



American Philological Association

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LETTER FROM THE PRESIDENT

In early 18th century England, Alexander Pope's translation of the *Iliad* was a national event. It netted him increased fame, financial security, and a lifelong quarrel with Addison. Undertaken with the support of a subscriptions list, and issued *seriatim* from 1715-1720, it was so openly a work-in-progress that one of the poet's patron subscribers hung over his shoulder making sug-

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gestions for his lines.¹ As a poet Pope himself had abundant ideas concerning Homer's "rich invention", the *vivida vis animi* whose Iliadic embodiment he celebrated in his "Preface" with a plethora of metaphors, characterizing the poem as "a wild paradise", "a copious nursery which contains the seeds and first productions of every kind", a narrative that "grows in the progress both upon himself and others, and becomes on fire, like a chariot wheel, by its own rapidity."² Whether Pope's Greek was really sufficient to all the challenges posed by the text may have been a valid question, however, as Samuel Johnson declared in his *Life*, although the 25 year old poet was not very likely to have "overflowed with Greek, when he felt himself deficient he sought assistance, and what man of learning would refuse to help him?"³ All the same that most learned of the learned, Richard Bentley, famously remarked "It is a very pretty poem Mr. Pope but you musn't call it Homer."⁴

Certainly no Classicist viewer of last spring's *Troy* film, whose considerable advance publicity made it at least a minor national event, was ready to call the production "Homer", nor was the show so pretentious as to arrogate that identity to itself, but merely claimed to be "inspired" by the *Iliad*. Nonetheless the current DVD review on one web site posits a certain fidelity in stating despite "one or two alterations to the original story the script sticks pretty much to the accepted version."⁵ *Quod erat demonstrandum*.

¹ Samuel Johnson, "Lives of the Poets: Alexander Pope" in *Samuel Johnson: Selected Poetry and Prose*, edited with an introduction and notes by Frank Brady and W.K. Wimsatt, Berkeley, 1977. 486-499.

² "Preface to the *Iliad*". In Maynard Mack, ed. *Poems of Alexander Pope*, Vol. VII, translation of Homer, *The Iliad*, New Haven, 1967. 3-5.

³ Johnson's "Lives". 488.

⁴ As cited by Brady and Wimsatt, 1977. 538, n. 78. But perhaps he was only rumored to have said it.

⁵ <http://www.tiscali.co.uk/entertainment/film/reviews/troy.html>

See **PRESIDENT** on page 2

PRESIDENT from front cover

Hardly prone to turn a cold shoulder to the reflection of our subject in popular culture, many of our colleagues have already gone on record with their evaluations. A quick response panel organized for last January's meeting in Boston by the Division of Outreach is being prepared for publication. Two abstracts mounted on the APA web site give glimpses of content and opinion. Nicholas Lowe of Royal Holloway follows the screenwriter's account of working through thirty-five drafts of his "stripped down version" including some last minute omissions of Homeric material.⁶ Sandra Joshel of the University of Washington remarks on the film's box-office failure but speculates concerning its afterlife on DVD and the sort of use to be made in the classroom which she finds "troubling because of the film's appeal to distinctly unHomeric and contemporary popular political and sexual notions" airing in other films of Summer 2004.⁷

For us indeed the classroom is what counts since these films have the potential to act upon our students' engagement with their subjects with an immediacy or directness probably surpassing the more seasoned perspective of their teachers. Some sense of these responses recently became available to me as a reader for a set of essays on Classical cinema written by fourteen students in the CAMWS region who were nominated by their departments to apply for that Association's undergraduate Manson Stewart Scholarships. I thank these student writers for permission to cite and quote from their work.

With a rubric that included not only *Troy* but also *Gladiator* and the more recent *Alexander* students were asked to answer some or all of four questions: How much did they believe that the films' inaccuracies mattered? Had they personally recommended them to friends? What features they might like to change? Finally were these productions more beneficial or damaging to the cause of Classical Studies? Not being asked to air their opinions on violence or the relevance to current life, almost none of them touched on the former and only a few obliquely on the latter. With the exception of one student who

found his allegiance to the Classics "insulted" by the films, the overall sentiment was affirmative with a majority consensus that any focus of public attention on the worlds of Greece and Rome must in some way or other be salutary for the classical field. Not only had the respondents seen them but also recommended them to friends and family. But no one expressed these opinions without reservations, some of which may point towards the value of films for classroom use.

