humanities Center, Room 201

Charles Bradshaw, Wahconah Regional High School, “Miserabile Visu—Virgil’s Perfect Storm.”

Students of Latin literature frequently find themselves struggling not only with complex language forms, but with the need to understand textual content with which they have little familiarity. There is an increasing call for teachers to enhance that content by prompting students to draw from and apply their knowledge across the curriculum as often as they can. This workshop will demonstrate how students from the Massachusetts Berkshires (or anywhere else, for that matter) who have scant knowledge of maritime matters will profit from bringing their experience and expertise in art, science, English, geography, history and music to bear upon a cogent individual and collective reading of the entire storm passage from Book I of Vergil’s AENEID. Appropriate inclusion of modern cinema will be a highlight of the workshop, albeit a brief one. Other Latin selections will be included, and there will be either an audio-visual presentation of student performance or (more likely) some of the presenter’s students may attend to give their own insights into the benefits of such an approach. The presenter will also provide examples of how much inspiration for such pedagogy he has gleaned from the annual CANE summer institutes at Dartmouth College. Those CANE members who attend the workshop will

be encouraged to share their own experiences in cross-curricular pedagogy with an eye toward creating a New England-wide (CANE) source for 'best practices' with which to improve students' understanding of the ancient and modern worlds.

Workshop VII B, Blaustein Humanities Center, Room 203

Kathleen McGuigan, Lunenburg High School, "Latin: *Primus Inter Pares.*"

Latin, the international language of the ancient Mediterranean world, has innumerable applications in the English Language Arts classes. But how about also weaving Latin into anatomy, art, astronomy, dance, geography, history, music classes - or even Shakespeare? Or vice versa - bees, bones, eclipses, Rubens, Orff - even the stroll - and more into your Latin class. Teacher-tested interdisciplinary lessons and activities will be presented that you will be able to use in your classes on Monday!

1:15- 3:30 Graduate Student Round Table, Blaustein Humanities Center, Ernst Common Room, John Oksanish, Yale University, Coordinator

Graduate students frequently participate in CANE meetings by presenting research papers or pedagogical workshops, yet for many students, the organization remains an underutilized or unfamiliar resource. And, although graduate students in the Northeast are fortunate to have several excellent graduate departments of Classics in close proximity, they have relatively few recurring opportunities for regional interaction.

For these reasons, I propose a graduate research roundtable as a feature of the 2008 CANE Annual Meeting. The roundtable will provide each attendee time (fewer than 10 minutes) to present the fundamental issues surrounding his/her current research, to identify any current difficulties, if desired, and for other graduate students to offer their own thoughts, insights, bibliographical suggestions, and to ask questions. If attendance warrants, students will be grouped according to discipline (e.g. Roman or Greek poetry, history, etc.) in order to assist meaningful conversation.

This seeks to achieve two things. First, the roundtable will facilitate discussion among interested graduate students about research topics; such discussion at any stage of the research process can only benefit the quality of outcomes. Second, and at least as importantly, the roundtable seeks to increase dialogue and professional interaction generally among graduate students in the geographical area of CANE.

Responses to a preliminary survey that I conducted indicate that graduate students would both benefit from and enjoy a low-pressure but professional forum for the discussion of their current research projects. In addition to providing such a forum, the roundtable will allow graduate students to get to know present and future colleagues from other institutions, and to chat about issues pertinent to graduate students in Classics.

2:30-3:30 Concurrent Activities

Workshop VIII A, Blaustein Humanities Center, Room 203

Ruth Breindel, Moses Brown School, "Different Strokes for Different Folks."

No matter which textbook you use or which author you read, here is a collection of alternative

methods to explain grammar, literature and culture using PowerPoint, songs, visual aids and movies. They are all educational and even entertaining, and will reach students who need a different way to understand the material. This workshop is an outgrowth of Ruth's presentation in 2006, with all new material. Handouts of everything and a disk with the information will be given to each participant.

Workshop VIII B, *Blaustein Humanities Center, Room 201*

Emil Penarubia, Boston College High School, "You Can Do More With PowerPoint."

This workshop will display various ways to use PowerPoint in the teaching of Latin. All levels will be covered, from Latin I to AP. Attendees at workshops often ask how various actions are executed using this almost universal software, and I would like to give a presentation on how to use this program more effectively and specifically to teach Latin/Greek/Classics. All participants will receive a handout with easy-to-follow instructions for most major topics, as well as a CD-ROM with pre-fabricated PowerPoints which can be used in class as early as the Monday after CANE.

2008 CANE Student Writing Contest Winning Essay

Topic: "Monuments: The Creative Mind at Work in the Ancient World"

Courtney Weatherby, Grade 12, Pinkerton Academy, Derry, New Hampshire

Affairs of State

The first time that I met Horace, I had my doubts as to whether or not I should invest my time in his works. His talent was obvious, just as Vergilius' had been when I first encountered him. It was, in fact, my protege Vergilius who first introduced me to Horace's works-as a poet himself, he is a judge of talent, and he is not often wrong. His introduction in and of itself was quite impressive. "Maecenas, my friend, I have rarely seen such a work of art from an amateur poet." This is not something one hears every day from Vergilius, a man known to be prideful about his art, and it piqued my interest. Indeed, after reading the samples Vergilius brought me, I invited him to bring Horace right away so that I might speak with the man. For you see, though Horace's talents are great, I search for more than simple talent.

Throughout all, my goal has always been to support Augustus' reign. It's true that my methods are different than those of other men, and I am aware that I lack some of those qualities considered important to Roman men. I am no great warrior, but instead a statesman and poet-yet there are other means of support than weaponry and warfare. I have always preferred to do battle with words than with force, for you cannot force a change in belief with a sword. Words provide a much more cogent argument, and as a whole are much more humane, and it is for these qualities that I spend my effort searching for poets. You see, Augustus is a man of change; we live in an age of ideals and progress. I do not intend to support poets and writers who wish only to use their talents to create beauty, though I can appreciate them. I seek men who will be more than simple ornaments to Augustus' court, men who will use their talents to help bring about acceptance of Augustus' new order.

It is for this reason that I debated whether or not to accept Horace, for at our first meeting he claimed an indifference to affairs of state. Such a thing would generally incline me to decline patronage, and yet his inspiration comes from, in his own words, the strange humor of life itself. Where better to find irony than in the bickering of statesmen? And where better to use his incredible lyrical talents than to glorify the reign of Augustus and suffuse our era with majesty? I dismissed him, that first day, after gaining some small insight into Horace's personality, and still had no answer. Yet in the beginning, Vergilius too had a measure of indifference-I called Horace back, and have never regretted this decision in the years since. Of all the many poets in my circle who enjoy my patronage-Vergilius, Propertius, Varius Rufus, among others-Horace became one of my closer friends. He was the only one who entirely understood my purpose, and I am honored to say that I know the man who wrote such things as the *Satires* or the *Odes*.

Looking back upon Horace's publications through the *years-Satirae I, Epodes, Satirae II*, each book of his *Odes*-such a thing gives me great pride. For though Horace is the author, I can

claim the smallest part in the production of his great literary monuments, and his growth from a lyric poet into a man whose works shall live on for centuries as a testament to the reign of Augustus. Among my other accomplishments for the Empire-achieving conciliation between opposing parties, protecting Rome and Augustus himself from the cabal formed by Lepidus the Younger, even convincing Augustus to lighten his policies for sake of humaneness ... there are many things that I may look upon with pride, but bringing these poets to light and the empire to glory ... to me, it is a most worthy goal, worth more than any of the great affairs of state.