Two of the viewers, Samuel J. Adams of the University of Georgia and Joshua Smith of Chapel Hill, responded with divided opinions, both rating the portrayal of the Roman world in *Gladiator* as superior to that of *Troy*'s archaic Greece. Adams thought that non-Classical viewers could more readily recognize the conspicuous fictionality of *Gladiator*; while at the same time the film gave some sense of what it might have been like to live amid imperial Rome. He summed up his view in a manner coincident with S. Joshel when he remarks that the impressions taken away by non-classical audiences are his chief concern. "What", he shuddered to think, "if a student assigned to read the *Iliad* should simply rent *Troy* instead? That student would go away without a clue." The real problem he notes "rests with audiences who are willing to settle for a quick two-hour sensationalist view of the classical world rather than exploring all there is to know." All the same, instructive dialogue can correct misimpressions and he himself recommends *Troy* to friends in hope of steering them towards reading the poem for themselves.

Most critical of all viewers, perhaps, Sailakshmi Ramgopal of Northwestern, who had spent her fall semester at the Rome Intercollegiate Center, criticized both films for their "simplistic reduction of ancient cultures to communities of amoral individuals thereby weakening the audiences' understanding of the complex peoples of ancient Rome and the characters of the *Iliad*." Not at all satisfied with the Roman environment of *Gladiator*, she sympathized with the disillusioned protagonist Maximus' condemnation of aristocratic wealth and the bloodlust of the populace, yet this one-sidedly amoral culture he is given to confront "makes it difficult for the audience to view ancient Rome as a location for complex thinking as a function of its history." Although the film gave Marcus Aurelius a thoughtful characterization, the intellectual depth of his era might have been enriched by some introduction of the Second Sophistic. A more complex view

⁶ Nick Lowe, "Writing Troy" <http://www.apaclassics.org/AnnualMeeting/05mtg/abstracts/lowe.html>

⁷ Sandra R. Joshel, "Troy and the Summer of 2004," <http://www.apaclassics.org/AnnualMeeting/05mtg/abstracts/joshel.html>

of Roman culture could have “made the film more challenging for its viewers, without detracting from its appeal, and would have strengthened its own position in decrying the mores of Rome.” About *Troy* Ms. Ramgopal pointed out that Achilles’ conflicted relationship with a desire for glory and his disappointment with the heroic code is staged without a context of Greek thought concerning *kleos* or *time*. His fellow Greeks are barbarous. From her point of view the films should not be recommended to anyone other than people with prior knowledge of ancient history and culture.

Daniel Walin of Baylor had also strong objections to the “gross, almost intolerable inaccuracies” of the *Troy* film which he illustrated specifically with reference to Hector’s defensive interference in the duel between Paris and Menelaus which he called wholly opposite to the Homeric hero’s disgust with his brother. Retrospectively, however, he revealed a younger self, less knowledgeable about the Classical world, who was fascinated by the Roman world and the story of *Gladiator*. Even in those days, he was motivated by the shocking sight of Emperor Commodus in the arena to “do some light research”, and satisfied himself that this detail at least was not falsified. Thus he said he was “interested without being deceived, yet the film must have deceived many thousands of gullible persons who may still believe in its historicity.”

As Martin Winkler’s collection of essays can show, thoroughgoing critiques of *Gladiator* require a fairly detailed research knowledge of Roman border policies and arena practices.⁸ As a sometime teacher of Roman culture who only reluctantly incorporates arena spectacle into the course content, I myself was shocked by scenes in which a single combatant faced ridiculous odds, and found myself defending Roman practices as favoring fairer and less sanguinary fights, for which David Potter’s treatment now provides a good resource.⁹ The significant difference between our two bookbusters is that less expertly informed mediation is needed to assess *Troy*. Alissa Whitmore of the University of Iowa was one of several who missed the introduction of the gods into the story-line, but she found her opportunity to correct all the errors and omissions while returning home with her

family from a theater 45 minutes away as she spent the drive in explaining all the background and what really happened to everyone in the end. From her experience the movies are a good teaching tool. Kate Fedewa of Michigan State had no trouble endorsing the films for a different reason, because “ancient stories already provided a myriad of contradictory plots and character representations to residents of different locations in the Classical World.” For illustration, she cites the mutually discrepant interpretations of Helen in Homer and Hesiod as well as her Euripidean incarnation as a “Trojan mirage” and she goes on to note that “inaccurate versions of the ancient world have been used throughout Western history.” Mary Pawlowsky of the University of Dallas, currently spending her semester in Rome, also noted the variability of *mythoi* in Classical literary incarnations as she compared cinematic to oral tradition but deplored the disappearance of ideas behind the stories. In her ideal cinematic world both producers and others responsible would read texts carefully, looking not just for plots but also themes. Only, as she proposes, “good attention of this kind can make the films really relevant to our own experience.” Heidi Draayer of Creighton University, was willing to overlook some exaggerations for the sake of a good story on the grounds that such a story “might motivate its audience to pursue their newly-created interest and uncover the truth for themselves.” Ms Draayer remembers *Ben Hur* as a favorite film of her childhood that was influential in leading her to Classics and then into a Greek major. Indeed, seeing the impersonations of Seneca and Petronius in *Quo Vadis* after a year of junior high school Latin may have been my first technicolor view of senatorial purple stripe togas. Although those two have never been my priority authors, I remembered the ironic cool of Petronius’ response to Nero when I came to read the *Cena Trimalchionis* with Berthe Marti.

So what is a good film from the “Classical Insiders” point of view? Although each of our respondents had his or her ideal epic cinema, their responses to *Troy* were in varying degrees only a version of the disappointment that readers commonly experience when their imaginary images are replaced by the limitations of the screen. When Sally Davis and I saw *Troy* last spring during my D.C. sabbatical, we just gave up and found it hilarious (but what would you expect from Latinists?) Were I remaking the film I would, in the first place, change the chronological structure to begin as Horace prescribes

(continued on the next page)

⁸ M. Winkler, ed. *Gladiator: Film and History*, London, 2004.

⁹ David Potter, “Gladiators and Blood Sport,” in Winkler, 2004. 73-86.

in medias res with episodic flashbacks, and would write in the war weariness that weighs upon both armies in the siege. For pedagogical purposes a good Classical film may be any representation that stirs up controversy, and while inevitably sending off its viewers dissatisfied, indignant, or both, has the accompanying effect of sharpening their own thoughts. Interestingly almost no student essayist mentioned *Alexander* whose much vaunted efforts at accuracy played out, as witnessed Peter Green, in a “cavalier indifference to chronology and historical proportion”, and stirred up primarily indifference: “You end by wondering why on earth anyone would have followed this man to the pub, let alone eleven years of brutal campaigning”¹⁰ Actually I rather liked it, except for the parts involving snakes. But now (undocumented) rumor has it that BOUDICCA is about to ride forth. Let fiction reign!

Eleanor Winsor Leach
President

¹⁰ Peter Green, “Alexander: his mother made him do it,” *TLS* #5312. 21 January 2005. 16-17.

REPORT OF THE PLACEMENT COMMITTEE

This annual report deals with issues that will not be covered in the triennial report of the Committee on the Status of Women and Minority Groups. A slightly longer version of this report with supporting tables and figures appears on the APA web site: <http://www.apaclassics.org/profmat/profmatters.html>.

The Status of the Job Market

In 2003-2004, 124 institutions registered with the Placement Service. Of these, only 52 (42%) used the Service not only to advertise their positions but also to schedule interviews during the convention, down from 45% the previous year; 29 (23%) published ads after the convention; and 43 (35%) either did not attend the convention or scheduled their own interviews (see Table 3). By not signing up for the Placement Service’s comprehensive service (central scheduling and use of interview facilities), these institutions saved the comparatively small sum of \$200. For the future, they may want to consider that they not only complicated the scheduling process for everyone involved, they also ran the risk of alienating their top applicants. On our surveys after the convention, job candidates regularly complain about prob-

lems with individual scheduling and about the inappropriate interviewing sites some of these institutions choose, such as hotel bars.

362 candidates were registered with the Placement Service in 2003-2004 (57% male and 43% female), about the same number as in 2002-2003 (359). The gender breakdown is also comparable to earlier years (60/40% in 2002-2003 and 57/43% in 2001-2002). Of these 362 candidates, only 292 (81%) actually attended the 2004 Annual Meeting. The gender breakdown of attendees (59% male; 41% female) was again similar to earlier years.

The number of advertised positions continued to fall for the second year in a row. In 2003-2004, a total of 165 positions were advertised (155 definite, 10 possible). If we add only 2/3 of the possible positions to the number of definite positions, this means that there was an estimated total of 162 vacancies (compared to 173 the previous year). Despite this drop in available positions, however, the job market, which peaked at 197 vacancies in 2001-2002, is still far better than in the mid-1990s.

The ratio of candidates (362) to estimated vacancies (162) was **2.23**. This ratio is less positive than last year’s **2.08** and the **1.82** ratio of 2001-2002 but still better than it was at most times during the last twenty years.

In addition to tracking interviews, the Joint Committee on Placement also compiles statistics on hiring. Thus we know that not all advertised positions were filled and not all positions that were filled went to Placement Service candidates. As a consequence, the relatively positive ratios mentioned above appear not quite as good when we look at the numbers of candidates registered with the Placement Service who were actually hired.