Gaius Cilnius Maecenas

CANE Writing Contest 2007-8

New England Winner: Courtney Weatherby, Pinkerton Academy, Pinkerton, NH

Top threes:

CT: 1. Victoria O'Dea, Wilton High School, Wilton;

2. Olivia Sayah, Greater Hartford Classical Magnet School, Hartford;

3. Anna Green, E.O. Smith High School, Storrs

RI: 1. Robert Gordon-Fogelson, Moses Brown School, Providence;

2. Jonathan Poggi, Moses Brown School, Providence;

3. Mike Swartz, East Greenwich High School, Greenwich

VT: 1. Ben Larson, Mount Mansfield Union High School, Jericho;

2. Jordan Farrar, same;

3. Ben Raymond, same

MA: 1. Brian Richter, St. Sebastian's School, Needham;

2. Elizabeth Morse, Brooks School, North Andover;

3. Meaghan Connors, Milton High School, Milton

NH: 1. Courtney Weatherby, Pinkerton Academy, Derry;

2. Matthew Smith, Moultonborough Academy, Moultonborough;

3. Hannah-Rose Mann, Moultonborough Academy, Moultonborough

- ME:** 1. Tyler Lauzon, Thornton Academy, Saco;
2. Samantha Beck, Falmouth High School, Falmouth;
3. Katherine Howe, Sacopee Valley High School, Hiram

2008 CANE Annual Meeting

Resolution

o collegae et sodales mei, quos ego diligo fraterno more, avidi amicitiae et scientiae fovendarum, nos omnes summa cum aequanimitate passi sumus multos menses hibernos; enimvero scivimus brevi adfuturum esse hunc conventum Novi Londinii in civitate Connecticutensi, ubi Collegium Connecticutense, tanquam lignum quod plantatum est secus decursus aquarum, nosmet omnes salvere iussit. At nunc, cum multas horas peramoenas egissemus in rebus praeteritis et praesentibus futurisque disserendis, quae ad studia classica semper pertinent, nos oportet has horas pretiosissimas valere iubere eisque gratias agere qui effecerunt ut hic conventus ex sententia fieret: imprimis Collegio Connecticutensi, quod artibus liberalibus favet et in eis eminet; postea Ricardo Moorton, qui ipse tanquam lignum biblicum huic Collegio summo est subsidio; deinde Sirleiae Lowe, Praesidi clarissimae Societatis Classicae Novae Angliae, quae nobis invigilat sicut catulis leaena; quibus recte dictis speremus Deum omnipotentem effecturum esse ut haec concelebratio iucundissima atque clarissima modo simili proximo anno iteretur!

scripsit Richard E. Clairmont , University of New Hampshire

CANE Executive Board Minutes, 2007-2008

CANE Executive Committee Meeting Saturday, 15 September 2007 The Rivers School

Members in Attendance: Shirley Lowe, John McVey, Donna Lyons, Ruth Breindel, Ed DeHoratius, Lydia Haile Fassett, Jere Mead, Mike Girard, Lydia Batten, Emil Peñarubia, Jacqui Carlon, Roger Travis, John Higgins, Mark Pearsall, Robin Colby, Sally Morris, Kat Braden, Rosemary A. Zurawel

Agenda:

President Shirley Lowe called the meeting to order at 9:37 AM and welcomed new members Robin Colby, Mike Girard, and returning members, Jacqui Carlon and Jere Mead.

1. **Announcements by the President:**

- ⇒ Mary Papoutsy has invited members of the Executive Committee to attend the John Rouman Lecture series at UNH with Michael Wood as the guest lecturer during the week of October 22-26. She was especially hoping for an Executive Committee member to sit at the head table at the banquet. Rosemary Zurawel offered to serve as the CANE Representative.
- ⇒ CANE will support with \$250.00 one of the after-event receptions.
- ⇒ Stephen Brunet has informed CANE that the Latin Placement Service will terminate operations this fall. The ACL website has made this service redundant.
- ⇒ Shirley Lowe requested names for this year's Barlow-Beach award.
- ⇒ Shirley Lowe read a letter from ACTFL re: Mark Pearsall's nomination. As ACTFL was looking for a person from higher education at this time, it was suggested that Mark's name be put forth when a secondary person can fill the spot.
- ⇒ Thank you letters have been sent to departing Executive Committee members Gil Lawall and Ellen Perry. Robert Wilhelm has been thanked for his donation of copper plates (see below), and Nina Coppolino was applauded for her first edition of NECJ.

2. **Announcements by the Executive Secretary-** Members were asked to verify current email addresses and phone numbers. Also that the new on-line version of *Canens*, is a "stunner." Members of the Executive Committee concurred. Jacqui Carlon urged us to be certain that archived issues are kept safe. Emil Peñarubia will update. Ruth Breindel will continue to send out postcards for this first year of the online newsletter. John McVey distributed the updated Manual, requesting that the members of the Executive Committee send him edits and suggestions.

3. Reports:

Treasurer- Ruth told the members that the CSI report is not final due to some billing that has not yet arrived from Dartmouth. We have dropped *Omnibus* due to its overseas costs. NECJ money is from selling back issues to libraries. The Greek award is going nicely, and awardees have become members of CANE. The transfer of funds from Instructional materials helped increase the balance. A new publisher (Belmont Printing) might keep the increased costs of our *Annual Bulletin* this year down to a reasonable level and would print the names on the Bulletin.

Curator- The annual report was sent to the Auditors. Everything balanced, and the accountant has the report. All funds are up in value. Total for the Endowment and Coulter stands at over \$1 million.

CEUs- Annually, Donna Lyons must remind everyone that the CEU logo be placed on every piece of paper that is for professional credit including brochures, CSI, and the Annual Meeting workshops and sessions. All presenters must submit a CV. Donna made her annual plea for someone to replace her.

ACTFL Report- Mark Pearsall distributed his report and noted that the annual Convention and Exhibition in San Antonio, TX 15-18 November 2007.

State Representatives-

Ruth asked all State Reps. to send her lists of state memberships.

Connecticut- Mark Pearsall reported that the first meeting is set for next week. The Annual Meeting will be once more hosted by the Classical Magnet School in Hartford, CT. (See Mark's Report for inclusion here).

Vermont- Latin Day was in April, and about 1,000 students attended. It's a half-day event, but well attended. 13 April 2008 this year. The Vermont Classical Association will meet in October, 2007, and will discuss the new program for 2008.

Massachusetts- Emil Peñarubia 26 & 27 October 2007 will be MAFLA Day. He hopes that there will be many great Writing Contest entries from Massachusetts this year. He has put a Writing Contest link on the *Canens* page. A reminder that all top papers from each state will be sent (preferably as PDF files) to President-Elect, Roger Travis.

Rhode Island- This year, there will be more Certamen going on.

Maine- Bowdoin will host the annual meeting of MCA. Jill Crooker will again present a session on AP Latin. They will continue with Certamen in November.

Scholarship Committee- All reports and photos are set to be placed on *Canens*. This is a Poggioli year. Ed DeHoratius has made up an application form for the Thomas and Eleanor Means Fund, which is intended for a high school student who would participate in a European/Classical summer trip with this assistance. 1 December 2007 is the deadline for applications for this fund whereas other funding through this committee will keep a 1 February 2008 deadline. State Representatives are asked to mention this at their fall meetings.

4. **JStor Update-** Ruth reported that the Executive Committee that this plan is finally set up. We are the first "non-bricks and mortar" place to subscribe. She has had about 50 requests for access, with a continuing trickle daily. So far, she believes it is a success. It will now cost us \$1250.00 per year, and she believes that it is fulfilling a need from the membership. She has now received a contact from ARTstor that is an online database of pictures. A two-week trial offer is available, and she will await emails expressing interest. She believes that JStor is a wonderful marketing tool. Access code

for CANEweb and JStor: ADW2004. We will keep up this service for three years. Ruth also distributed a request from *Perficit, A Journal of Humanistic Studies* in Salamanca, to be included in CANE's exchange of journal subscriptions. She will reply that we are not interested at this time.

5. Copper Plate Progress- Donna presented a concise history of the gift to CANE of the copperplates. CANE paid a modest amount for storage and shipping to Bob Wilhelm who donated these to CANE. She has met with a printer who made prints of 8 plates, and who said that they are worth a "huge amount" of money. Donna recommends that we have these printed as note cards. We would like to see if we can get these into the hands of teachers. To take each of the 226 plates and make a run, would cost less than a dollar apiece. Cards would cost about \$2.00 each, or 10 in a set for \$12.00. She hopes to have some images available for the Annual Meeting in 2008. Donna suggested that we might sell a CD with all 226 images for \$25.00 is another way to recapture our costs and to share with the members of CANE. Our goals are to preserve this heritage and to get the images into the hands of teachers. There was much discussion of copyright law, and the responsibility to adhere to the law.

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

ARTICLE IV.
Section 1.

For three years, renewable upon nomination and appropriate subsequent action of the Executive Committee: Auditors; Delegates/Representatives to regional and national associations.

For one year, renewable upon nomination and appropriate subsequent action of the Executive Committee: Director-Elect, Director, and Immediate Past Director of the CANE Summer Institute.

For terms determined by State organizations, representatives shall also serve on the Membership Committee.

7. Annual Meeting 2008 Update- Shirley Lowe reported that Roger, Ruth and she had met at Conn. College with Roger Travis to set final details in June. We need to meet as an Exec. Com. From 4-7 on 13 March. Richard Moorton will present a lecture that night at 7:30 a lecture on Eugene O'Neil and his relationship with the Classics. Shirley has emailed local members with a request for student entertainment. One suggestion has come her way from Paula Chabot. The banquet will be a buffet. Box lunches on Saturday will be available. So far, there are three papers and two workshops on the list. We should break even with 200 attendees. She is hoping for sponsorships (a break costs \$350.00, wine costs \$600.00, and breakfast costs about \$1,000.00). Shirley presented a proposed price list, showing a modest increase in the costs for the Annual Meeting.

8. Annual Meeting 2009 UMB- Jacqui Carlon reported that the Campus Center will be the location for the Annual Meeting. It is "spectacular" with windows facing Dorchester Bay, and will be a great facility for us. It will cost about \$5,000.00 for facilities with no per person fee. She hopes for some subvention from the Admissions Office. She believes that the Boston location will bring in about 300 people. She plans to "lock in" costs with the caterers. Doubletree Bayside is adjacent to the campus (an easy walk) with

a rate of \$129.00 per night for a single or double, and will continue that rate for the weekend. It is on the Red Line, and there is a free shuttle downtown. 19, 20, 21 March 2009. The Executive Committee authorized Jacqui to block 100 rooms for the Friday night and 50 for Thursday night. Ruth Breindel has proposed hosting the 2010 Annual Meeting at Moses Brown School in Providence, Rhode Island.

9. Hotel and Registration Costs for Annual Meeting- John McVey resumed the conversation by directing us to the Manual, page 51. Roger Travis moved that CANE subvene the costs of Executive Committee members' attendance at the Annual Meeting upon request when other sources are not available to cover such expenses. Seconded by Jacqui Carlon. Two members were opposed, with the remaining members of the Committee supporting the motion. The Executive Committee will examine this topic in a year. Roger Travis moved that the language concerning the maximum amount (de facto \$200.00) per year, be removed from the Manual.

10. Educational Programs Funding- Kat Braden reported that one official request for funding from Maine Classical Association for \$200.00 for the fall program. The Governor of NH has proclaimed Classics Week from 22- 26 October 2007. She discussed further the Virgilian Society and its need for funding, the repair of the roof, the short-term nature of the lease of the Villa at Cuma, and the problem that they do not currently grant of CEUs or graduate credit. She also reported that Alexander McKay had recently passed away.

11. CSI Redux- John Higgins was unable to make a more clear report on the bottom line of the CSI funds for the past year. There were 79 participants this year (2007). John announced, "Revolution and Reaction: Radical Changes and Continuities in the Ancient World" will be the theme of 2008. The dates will be 7-12 July 2008. Professor Margaret Graver of Dartmouth College, has agreed to be the Director of CSI 2009. John distributed a list of possible courses and lectures for the CSI 2008. From the list, it was evident that many lecturers and instructors were already committed. Roger Travis moved to accept the theme and dates; seconded by Jere Mead. Passed unanimously. Roger Travis then moved that we appoint Margaret Graver as Director-Elect; seconded by Sally Morris. During discussion, it was pointed out that she was no longer a member of CANE. John reported that she had expressed an affection for CANE. She is a regular presenter at the CSI, and serves on the CSI Steering Committee. There were two abstentions and the rest voted to appoint her. The CSI Director's stipend is set at \$2500.00, yet John had been led to understand that the Director needed to ask for funds to cover the Directorship, since the Manual states that the Director may ask for "up to \$2,500.00." He felt uncomfortable with that language. Discussion followed regarding the history of CSI having run with a great deficit. A motion to withdraw the motion to remove "up to" from the wording in the Manual was withdrawn by Jere Mead and Roger Travis. A discussion of the need for the Steering Committee to submit a budget to the Executive Committee returned the group to the Manual. Roger Travis moved that we strike the wording, "up to \$2500" and "\$2000" from the Manual, page 45, paragraph 6. Sec/1 Abstention, all others in favor of the motion. Jere Mead moved to add to paragraph 7, page 45 "including the stipend for the Director, the amount of which shall be determined by the Executive Committee at its September meeting." Seconded by Roger Travis. All in favor, but with 1 abstention. Jacqui Carlon moved that we set the stipend for the Director of the CSI 2008 at \$2500.00. All in favor, with one abstention.

12. Canens Update- Emil Peñarubia noted that the site now permits him to put up photos and text within seconds of receiving electronic information. Please send material in the body of an email, rather than as an attachment. The cost of this format is \$0.00, whereas the paper copy was \$1,000.00 per issue.

13. CANE Instructional Materials Progress- John McVey took over before 1 July 2007. We will purchase ISBN numbers for every book that will be published in a paperback format. We will move towards paying royalties for the work that authors do. John reported that he is at the Post Office once or twice a week. He is moving the work to an online status. With ISBN numbers, we will be linked to Amazon. The cost of the books will go up, but not significantly. The laborious aspect of the position will diminish. The most exciting thing for him is soliciting material from writers. He hopes by the spring that everything will be in ‘the online universe.’ He will be providing some old copies of pamphlets at the annual meeting as gifts.

14. Four Meetings of the Executive Committee- This decision was passed at the May, 2007 Meeting. We set the date for 3 May 2008 at Rivers School. Our next meeting will be 2 February 2008, also at Rivers School. Roger Travis did voice a concern about having a fourth meeting in May at a time in his academic life when he is in the midst of exams. Sally Morris noted that Saturday meetings are going to be difficult for Boarding School faculty members, and especially for those who coach. Ruth noted the big nature of a commitment that being on the Executive Committee.

15. Old Business: Donna requested that prior to the budget meeting in February, that everyone examine materials that she shall send out with this year’s funds.

16. New Business: Jacqui Carlon reported that she has been contacted by teachers re: PDPs, and the Department at UMass Boston is considering offering Saturday Seminars with a scholarly morning session followed by lunch and then a pedagogical workshop in the afternoon. She is hoping to forge a partnership with CANE in order to keep costs manageable, pay stipends, and eventually become self-sustaining. There was general enthusiasm to reading a proposal. John Higgins presented flyers to all members for the Phinney Fellowship. Shirley Lowe asked for nominations for the positions opening up on the Board in the next year.

The meeting adjourned with unanimous consent at 2:55 PM.

Respectfully Submitted,
Rosemary A. Zurawel, Executive Secretary

**CANE Executive Committee Meeting
2 February 2008
The Rivers School**

In attendance: Shirley Lowe, John McVey, Jacqueline Carlon, Jeremiah Mead, Donna Lyons, Ruth Breindel, Mike Girard, Mark Pearsall, John Higgins, Paul Langford, Sally Morris, Ed deHoratius, Roger Travis, Kat Braden

President Shirley Lowe convened the meeting at 9:34 AM.

1. Announcements by the President:

ART Theatre Program in Cambridge. They are presenting Julius Caesar this month. Kudos to Nina Coppolino for her second issue of NECJ. Alan Wooley has been ever so prompt with putting things up on the website. Please send him any changes as soon as possible. John Lawless has a request regarding the CANE Book Sale. He needs someone to meet with Geoff Sumi, who would like to donate 2 huge boxes of books, but needs someone in Western Massachusetts to collect up the books. John Higgins agreed to collect these for the CANE Book Sale. Thanks to all who have answered questions this month, and Ruth Breindel in particular.

2. Announcements by the Secretary:

Request for updates and corrections to emails.

3. Approval of Minutes from 15 September 2007

John Higgins requested that the Minutes be amended to note that his successor was paid up with dues at that time. The Minutes were then accepted. MOV/SEC/UNAN.