In 2003-2004, we were able to ascertain the outcome of 163 searches. In two cases, however, even persistent follow-up with the advertising institutions did not yield a response. Of the 163 searches whose outcome was known, only 137 (84%) were filled by classicists (11 were canceled or not filled, 6 searches are ongoing, and 9 positions went to people in other fields). These numbers are slightly better than in 2002-2003 (135 or 75% of all advertised positions), but considerably lower than the 161 and 163 advertised positions filled by classicists in the two years before.

If we include not only the 146 positions advertised with the Placement Service that were filled but also unadvertised hires reported to APA and AIA and information about hires reported on the candidates' survey, we get a fuller picture of the actual job market in Classics. In 2003-2004, we learned about a total of 163 hires of classicists. Of these, 151 hires were announced by name to the AIA and APA, and 12 additional positions were indicated anonymously on the candidates' survey. This compares to 175 hires in 2002-2003, 167 in 2001-2002, and 209 in 2000-2001.

A significant percentage of these positions, 65 or 40%, were obtained by classicists who were not enrolled with the Placement Service. This compares to 49 (28%) in 2002-2003, 47 (28%) in 2001-2002, and 66 (32%) in 2000-2001. Of all candidates registered with the Placement Service, only 98 (27% of all candidates, 34% of all attendees) were successful in finding new academic employment. Matching all known hires of Placement Service registrants against the number of registered candidates yields a ratio of **3.69**. Comparable ratios for previous years are **2.85** in 2002-2003, **2.99** in 2001-2002 and **2.48** in 2000-2001. Of the 163 positions whose status is known, 73 were tenure-track positions (up from only 66 in 2002-2003); 24 (33%) of these went to individuals not registered with the Placement Service. That means, that only 14% of registered candidates or 17% of registered attendees obtained tenure-track positions. Thus, the ratio of Placement Service candidates to tenure-track positions obtained by these candidates was only **7.39**. In comparison, in previous years these ratios were **7.04** (2002-2003), **7.18** (2001-2002), and **6.12** (2000-2001).

While these numbers paint a rather bleak picture overall, the statistics also suggest that it pays off for candidates to register with the Placement Service. 74% of all assistant professor and 67% of all associate professor positions filled in 2003-2004 went to Placement Service candidates. All 16 full professor positions on offer were filled with non-registered candidates. Despite this fact, Placement Service candidates still obtained 62% of all tenure-track positions overall. Thus, more desirable positions below the rank of full professor predominantly go to Placement Service candidates.

Employment Status of Candidates

111 (31%) of the 362 candidates in 2003-2004 were

graduate students. A further 13% did not indicate academic employment (2% were employed outside of academia, 3% were unemployed, and 8% did not respond to the question). The remaining candidates all had some form of academic employment: 108 (30%) in full-time temporary positions, 47 (13%) in part-time positions, 30 (8%) in full-time tenure-track positions, 12 (3%) in tenured positions, and 7 (2%) in full-time pre-college teaching. Thus, nearly half of the 362 candidates (43%) were struggling in temporary college teaching positions. Unsurprisingly, these groups also tended to apply for the most positions: 61% of those in full-time temporary positions applied for over 10 jobs and 32% of those in part-time positions did so. The only other groups with high rates of job applications were graduate students (47% of whom applied for more than 10 jobs) and the unemployed (50%). For applicants under 40, more applications tended to generate more interviews. A high number of publications, however, did not necessarily guarantee more interviews.

Graduate students fared best in their quest for employment, with 38% gaining new positions (13% tenure-track), followed by those with full-time temporary positions at 33% new positions (22% tenure-track). Of part-time faculty, 21% obtained new positions (11% tenure-track); 13% of all full-time tenure-track faculty similarly secured new positions but only 10% managed to get another tenure-track job. Finally, only 2 of the individuals who indicated that they were previously unemployed found academic employment (17%, 8% tenure-track). Almost all of these percentages are slightly lower than in 2002-2003; the distribution of new positions over the different kinds of employment categories, however, has remained the same.

Citizenship/Residency

Of the 292 Placement Service candidates who attended the meeting, the largest group were US citizens (71%), followed by US residents (8%) and Canadian citizens (5%). Non-North-American nationals holding degrees from foreign institutions made up 5% of the field, while non-North-American nationals with degrees from US institutions made up 4%. US residents obtained the highest interview rate (3.5), followed by Canadian citizens (3.3). In terms of actual hires, US citizens secured the most positions (72; 34 tenure-track). Still, that means that only 28% of all candidates with US citizenship actually found employment. Foreign-born US residents,

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who gained 10 positions (4 tenure-track), were comparatively more successful since 42% of these applicants were hired. Canadian citizens, 41% of whom found a job, fared equally well, with 6 tenure-track and 1 temporary position. In contrast, only 14% of all non-North-American nationals with foreign degrees got a job, but all of these three positions were tenure track. Non-North-American nationals with US degrees did only slightly better: 17% found employment, one a temporary job, one a tenure-track position. Another 4 positions (1 tenure-track) went to candidates who refused to answer the question about their citizenship. Unfortunately, while these statistics are able to show trends, they are far from comprehensive since we do not have any such information about the considerable number of successful candidates (65 or 40%) who did not register with the Placement Service.

Year of Doctorate and Doctoral Institution

A high proportion of candidates attending the 2004 Annual Meeting either expected their Ph.D. in 2004 (89, or 30%) or had received it in 2003 (61, or 21%). Other degree years were represented as follows: 2002: 25 candidates (9%); 2001: 18 (6%); 2000: 13 (4%); 1999: 12 (4%). The degrees of 9% of registered candidates went further back; 8% gave no response. As one would expect, candidates who had graduated two years before the convention and had probably gathered some teaching experience in the meantime had a slight advantage. These 2002 graduates obtained on average 3.4 interviews, as opposed to 2.6 interviews for 2003 Ph.D.s and 2.4 interviews for A.B.D.s who expected their Ph.D. in 2004. A number of candidates with earlier degrees, however, were even more successful than many recent Ph.D.s, except that the numbers are too small to be statistically relevant. Larger institutions typically dominated the lists of interview and hiring rates for their students.

Association Membership and Placement Service Use

As in 2001-2002, APA members had a clear advantage both in average number of interviews and in hiring rates. Whereas AIA members obtained an average of only 1.2 interviews, APA members had an interview rate of 2.9. Joint members of both associations scored on average 1.1 interviews. In 2002-2003, however, AIA members had actually fared better than everyone else, with 3.1 interviews in comparison to 2.8 for APA members and 1.7 for members of both associations. In another marked difference to 2002-2003, fewer candidates in each cat-

egory found new employment in 2003-2004: 22% of AIA members were hired, but only 10% were offered tenure-track positions. Members of both associations got positions at the rate of 26% (11% tenure-track), members of the APA alone at the rate of 28% (15% tenure-track).

Candidates who had used the Placement Service once previously obtained the most interviews (3.0), closely followed by those who had been on the market twice (2.8) or three-times before (2.7). First-time applicants had an interview rate of 2.2, while veteran job seekers (4 or more previous searches) had a rate of 1.7.

A similar pattern existed in hiring rates, with 39% of two-time users of the Placement Service obtaining new academic positions, closely followed by first-time users with 30%. Only 8% of new applicants, however, obtained tenure-track jobs, while 23% of two-time users and 17% of those who had used the Service three-times did so.

In conclusion, the job market for classicists continues to be a buyer's market. In the last two years, academic positions have become even harder to come by. At the same time, the situation for job candidates is still considerably better than it was in the mid-nineties. In 1994-1995, for example, there were only 122 vacancies compared to the 165 positions advertised in 2003-2004. It remains crucial, however, that we continue to monitor the situation carefully. The Joint Committee on Placement has gathered these data over the last decades to provide both institutions and job candidates with an accurate picture of the job market in Classics. This information shows job candidates what they have to offer in order to compete successfully in a tight job market. It also assists doctoral programs in the preparation and placement of recent graduates. Finally, it gives advisors at four-year colleges a helpful tool to discuss the employment opportunities in Classics with potential graduate students.

In view of this, the Committee calls on both institutions and candidates to support our efforts to gather comprehensive and accurate statistics about placement and hiring. Unfortunately, the high number of job candidates who do not register with the Placement Service hinders this worthwhile endeavour. Thus, the Placement Committee strongly urges job-seekers to enroll with the Place-

ment Service and encourages Graduate Programs to remind their students of the benefits and protections provided by the Service. Placement Service candidates are the first to be notified of positions, they enjoy convenient central scheduling of interviews, and they are interviewed in professional interviewing facilities (as opposed to hotel bars and bedrooms). The more complete and precise our statistics, the more helpful they will be to institutions and individuals as they plan for the future.

Ortwin Knorr

Willamette University

On behalf of the Joint Committee on Placement, APA Division of Professional Matters, April 2005

CAUCUS OF NORTH AMERICAN CLASSICS ASSOCIATIONS

Each year at the annual meeting, the APA hosts a meeting of representatives of national and regional classics associations. This is always a useful opportunity to discuss issues of mutual concern and to organize collaborative efforts. The APA conducts a variety programs, but it cannot serve all the needs of all classicists everywhere in North America. Each of the members of the Caucus serves at least a unique geographical or programmatic niche, and at last January's meeting, we agreed it would be useful to make sure that APA members were aware of the activities of other societies in the field. Several have submitted short descriptions of their groups for publication below, and APA Web Editor Robin Mitchell-Boyask maintains a useful set of links to an extensive list of classics groups: <http://www.apaclassics.org/Classics/groups.html>.