4. Reports:

States: Massachusetts, Vermont, and Maine Reports were distributed by the Executive Secretary, as those state representatives were unable to attend. Mark Pearsall distributed the Connecticut Report as well as the ACTFL Report. In particular, Mark discussed the issue of assessment that has been an important focus among modern languages, nation-wide. Classicists need to address assessment as standards driven. He cautioned us to not let this slip by us. Jacqueline Carlon added that the teaching of Latin, being different from Modern Languages, at UMass has added the oral functions component, especially in the active learning methodologies. We need to be able to explain with firm data, why our students need to study Latin. John McVey suggested that we come up with a system that works for us as Latin teachers. Shirley Lowe suggested that we establish an ad hoc committee to discuss second language acquisition and the issue of assessment. Jacqui suggested that applied linguistics be the area of expertise to serve on such a committee. Perhaps ACL should take on such a project. Roger Travis agreed that ACL or APA be the place where the undertaking begins. Roger suggested that we press Adam Blistein at the annual meeting for some involvement. We agreed to table this discussion until March, when Ed deHoratius can talk with some contacts. Jacqui added that it might serve our membership well if CANE wrote a statement that addresses the state of the research, what is happening nationally, and how we might support classroom efforts. Paul Langford reported that New Hampshire Classical Association met 28 September 2007 at University of Southern New Hampshire, and they are planning their Classics Day for spring 2008. The September meeting was entitled "The Power of Myth and Storytelling. The NH Association recognized retiring teachers at that date. Ruth reported that Rhode Island held a certamen that was successful in including five schools. They will work to hold another in the Spring.

Scholarships- Ed deHoratius distributed a report and a draught of the application for the Barker Scholarship. We have approximately \$8000, and we could begin to offer a small scholarship (\$500.00) in 2009. We have had about \$6000 of contributed funds, with about \$1200 in interest in 2007. If CANE were to offer \$1.00 for every \$2.00 raised, we would be able to make the scholarship workable, as we had agreed. Donna Lyons can make that work in her book keeping of the Endowment Fund. The Means Fund is approximately \$4200. Ed asked for guidance and discussion regarding the dates of application and completed travel. We found favor with the notion of applying by 1

December of a year with the completion of travel by the following December. John Higgins suggested that the date of 1 May as allowing more time for organization of a trip. Ruth urged that Ed include a statement requiring proof of payment of the funds towards an actual program. Ed prefers the 1 December date to cover two semesters plus summer, and to keep dates as compact as possible. As of now, we are fairly low on Scholarship applications. The deadline was yesterday. He questioned how we are marketing Scholarship funds, and what we can do better. Should we solicit applicants? We agreed that our responsibility is to get the money out to worthy people who are interested in summer study.

Treasurer- We are doing nicely with the checkbook, thanks to the Instructional Materials funds that were transferred. All bills have been paid. Price increases have hit us in printing and mailing costs. Ruth does not want to raise the dues at the moment. Ruth Breindel also brought the IRS report as evidence of how our paying an accountant has been helpful for CANE and for her, as well. Thanks were given all around.

**Classical Association of New England
Endowment Fund
2007 Annual Report
July 1, 2006 - June 30, 2007**

Balance Corpus and Accumulated Earnings - July 1, 2006			
Accumulated Earnings 2006-2007			
Interest and Dividends			
Cash Contributions			
Other Credit - Return of Capital**			
Total 2006 - 2007 Accumulated Earnings			
CANE Expenditures 2006 - 2007			
2007 Scholarships and Awards			
CANE Treasury			
Other Expenditures			
Total 2006 - 2007 Expenditures			
Change in Asset Values 2006 - 2007			
Securities Redeemed*			
Securities Purchased**			
Change in Value of Priced Assets			
Total Change in Asset Values 2006 - 2007			
Balance Corpus and Accumulated Earnings - June 30, 2007			

Individual Asset Accounts - June 30, 2007

Money Market Fund
Stocks
Corp. Fixed Income
Government Securities
Mutual Funds

Balance of Individual Asset Accounts - June 30, 2007**Change in Corpus and Accumulated Earnings 7/01/06 - 6/30/07****Estimated Yearly Income****CANE Expenditures 2006-2007**

Mar: Endowment Scholarship (Kat Braden)	\$4,510.00
Mar: Certification Scholarship (Stephen Civitello)	\$1,500.00
Mar: Student Prize, Lodging (Mark Wright)	\$296.12
Mar: CANE Treasury/Annual Meeting	\$5,000.00
Mar: Wiencke Prize Costs	\$65.24
Jun: Copper Plate Project	\$1,050.00
Jun: CANE Treasury/CSI	\$7,000.00

Total CANE Expenditures 2006-2007***Securities Redeemed 2006 - 2007**

Sept: HJ Heinz Co	\$24,821.84
Nov: Western Un Co.	\$4,358.75
Mar: Chevron Corp.	\$6,723.53
Mar: General Electric Co.	\$10,028.94
Mar: Johnson & Johnson	\$11,996.77
Apr: First Data	\$12,718.60

Total Securites Redeemed 2006 - 2007**** Securities Purchased 2006 - 2007**

Sept: Whole Foods Markets, Inc.	\$15,945.24
Sept: Zimmer Hldgs, Inc.	\$13,633.25
Oct: Templeton Foreign Fund B	\$3,535.48
Nov: First Data Corp.	\$5,158.81
Dec: Templeton Foreign Fund B	\$1,042.52
Mar: GMAC	\$19,905.25
Mar: Oppenheimer Intl. Growth B	\$20,000.00
Apr: Cisco Sys.	\$10,918.75

Total Securites Purchased 2006 - 2007

**Other Credit - Returns		
Oct: Templeton Foreign Fund B		\$2,918.42
Dec: Templeton Foreign Fund B		\$1,001.24
Mar: Tri Continental Corp.		\$121.44
Total Other Credits		

Endowment Funds: Special Accounts (as of 6/30/07)

Alison Barker Fund		
Deposit - 3/15/2006		\$5,766.00
Deposit - 7/1/2006		\$265.00
12.95% Interest	(Calculated 6/30/07)	\$781.01
Alison Barker Fund Total		

Eleanor Means Trust		
Deposit - 3/15/2006		\$4,000.00
12.95% Interest	(Calculated 6/30/07)	\$518.00
Eleanor Means Trust Total		

Curator- We have a balance of about \$2086.00 on this budget. With discussed changes, the new Ann. Bull. Will be mailed as a PDF file to the Executive Committee and Committee chairs in 2008 to save some modest funds in postage and printing. Roger Travis suggested that we consider moving away from print for both environmental reasons as well as the need to move towards an electronic future. Much of the discussion that followed concerned the need for a newsletter for this winter season, or even perhaps "blogger." We have decided in the past to make sure that the various duties of the Executive Committee are assumed by volunteers. This sentiment was once again confirmed. In reference to JSTOR, we probably have about 70 members who have requested passwords. Shirley Lowe requested that we reconsider the amount allowed for delegates to represent CANE. John McVey moved that we raise the total amount to \$1500.00 (a \$500.00 cushion) that would be apportioned appropriately to help our delegates defray costs of attending meetings. Jacqui seconded the motion. UNAN. Jacqui moved that we accept the budget as amended. SEC/UNAN.

5. APA Report- Ed deHoratius reported on the APA meeting. He noted that he has been talking about JSTOR. Much discussion centered around NCLG and its funding. NCLG pays \$7000 for seats on national language lobbying boards. APA is running a capital campaign which includes looking for funding for 'named' scholarships. Ed talked about *Amphora*, and that gift subscriptions are now \$10.00.

6. Annual Meeting 2008- Update Registration information has been on line, and packets mailed on 17 January 2008. Shirley reminded us to register early. Catering service has been helpful. There will be no entertainment following the banquet to allow for socializing among members. An additional paper session has been added to the morning. Two reading workshops, one Greek and one Latin, and two materials exchanges (also one Greek and one Latin) have been added. There will be an afternoon paper session on Saturday. John Oksanish will chair a graduate student session. Jeff Henderson will give a memorial tribute for Zeff Stewart. Our Executive Committee meeting will take place at 4:00 PM until 7:00 PM, followed by a paper on Eugene O'Neil give by Richard Moorton. We will have a working dinner. We commended Shirley Lowe for a wonderful program who replied that Richard Moorton has done a particularly precise job, 'above and beyond.'

7. Annual Meeting 2009- The hotel agreement has been made and a locked-in rate. The campus center contract is in process for UMass/Boston. She is hoping for some additional funding from the Admissions Office.

8. Annual Meeting 2010- Moses Brown will host our Annual Meeting, and it will be an excellent one-building setting with no parking fees, to be held during the first weekend of the March break in 2010.

9. Coulter Funding Question– What are we expecting to cover? Historically, we tried to cover the actual cost of the program, itself. Tuition is currently \$4600.00, which does not include lunches, Sunday meals, and airfare. We determined that our current funding seems adequate at \$5302.00.

10. Discretionary Grants- Report supplied by Cynthia Damon. Ruth suggested that we need to market this fund better. Shirley asked if we could, in the next budget, increase the available funds for each round to \$500.00 by amending the budget. Jacqui made a motion to increase the funds by \$100.00, so that budget line would now be adjusted to \$2000.00

11. Copper Plates- Donna Lyons reported that the copper plates have been printed into ten books. At the Annual Meeting, a number of limited edition prints (10-12) that will be sold for a modest fee, and a set of note cards (offset from the letter press). The question for discussion and investigation is how to best use these plates. The next step is to find the original text in Latin that will go with the picture and to produce the entire collection onto a CD. The question about ownership of the images was raised by Paul Langford. Legal advice is that because we own the plates, we own the images. We shall need to copyright the images we produce. Donna asked how many books we want to print. She will ask for 25 copies; each sold for \$52.00. John McVey recommended that we call ourselves "CANE Press."

12. Archive space- Our copper plates need proper care and storage, as well as the physical property that we own of NECJ. Ultimately, we have accumulated lots of files in addition to the above. We need someplace central and organized that several people can get to (unlike UVM). We also need a place that is climate controlled and dry. Additionally, we shall need to have some insurance to cover the contents. Jacqui suggested that a storage company like "The Fortress" off the SE Expressway might be the sort of place we should consider because it is secure and climate controlled. Ruth will investigate.

13. Old Business

Matthew Wiencke Award – Sally Morris reported that the plaque's Latin has been adjusted over time to the point where it is inaccurate. She has, in consultation with Jere Mead,

rewritten the plaque. She also wishes to update the website, as well as have a correct citation to pass along to the next person. There is a missing white binder that has all of the information, and we decided that this should be sought out. Sally will update the information and instructions to be placed on the website.

14. New Business –

Shirley Lowe said that Nina Coppolino has asked that the side menu links on the webpage be corrected so that the secondary pages may be accessed and then return the user to the previous page. Alan suggested that the whole site be checked so that these work. John McVey offered to check it out and determine to get it fixed.

Cynthia Damon and Shirley Lowe have been working on nominations and appointments.

Presidential Appointments

Feb. 22nd, 2008

Finance Committee: **Michael Deschenes, St. Sebastian's School**
Dan Matlack, Noble and Greenough School

Barlow-Beach Committee: **Roger Stone, Austin Prep**

Resolutions Committee: **Richard Clairmont, UNH**
Barbara Saylor Rodgers, U. VT

CANE Summer Institute: Director: **John Higgins, The Gilbert School**
Committee Member: **Barbara Kellum, Smith College**

Membership Chair: **Ruth Breindel, Moses Brown School**

Phinney Fund: **John Higgins, Chair, The Gilbert School**

Committee Members: **Phyllis Katz, Dartmouth College**
Paul Langford, Phillips Exeter

Nominating Committee: **Paula Chabot, Madison HS, CT**
William Mierse, University of Vermont

Instructional Materials: **John McVey, Editor**

Barlow-Beach Award- There is a discrepancy in the Manual wording, and discussion revealed general confusion concerning its purpose and any guidelines. Most of the conversation focused upon whether the award could be given to one who has made particular efforts in New England Classics but not to CANE. The list of recipients indicates that each had given distinguished service to CANE and its membership. The process, said Jacqui, is 'nebulous.' Examination by John McVey of the history, revealed that distinguished service to the organization was the original intent of the award.

The Meeting was adjourned with unanimous consent at 1:58 PM.

Respectfully submitted,

Rosemary A. Zurawel, Executive Secretary

CANE Executive Committee Meeting

Thursday, 13 March 2008

4:00-7:00 PM

Crozier-Williams, Room 224.

Connecticut College

Attendance: Shirley Lowe, John Higgins, Ed deHoratius, Jeremiah Mead, Jacqueline Carlon, Cynthia Damon, Roger Travis, Donna Lyons, Mark Pearsall, John McVey, Robin Colby, Nina Coppolino, Kat Braden, Lydia Batten, Ruth Breindel, Lydia Haile Fassett, Emil Peñarubia, Rosemary A. Zurawel

Agenda:

Announcements by the President: Shirley Lowe called the meeting to order at 4:12 PM. She lauded the hard work and detailed attention that Richard Moorton and his team have done to prepare for us. We have over 200 registrants.

Announcements by the Executive Secretary: There were none.

Acceptance of Minutes from 2 February 2008 Executive Committee Meeting: Accepted.

Reports:

Webmaster's report:

Website Report, March 2007 – March 2008

The last year has seen several new initiatives: the moving of Canens to the front page beside NECJ; the setup of the membership files online for the membership committee; moving the Emporium onto the caneweb server; the set-up of caneweb.org as a portal to JSTOR; and the tentative set-up of a download facility for workshops presented at the annual meeting.

The download facility is the latest and will need more research and work on my part before it is 'user-friendly' enough. At this point I can not say when or even whether it will be operational. It is already up and available, but I am told that the procedure is much too technical. The goal is a button on the site to click.

The most involved and important initiative this year (from a webmastering point of view) was the JSTOR portal which has been operational since late August and publicized since September. There have been 40 accesses of JSTOR by members of the Executive Committee, and 313 separate accesses by CANE members other than members of the ExeCom. Ruth as Treasurer has kept a list of all member participants in case I felt that it was necessary to change the password. At this point I do not see any need for that; the numbers seem consistent with legitimate use.

Maintenance has been mainly a matter of updating existing materials with the names and contact information for new officers. If changes need to be made in material that is already up, then **the appropriate officers need to inform me and send me the new material.**

Loose ends have continued to pop up. One has occurred with the mailing list that I put up at Ruth's suggestion to announce the new JSTOR facility to the membership. Apparently some people objected to this, but since it was set up as a one-shot deal, I did not bother with it until we got reports that it was continuing to email; apparently I had failed to turn off one switch that sends out a monthly password update. I have turned that off, but I have not deleted the list. I can do that, if the ExeCom wants.

The site seems to get a considerable amount of usage, even though many of the member facilities have been closed (e.g. the email directory) or apparently dormant (e.g. volunteer opportunities). There had been 12,547 visits to the site last year by the annual meeting; the total of visits now stands at 18,131 (3-10-08).

Respectfully submitted,
Allan Wooley, webmaster

- ⇒ **Auditors Report:** Donna Lyons reported that the a small Excel File error was picked up by Thomas Suits, and while it did not reflect in the final balance, it has been corrected.
- ⇒ **Scholarship Report:** Ed deHoratius reported that a Poggioli winner has been selected by the committee, as well as the Coulter and Endowment. Applications are down this year. There is a flyer in the registration packets. The Boston Foundation (holders of the Poggioli moneys) mailed him an audit form requesting information. Ed reminded us that the request for where records are held may be what we need to keep on the track of the archives storage.
- ⇒ **Phinney Fellow:** John Higgins reported that Peter O'Sullivan, Avon High School in Avon, CT. has been chosen as the recipient of the fellowship 2008-2010. The "Mini-Phinneys," otherwise known as the Greek Teaching Incentive Grants has attracted a number of good applicants, and the program is growing numbers of students.
- ⇒ **Connecticut:** Mark Pearsall reported that the website is being redone. He added that the poetry contest sponsored by the foreign language teachers in CT now includes ancient Greek.
- ⇒ **NECJ:** We gave a round of applause for Nina Coppolino's work on NECJ. The printing, handling, and mailing went over budget this year due to circulation increases and increases in costs. Providence College is supporting this endeavor and has rolled this increase into their fiscal year. Contributions are up in terms of reviews and work continues to be done to encourage teaching essays.
- ⇒ **Maine: The most recent issue of *Clamor* was distributed. The Spring meeting will take place in three locations and will be on Technology in the Classroom.**
- ⇒ **Rhode Island:** Another Certamen is anticipated in April, 2008 which follows a successful Certamen in the Fall of 2007.
- ⇒ **Massachusetts:** The spring meeting will take place at the Peabody Essex Museum. A registration form is on the website for "Singing the Rug."