Adam D. Blistein

Executive Director



The **Classical Association of Canada/Société Canadienne des Études Classiques** was founded in 1947 as a national non-profit organization. Its official languages are English and French. It aims to promote the study of the civilizations of the Greek and Roman world, their later influence, and their creative presence in modern culture, along with the teaching of classical languages and civilizations, the publication of research in classical studies, public awareness of the contribution and importance of classical studies in education and public

life, and the academic welfare of classical studies in Canada. Amongst other things the Association organizes an annual conference; publishes two national journals (*Phoenix* and *Mouseion*); administers competitions and awards for students; maintains a Women's Network and an electronic website, newsletter (*The Canadian Classical Bulletin*), and Directory of Canadian classical scholars and programs; and liaises with regional associations and national and international bodies such as the Canadian Federation for the Humanities and Social Sciences, the Canadian Institute in Athens, and the Fédération Internationale des Études Classiques.

Complete information and contacts are available on the Association's website (<http://www.usask.ca/classics/cac/index.html>).

Martin Cropp

President



The mission of the **Classical Association of the Atlantic States (CAAS)**, founded in 1907, is to strengthen teaching and research and foster public support for the languages, civilizations, and cultures of ancient Greece and Rome in the mid-Atlantic region (Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania). CAAS offers an annual fall meeting in the region during Columbus Day weekend. Besides papers and panels on many classical topics, these meetings are notable for their sessions on new directions in teaching and research and for their discussions and workshops on professional issues such as the state of Classics in other countries, preparation of professional abstracts, etc. All members receive the association's journal, *Classical World*, which publishes articles and reviews for "the scholarly teacher and the teaching scholar." Among the journal's unique features are regular surveys of textbooks and audio-visual materials in Classics. The Hahn Rome/Athens scholarship offers substantial support to a CAAS member for summer study abroad, and CAAS also provides grants for many different types of public projects promoting the Classics. More information about CAAS is available on its website (<http://www.caas-cw.org/>). Individuals can join the association or renew their membership online through the Philosophy Documentation Center (<http://www.pdcnet.org/classical.html>). Questions should be directed to Executive Director Robert Boughner

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(r.boughn@usip.edu) or current President Barbara McManus (bmcmanus@cnr.edu).

Barbara F. McManus
President



The **Classical Association of New England** will celebrate its centennial on March 17 and 18, 2006 at the University of Massachusetts, Amherst Campus. Founded to promote the study of Classics and to provide opportunities for collegiality among teachers at all levels, CANE now has more than 800 members, two thirds of whom teach in the schools and one third at the college level.

Publication activities of the organization are centered upon the *New England Classical Journal*, which publishes quarterly juried scholarship, essays, reviews and pedagogical material. In addition, CANE Instructional Materials offers a wide variety of Greek and Latin pedagogical resources, including shorter texts and commentaries that are difficult to find elsewhere.

Besides its annual meeting with both academic papers and pedagogical workshops, CANE offers a yearly Summer Institute, which provides a series of courses examining the art, history, literature, philosophy, and other aspects of Greek and Roman culture and is intended to show how the ancient world is reflected in the modern one. Those attending always include teachers from disciplines outside of Classics and frequently individuals from other professions.

CANE holds an annual writing contest for secondary school students and presents awards for service to the organization (The Barlow-Beach Award), secondary school teaching (The Wiencke Award), and student research (The Student Prize).

CANE provides a number of scholarships and grants: for study at the American Academy of Rome and other academic programs or travel, for classroom materials, for certification/licensure and for educational programs offered by other organizations or individuals in New England. Finally CANE oversees the Phinney Fellowship, whose purpose is to create new secondary school programs for the study of Ancient Greek.

For more information, see CANE's website, www.caneweb.org or contact its President Jacqueline Carlon at jcarlon@att.net or President-Elect John McVey at j.mcvey@rivers.org.

Jacqueline Carlon
President



The **Classical Association of the Middle West and South (CAMWS)** was founded at the University of Chicago in 1905 "for the advancement of classical scholarship, teaching, and appreciation." With 1500 members, from 31 states and 3 Canadian provinces, and an endowment approaching half a million dollars, it is the largest of the regional classics organizations in North America. Each year it publishes four issues of *The Classical Journal (CJ)* and three issues of the *CAMWS Newsletter*. CAMWS meets annually in April; the Southern Section of CAMWS meets biennially in the fall.

Among the awards presented by CAMWS are cash and book prizes for high-school students excelling on a Latin translation exam, scholarships for undergraduates majoring in classics, grants to support summer study abroad, teacher training, or travel to a CAMWS meeting, two teaching awards (secondary school and college), a first book prize, a prize for the best paper given by a graduate student at the annual meeting, *ovationes* for service by CAMWS members, and a special service award.

Among the most active of CAMWS committees is the Committee for the Promotion of Latin (CPL). Working through its 34 state/provincial vice-presidents and 10 regional vice-presidents, it distributes grant money and promotional materials and publishes two issues per year of *CPL Forum Online*, an electronic journal on Latin pedagogy.

The current CAMWS President is Susan Martin, Dept. of Classics, University of Tennessee, 1101 McClung Tower, Knoxville, TN 37996-0413; 865-974-6152; sdmartin@utk.edu. She presides over an Executive Committee that meets twice a year.

The CAMWS Business Office is run by Anne Groton, Secretary-Treasurer (Dept. of Classics, St. Olaf College, 1520 St. Olaf Ave., Northfield, MN 55057-1098; 507-646-3387; fax 507-646-3732; groton@stolaf.edu),

and Sue Newland, her administrative assistant (507-646-3872; newlands@stolaf.edu). Doug Olson edits *CJ*; John Thorburn edits the newsletter; Sam Huskey serves as Webmaster: <http://www.camws.org/>.

Anne Groton
Secretary Treasurer



The **Classical Association of the Pacific Northwest (CAPN)** bridges the border between the United States and Canada, collecting together the classicists of Washington, Oregon, Montana, Idaho and British Columbia. We have about 70 active members, including a number from outside the region. Our annual meeting, in February or March, provides a relaxed venue for participants to share their ideas, and, every third year or so, is joined with CACW's annual meeting. Our 2006 conference will be at Reed College in Portland.

School teachers are a significant part of our constituency: many are members, and close links are maintained with others through university outreach programs; our scholarship fund is targeted at aspiring teachers; we have just instituted an award recognizing distinguished teachers; and we feature panels on teaching at our annual meetings.

We are especially concerned with maintaining Latin in secondary schools in the region. In some areas, Latin is flourishing – in Boise the certification program run by Charles Odahl of Boise State has had great results. In other states, however, while Latin may thrive in private, parochial and home schools, various factors are undermining Latin teaching in the public sector: the difficulty, expense and even availability of accreditation; the difficulty of transferring in accreditation from other states; pressure from the Education Schools to accredit in Latin and a second subject, and not just in Latin; and the unwillingness of schools to replace retired teachers, even when their programs are highly successful. Various CAPN members are working on these problems; CAPN's role is to help them by gathering and sharing data and by representing the region's classicists when representations are made to state education boards.

Our website is at <http://darkwing.uoregon.edu/~mwilson/capn/>, and further inquiries can be sent to the Treasurer (Nigel Nicholson, Reed College, via e-mail at

nigel.nicholson@reed.edu), or the Secretary (Malcolm Wilson, University of Oregon, mwilson@uoregon.com).

Nigel Nicholson
Treasurer

**SUBMIT AN ENTRY TO L'ANNÉE PHILOLOGIQUE
ON THE INTERNET**

The APA is happy to announce a new opportunity for scholars to **contribute to classical bibliography** by posting publication information on the **self-submission web site** of *L'Année philologique on the Internet*.

The following types of entries are particularly welcomed:

- Monographs, edited books, conference proceedings;
- Book sections or articles appearing in collections such as *Acta* or *Festschriften*;
- Journal articles appearing in any journal **not excerpted** by *L'Année philologique*. (For a list of excerpted journals, see http://www.annee-philologique.com/apha/Aph_journals.pdf)

The publication must be **relevant** to *L'Année philologique*. Geographically the bibliography encompasses all regions that had any relations with Greece or Rome. Chronologically it includes works dealing with proto-history, to the extent that they relate to the origins of the Greek or Roman civilizations; and with the Middle Ages (to the middle of the 8th century) insofar as they concern the classical heritage.

The data posted will be checked and edited under the responsibility of the American Office and then added to a database searchable within *L'Année philologique*.

To access the self-submission web site you need to enter the site of *L'Année philologique on the Internet* (<http://www.annee-philologique.com/aph/>) and then click on "Submit a record" on the navigation bar to the left. The first time you visit the site you will be asked to register and to define a login and a password. Once logged on, you can create as many records as you want. They will be edited and eventually searchable on *L'Année philologique on the Internet*. This process will normally take about a week.