Annual Meeting Updates Richard Moorton reported that there are healthy numbers. Folders are generic, manila envelopes contain name tags and meal tickets. Walk-ins may register, but there are no more meals to be ordered. Technological assistance is top rank. The "heartbeat" of the convention does not currently yield any worries. Badges are completely coded for attendance and food.

Presidential Appointments:

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William Mierse, University of Vermont

Instructional Materials: **John McVey, Editor**

MOV/SEC/UNAN.

Nominating Committee Slate of Officers: Cynthia Damon distributed the slate of candidates.
(INSERT SLATE OF OFFICERS HERE FROM HARD COPY)

She mentioned that one at-large member, Susan Brown, will complete Jere Mead's at-large position as he moves up to President-Elect. Additionally, she reported a request for Discretionary Funds to cover the costs of the NLE. The amount was quite substantial, and the Exec.Com. members discussed ways in which CANE might assist with some of the NLE costs. A suggestion from Jacqui Carlon was to perhaps earmark some funds for the first time participants, much like the grants that we make available for first-time attendees at the CANE Annual Meeting. Kat Braden suggested making "matching funds" a requirement. Jere Mead expressed a concern that this could discourage creative applicants. Roger Travis offered that this idea seems to defy the spirit of the Discretionary Funds. John Higgins said that he felt uncomfortable with this proposal. We agreed to table the idea until a future meeting.

Old Business:

⇒ **Storage Units for Archives- report from Ruth Breindel**

The discussion of cost and central location occupied our discussion time. The problem with a University holding a collection is that the collection can be inaccessible. CAAS has established their collection at NYU. A central location is desirable so that a sub-group could work on identifying what items to keep. Ed deHoratius said that NEH has grants to support groups taking care of collections. We decided to recommend that Ruth Breindel continue her research into storage, Ed deHoratius will investigate any interest that Holy Cross might have.

⇒ **CANE Summer Institute 2008- update from John Higgins-** There are 13 courses, ten lectures, and the program has shaped up beautifully. The Hood Museum is doing a wonderful job bringing in materials for a numismatic workshop. The banquet presentation is on the current production of Julius Caesar. Classics Department at Dartmouth has been very generous. Publicity is growing as John has posted CSI on a number of websites. Problems recently getting the brochures printed, and John Higgins expressed some frustration with the lag. Finances: NH Humanities Council has provided a grant for operations. Other State Councils are pending. Vermont Humanities Council turned down the request this year. New this year: Faculty will put lecture notes and

ancillary information on line. Also, the 2009 Annual Meeting will have a workshop as a follow-up from this summer's CSI.

- ⇒ **Assessment Discussion, continued** : Roger inquired of our goal. Roger suggested that Ed talk with Adam Blistien tomorrow. Tabled for a future date.
- ⇒ **Writing Contest**: Roger suggested that we revisit the process. The winning essay was written by Courtney Weatherby. We discussed moving back to the old process of state representatives choosing the top three papers of their state, and sending on to the President-elect. There was much support for returning to this older practice, after the pilot year.
- ⇒ **Copper Plates**- Donna Lyons said that she has spent the better part of the last six months on this project. The printer, a craftsman, has repeatedly noted that this collection is "remarkable" in its scope and focus. The presentation is so very professional. This letterpress printer is a master craftsman who deserves recognition from CANE. Rosemary Zurawel proposed a resolution that could be placed onto a plaque recognizing this incredible labor of love. Roger Travis suggested that a resolution made next year at the banquet. A history of letterpress would be a wonderful presentation by Donna and this printer next year at CANE's annual meeting.

New Business:

- ⇒ **The Role of the Auditors**- John McVey wondered aloud if the auditors are necessary. Now that we have the tax accountant, do we need them? Jacqui reminded the Exec. Com. that this is an internal check. Donna Lyons reported that the auditors this year reported in a less than timely way. RAZ recommended that the auditors' roles be to survey the ethical disposition of CANE funds. Ruth reported that the auditors should do a proper examination of the books that she keeps and that Donna keeps. Lively discussion ensued regarding the role of auditors, and how they might play a continuing role in the oversight of the organization. The Finance Committee also serves as an oversight. John McVey still held his ground that the auditors are superfluous. The Manual and By-Laws will need revision, should we choose to eliminate the position.
- ⇒ **Other**- Roger Travis asked for a straw poll to inquire how many people thought we needed a May meeting, as this places an extra load on the members of the Exec. Com. Shirley Lowe responded that the need for the May meeting arose to get some of the agenda items off the plates of the Exec. Com. John McVey said that the extra spring meeting helps limit the 7-hour meetings of Exec. Com. in the past. Ruth Breindel spoke in favor of a May meeting so that the discussions that have to take place can be dispatched. Jacqui Carlon mentioned that the May meeting is helpful when we need to talk face-to-face and debrief issues. Ed deHoratius suggested that the State Representatives may be excused from the February Meetings.
- ⇒ Mark Pearsall asked about the possibility of the existence of a Greek Honor Society for high school.
- ⇒ Ruth reminded us that two people attending CANE for the first time whose schools are not funding their attendance can have up to \$150.00 of their costs covered. Last year

- ⇒ Mark Pearsall asked whether Latin is accepted at colleges as a foreign language.
- ⇒ Lydia Batten gave Pat Johnston the “okay” to set up for the Verigilian Society in the vendors’ room.

Nota bene:

Richard Moorton is speaking Thursday night at 7:30 p.m.
on “Tragedy without the Polis: Eugene O’Neill’s Theater of Exile.”
Blaustein Humanities Center, Ernst Common Room.

Shirley Lowe adjourned the meeting at 7:12 PM.

Annual Business Meeting
Friday, 14 March 2008
Ernst Common Room. Blaustein Humanities Center
Connecticut College

President Shirley Lowe called the Business meeting to order at 12:01 PM with thanks to Connecticut College for being this year's hosts.

Minutes of the 2007 Annual Meeting MOV/SEC/UNAN

Memorial Tributes:

George Tracey

Presented by Kat Braden

George A. Tracy, 78, died bravely on Saturday, Sept. 8, 2007, at New London Hospital.

Born in Halifax, Nova Scotia, on April 11, 1929 Tracy was educated in the Halifax public schools. He went on to study and earn degrees at the University of King's College and at Dalhousie University in Halifax. In later years, he furthered his education at colleges in the United States and in the United Kingdom.

From 1950-52, Mr. Tracy taught at King's College School in Windsor, Nova Scotia. He then acquired a position as a teacher at St. Paul's School in Concord, where he taught Greek and Latin as well as Shakespearean studies for the remaining 40 years of his career. Following retirement from St. Paul's in 1992, he and his wife took up residence in New London.

A student of languages and literature all his life, Mr. Tracy went on to take and give courses at the Institute for Life Long Education at Dartmouth in Hanover and with Adventures in Learning in New London.

That Mr. Tracy only answered an inborn and insistent calling to teach would be admitted and proclaimed by anyone who met him. He passionately loved both the music and structure of language and communicated these passions to his students, colleagues and friends in ways that touched them deeply. An actor and orator of uncommon ability, Mr. Tracy used these skills to bring to life subjects considered ancient by others. As teacher, coach, colleague, husband, father, grandfather and friend, Mr. Tracy had a profound impact upon the lives of many people. His sharp wit and mastery of Shakespeare tantalized everyone around him to excellence.

A memorial service was held Saturday, Sept. 29, at 2 p.m. in the Chapel of St. Peter and St. Paul at St. Paul's School in Concord. It was the most beautiful service I have ever experienced, filled with George's *joie de vivre*.

It was an incredible privilege for me to have known George even briefly as I did, arriving at St Paul's School in 1989, late in his career. I worked with him in a Master Players' production that fall and sang my heart out with him in services. I was deeply saddened to learn of his cancer during my studies in Greece last summer. I had some of the grad students assist me in the exact right Greek passage to accompany my postcard of the race track at Olympia.

I wrote him a contrary to fact condolence when he lost his son Jonathan. I embroidered a bib for his first grandchild *Alimenta iacta (with understood sunt, erant, erunt.)*

I attended his memorial service last September and was enthralled to hear the tributes from so many young people. My favorite tribute was from a young scholar who predeceased him. She loved how he would throw the metal trash can to teach prepositions.

I remember his waxing eloquent with the most beautiful Romantic trilling at our CANE spoken Latin sessions. Heaven is a better place.

Very respectfully, Kat Braden

Barbara Palta
Presented by Sr. Mary Faith Dargan

(INSERT TEXT HERE)

Zeph Stewart
Presented by Jeff Henderson

Zeph Stewart, Andrew W. Mellon Professor of the Humanities Emeritus at Harvard University and Fellow of the American Academy of Arts and Sciences, died of complications from pneumonia following several years of declining health on December 1, 2007, one month short of his 87th birthday, at his home in Watertown, Massachusetts in the company of his gathered family. With Zeph's passing the world of classical studies mourns one of its most distinguished, influential, and admired figures, whose uncommon legacy lies not primarily in his published scholarship but in his broad and important contributions in leadership and service both scholarly and institutional, in the affection of his many students and colleagues worldwide, and in the hearts of his innumerable friends, including many of you here today.

The Harvard community has long regarded Zeph as "legendary" for his many contributions to the university's academic life, serving (among many other roles) as Department Chair, Director of the Center for Hellenic Studies in Washington, Trustee of the Episcopal Chaplaincy, Master of Lowell House. As Executive Trustee of the Loeb Classical Library for over 30 years, Zeph was responsible for saving the Library from insolvency, devising a successful renewal plan, greatly improving the scholarly quality of its volumes, and establishing the Loeb Classical Library Foundation, which offers generous fellowships to support classical research worldwide. Attentive Loeb readers will notice a lasting tribute to Zeph on the publication-data page of the newer volumes: "Composed in ZephGreek and ZephText."

Although Zeph was an American aristocrat both by family background and academic career, yet he had the common touch: an attractive interest in everyone he encountered, the great and the humble alike, and a natural inclination to find and focus on their good qualities; an indefatigable liking for bringing people together, with the tact and social graces that elicited the best in even the most socially challenged members of any gathering; deep learning and scholarly acumen worn lightly; firmly held standards and principles that lived easily with tolerance, openness, humor, and curiosity; and a remarkable record of professional achievements that always looked to be more the profession's than his own. Zeph had an extraordinary flair for facilitating social and intellectual collegiality among faculty within and outside his Department, so important for humanists, whose work can be so solitary. Though the soundest of academics, Zeph could be progressive, even radical, when change was called for: in concert with Diana, his accomplished and incomparably gracious wife of nearly 48 years, he pioneered important changes for undergraduates, such as reforming parietal rules, integrating faculty into the life of the houses, and taking the first steps toward the full integration of men and women in Harvard College.

When I was a graduate student I proposed to write a dissertation on indecent language in Attic comedy. Though this eventually became my first book, the proposal was very coolly received by the faculty: such topics had not yet become acceptable in classical scholarship, and indeed it had been only a few years since the U.S. obscenity laws were relaxed enough to allow such a publication, initially through a 1964 Supreme Court decision featuring brother Potter Stewart's famous remark in his concurring opinion on obscenity, "I know it when I see it." Zeph agreed to direct my dissertation when no one else cared to, even though this was a topic far from his own areas of expertise. Without him I doubt that I would have had the confidence, let alone the support, that I needed in order to succeed. I am hardly alone in having a story like this to tell.

Beyond Harvard, Zeph took an uncommonly active interest in supporting and encouraging classics at the college and secondary levels. At the national level he held eight different appointments in offices and committees of the American Philological Association as well as its presidency, and as Financial Trustee introduced important reforms that restored the fiscal health of the APA and helped pave the way to its first capital campaign, now underway. And of course he was a regular presence in the Classical Association of New England, which in 2000 bestowed on him its Barlow-Beach Award "for exceptional service to the Classics in New England," and in the Teachers of Classics in New England, in which he served in various administrative roles, including the presidency.

In the months since his death I have heard a few people remark that Zeph was no saint, though in his case one has to wonder. Perhaps it is enough to have lived such a happy and successful life, and to have done so much good for others. In 1957 Zeph wrote a letter to the *Harvard Crimson* recognizing a member of the janitorial staff soon to retire, who by his example "taught countless undergraduates the value of gentlemanly conduct and of directness and integrity for living a good life." On a grander scale but in an equally humble way, Zeph has done the same for all who knew him.

Jeffrey Henderson

Treasurer's Report: Ruth Breindel reported that the report is available in the Ann. Bull. She reminded members of JSTOR

Report of the Auditors : Thomas suits offered that he and Stephen Pingree found the reports to be in order.

Curator of Funds, Donna Lyons – Reports are also to be found in the Annual Bulletin, and the auditors have gone through them.

Scholarship Committee report: Ed deHoratius reported that application numbers were down this year. Three awardees this year:

- Endowment Scholarship- Amy White
- Coulter Scholarship- Edward Debou
- Poggioli Scholarship- Muzzy Kaselbash

Phinney Fellowship- John Higgins presented the award to Peter O'Sullivan.

Announcements of Presidential Appointments:
(INSERT LIST HERE)

Report on the Executive Committee Meeting: President Shirley Lowe thanked the members of the current Executive Committee for their service this year to CANE.

Discretionary funds: Cynthia Damon announced awardees' names (INSERT HERE)

CHANGES TO THE By-Laws MOV/SEC/UNAN

Nominating Committee: Cynthia Damon reported the slate of officers. (INSERT HERE)

Invitation to the 2009 Annual Meeting: Jacqueline Carlon invited CANE members to UMass Boston on 20 and 21 March 2009. Accommodations will be at the Doubletree Boston/Bayside.

Old Business: None

New Business: Donna Lyons reported that the Emporium Romanum had received a generous donation 219 early 20th century copper plates from Robert Wilhelm. This collection is a great and valuable treasure that CANE will make available for research. Donna presented Robert Wilhelm with a collection of letterpress images from the original plates.

Announcements:

CANE Summer Institute; John Higgins announced the summer program for 2008. Applications are available at the registration desk and online. Brochures are currently in the mail.

Means Fund Scholarships: Applications are due on 1 December of the preceding academic year.

Barker Fund Scholarships: see CANEweb.org

Joanne Silverberg of Conn College announced an AP Latin Institute at St. Johnsbury, VT this summer.

Sara Honig- events online at MAFLA.org

Jacqueline Carlon announced the Third Annual Latin Immersion Program this summer at UMass/Dartmouth.

Paula Chabot pled with the membership for four copies of Our Latin Heritage IV

Katie Ganino- Mass Class.org has a spring event at

E.O. Smith has openings for fall and spring teacher in the year ahead

Mount School in Perthshire VT is looking for a Latin teacher

Photos of recipients of scholarships- we need your picture for CANENS.

Richard Desrosiers announced the need for a Latin tutor in the Concord, MA area.

Adjourned at 12:57 PM

Classical Association of New England
Executive Committee Meeting
3 May 2008
The Rivers School

In Attendance :

Shirley Lowe, John McVey, Roger Travis, Ed deHoratius, Ruth Breindel, Donna Lyons, Kat Braden, Lydia Haile Fassett, Mike Girard, Jeremiah Mead, John Higgins, Rosemary A. Zurawel

Presidential Announcements:

1. Shirley Lowe wrote to the ACTFL Nominating chair and received an email from him and from Marty Abbott. ACTFL is reconfiguring its Board of Directors and will not be electing anyone new this coming November except for the office of the President-Elect. Marty again encouraged us to nominate Mark Pearsall next year when there will be an opening.
2. A letter was received from Sally Hatcher, Secretary of ACL, requesting that we officially notify her of the name of our delegate to the upcoming ACL Institute at UNH. This has been done.
2. Michael Narbonne from St. Sebastian's School spoke to Shirley Lowe during this year's Annual Meeting with a tentative inquiry regarding the possible hosting. Shirley Lowe wrote back suggesting the possibility of the 2011 or 2012 Annual Meeting. Discussion ensued concerning the need for formalizing the hosting of an annual meeting so that the six New England states can be left with some responsibility for hosting this most important event in the organization. Several suggestions concerning the ways in which the organization could charge State Representatives with the active seeking of venues.

Acceptance of the minutes of Executive Committee Meeting of 13 March 2008.
MOV/SEC/UNAN.

Acceptance of the minutes of the Annual Meeting. MOV/SEC/UNAN

Debriefing of the Annual Meeting:

Basically, attendees were really pleased with the quality of the workshops, happy with the Registration procedure.

A couple of suggestions : We should have a workshop on how to use JStor at the next meeting.

The meeting was also financially successful. \$15796.00 came in, expenses \$13172.44, so we realized a surplus currently of \$2623.56, with not all bills paid.

Roger Travis noted that paper sessions of 20 minutes per paper could be helpful in shortening the length of sessions. He would like to configure lengths that can be 15, 20, or even 40 minutes and have the flexibility to move some papers around. Ruth suggested that we alternate Saturday

afternoon sessions from workshops with a large presentation, such as a theatrical group or a numismatic presentation. John McVey recommended that longer sessions be aimed for the morning. This year's Business Meeting was too long due to announcements that were unanticipated. Shirley recommended that Roger issue a statement that should attendees wish to make an announcement should submit those announcements via email in advance.

Registration efficiency was discussed with recommendations made to Roger Travis. Cost for the Annual Meeting will need to continue to increase modestly each year, and with CANE subsidizing (via a generous benefactor) a small portion.

Passing the gavel after the closing, instead of at the end of the Business Meeting? Ruth remarked that if you close the conference at noon on Saturday, and then continuing the meetings seems odd. John suggested that if we call that moment, "Passing of the Gavel," instead of "Closing Ceremonies," makes more sense. Roger suggested "Installation of the New President with Resolution," could represent the summation, but still encourage continued attendance in the Saturday sessions. Shirley suggested that the ceremony be named, "Resolution," which found favor with the group.

Manual Resolutions as applicable to conference details. Members of the Exec. Com. Were instructed to send Shirley and suggestions for changes to the Manual no later than 15 June 2008. John McVey will print up a new Manual for the Fall Meeting.

Old Business:

Copper Plates: Museums, Prints, Sales. Sales went well at the Annual Meeting. Six binders were sold, three were distributed, and approximately 20 remain to be sold on the new website. Donna Lyons found in 1930s *Classical Outlook*, sources for the copper plates' prints. She has begun to research the artists. We were reminded that there is rich material herein for the next Annual Meeting.

Emporium: The Emporium is "huge and unwieldy" and despite interest from Kat, there is a lot of surplus. The recommendation is that we hold new T-shirts to one new design a year. Café Press is used by Lydia who told the group that a sample could be brought to meetings. We will not be putting shirts up on the website; instead a link to Café Press will be on line. This will reduce the inventory and perhaps help us get out of the T-shirt morass. Donna mentioned that the first T-Shirt design (Oedipus) in 1990 began as a grass roots effort to place text and art in the hands of students and teachers.

CEUs: Who is taking over? Kat Braden is ready and asked Donna to mentor her this year. Kat Braden said that it does make sense for the director of Educational Programs to do this work. CSI, in addition to the Annual Meeting, offers CEUs, so there are two rather busy time. She also mentioned that the Vergilian Society does not offer CEUs for their summer programs, but could CANE? The answer appears to be that CANE does not have authority to provide CEUs for the Vergilian Society.

Existing Web Design and progress with corrections: John McVey and Al Wooley have been working getting some consistency in the website. There are a number of glitches, including getting one image per page along with the Pdf files. The Executive Committee link, for example, has a link to an apartment advertising website. The discussion is about the website having gotten beyond us. We need a professional webmaster who can make changes. Ed deHoratius reminded us that like adding an accountant and a securities advisor, we may now have outgrown the current

practice. It was recommended that we investigate costs of hiring someone to fix and keep our website clean. Ruth will send information to Roger who will act as point person and inform the Executive Committee members. We should be able to register online for the Annual Meeting.

New Web Design and CANE Instructional Materials/ PayPal and use of credit cards for purchases: CANEpress.org is being designed where there are several layers. At the Press site, there will be an image of the book, a glance at contents, and a brief summary. The new "perfect binding" will replace the spiral binding of current stock. John McVey will provide the Executive Committee with a full report regarding pricing, shipping costs, and the PayPal connection. John Higgins raised the interest of having the CSI payments completed through PayPal. John McVey hopes that the website is up no later than August. John has asked for suggestions as we move forward with CANEpress.

Assessment: Ed deHoratius spoke about the APA initiative. "APA and ACL have authorized creation of a joint task force to develop standards for Latin teacher training- in essence, answers to the question, "What should a qualified Latin teacher know?" We talked a bit about the issue of assessment (of students) that "is breaking over all of us like a tidal wave," as Roger Travis mentioned. We agreed to table this topic until September.

CSI: John Higgins reported that there are 56 people have enrolled thus far; a high number. Two courses are already full. Some financial news: The Dalmas Foundation provided \$9100.00 in grant monies. Connecticut and New Hampshire have provided some funding, as well. John plans to have a follow-up workshop at the Annual Meeting in 2009. John hopes to gain some clarity about the Institute at our September meeting. He has some questions regarding representation of the Executive Committee, subventions that have been given to CSI, and other issues. We will discuss CANE providing some scholarship money for CSI>

Storage Facility: Ruth talked about her conversations with Phil Ambrose about his collection of CANE materials. Ruth recommends that we take all past Journals, scan them in, and save everything as electronic files. Ruth has everything post-1994, and is looking for previous Journals. Ed deHoratius suggested that we consider applying for NEH grant money for archiving purchases. At this time, we really do not find favor in renting a storage facility. This does represent a bigger issue regarding where the archives of CANE should be. We will continue this conversation.

Reimbursement for the Annual Meeting: Board members had expressed different ideas about what our funds can/should cover. Shirley talked about the importance of the personal time contributions to the members of the Executive committee. Both John Higgins and Roger Travis recollected that we had discussed covering the entire costs of the Annual Meeting. Ruth raised her concern that next year's hotel costs could run to \$3,000.00 per night. Shirley said that in her experience, ACTFL and MAFLA had provided Board members with reimbursements. Donna said that we have the funds to do this. Jere Mead recommended that we present this reimbursement question to the membership at large so that we display complete transparency in our activities. We have already voted at a previous meeting to pay for these two nights. At the September meeting, we will discuss moving forward on this. We could mention this at the Business meeting. A copy of the bill will be presented to Ruth for reimbursement for hotel costs.

New Business:

AP Latin Literature: There are lots of on-line petitions now. On LatinTeach, there is a letter posted and a reply. Ken Kitchell, Roger Travis, and a third, will present a session on advanced Latin and the demise of the literature exam. Ruth suggested that we send a letter from CANE in protest. We agreed that a letter, also printed in NECJ, could inform the membership that we responded. Roger Travis explained the ways in which UConn is certifying teachers as Early College Credit instructors. The courses are taught in high schools, earn UConn credit, and even transfer those credits. This was offered as an example of positive steps. It was agreed that a letter would be crafted by Shirley, Roger, and Jere.

Treasurer's Report: Providence College will no longer pay postage for NECJ; approximately \$4000.00. Ruth recommends that we consider an increase in membership dues to take care of the difference in expenses. If we raise domestic dues by \$5.00 and overseas dues by \$10.00, we would cover the costs. The next NECJ should carry the announcement of dues increases for the next year. Finnegan-Plante money is hard to give away. The CANE Book Sale this year only yielded \$1178.00, down from last year. CANE Instructional Materials has already earned \$5000.00 this year. CSI 2007: Dartmouth costs are still uncertain. Also, the new Secretary of the Department has deposited the registration money into the Dartmouth accounts. Approximately 1/10 of the membership has JStor access.

In September, perhaps we could provide an overview of our structure for the jobs and responsibilities for the entire year.

Jere Mead asked if there would be any purpose for the President-elect to be a member of States' organizations. Roger Travis said that he would hesitate to make it a requirement of the position. It is a form of outreach that we have not always done, but interesting to pursue.

Connecticut is changing the process for teacher certification; the portfolio in particular. Latin has been under scrutiny for exclusion from World Language curriculum. The State Board of Education requires two years of language study. This currently at the legislature.

Next year's meetings: 9/27, 1/31 (snow: 2/7), and 5/2

Annual Meeting: 20, 21 March 2009 at UMass, Boston.

With a sound round of applause, we thanked Shirley Lowe for a great year as President. She adjourned the meeting at 1:22 PM.

Respectfully submitted,

Rosemary A. Zurawel
Executive Secretary