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L'Annee philologique on the Internet is published by the Société Internationale de Bibliographie Classique, under the direction of Éric Rebillard, with the American Philological Association and the Database of Classical Bibliography. We gratefully acknowledge a grant from the Andrew W. Mellon Foundation which is making the self-submission web site possible.

ROUNDTABLE DISCUSSION SESSION IN MONTREAL

**2006 Annual Meeting:
Deadline for Proposals for Roundtable
Discussion Session Extended**

This 90-minute joint session with the AIA consists of a number of tables devoted to discussions of a variety of topics, with at least one discussion leader for each topic. Members are invited to propose themselves as roundtable discussion leaders. Topics may be the leader's area of scholarly interest or an issue important to the profession. Since certain topics lend themselves to presentation by more than one leader, proposals for multiple leaders are welcome. The Program Committee believes that these sessions can provide an excellent opportunity for younger registrants (both graduate students and recent Ph.D.'s) to interact with established scholars in a less formal environment than a session or a job interview. Leadership of a roundtable discussion does not count as an "appearance" on the annual meeting program; *i.e.*, roundtable leaders may present a paper or serve as a respondent in an APA paper session.

The Program Committee invites members to submit brief (50-100 word) descriptions of a suitable topic for a roundtable. These submissions for the annual meeting in Montreal should be sent to the Executive Director's Office by **September 2, 2005**.

**A CALL FOR SINGERS FOR THE
2006 APA MEETING IN MONTREAL**

For several years now, the APA Committee for Ancient and Modern Performance has sponsored a dramatic reading of some work based on a classical theme. In 2006, we will showcase the singing talent within our profession by producing a staged reading and singing of Gilbert and Sullivan's first collaboration, *Thespis*, or *The*

Gods Grown Old (1871). Gilbert's libretto and book are extant, but only two of Sullivan's songs. Alan Riley Jones, music director for the Durham Savoyards, Ltd. of Durham NC, has composed Sullivan-esque music for Gilbert's libretto, and the result is a fine piece of comic operetta written for a semi-professional Gilbert and Sullivan Society. Mr. Jones has kindly allowed us to perform this operetta, which will be presented oratorio-style, with book in-hand and minimal blocking and costuming, on Friday January 6, 2006. John Starks (Director) has directed and performed in several musicals and operettas, and John Given (Producer) has significant choral and solo experience, so we plan to multi-task on this unprecedented fusion of our classical and musical talents. Now we need an equally eager and able cast that wants to share in this evening of fun entertainment.

Synopsis: The Olympians have aged and feel the need to examine their status among mortals. They trade places for a year with Thespis' company of comedians, who proceed to flub their roles as deities. The act one finale consummates the role exchange ("Here's a pretty tale for future *Iliads* and *Odysseys*: mortals are about to personate the gods and goddesses"), while the grand finale curses the failed comedians to lives as tragedians "whom no one ever goes to see."

Roles: (Vocal parts were written moderately to be sung in the heart of the range for that voice):

Thespis: Strong singer-actor, baritone, one featured patter song and lots of ensemble singing. Blustery managerial type with little leadership ability after all.

Mercury: Lyric second tenor/baritone with *two* patter songs. Plenty of ensemble singing. Cynical observer.

Sparkeion: Lyric tenor, not high at all, could be carried by high baritone. Has a romantic duet, a "folksy" solo, and ensemble singing.

Nicemis: Ingenue soprano with romantic duet and prominent ensemble work.

Daphne: Mezzo-soprano, almost true soprano, but with some moderately low part-singing. Another ingenue-ish role, but the antagonist in the love triangle.

Jupiter: Bass. Older authority figure with booming bass notes. Prominent in ensembles, and center of attention when he is present.

Apollo: Dramatic tenor, with clarion high notes and “sunny” disposition. Plenty of dramatic ensemble singing.

Mars: Dramatic baritone, small but important role, only has ensemble singing. He should carry the dramatic aspect of the god of war, and match vocally with Apollo and Jupiter. This role can be doubled with Sillimon: Minor baritone role, very moderate in every respect. Features a nice solo during the Act II opening chorus.

Diana: Contralto, the goddess of the moon turned matronly. Sings some solo lines in Olympian ensembles.

Timidon: Tenor, not too high, comic role. Sings small solo lines, then takes on the Deputy Mars role.

Pretteia: Soprano ingenue, sings small solo lines. Otherwise has dialogue scene in Act II as Deputy Venus.

Solo Star: Alto, brief solo line in opening chorus for mature voice, then choral role.

Stupidas: Mezzo or alto, several dialogue lines

Tipseion: Bass, sings in choral numbers, plays deputy Bacchus.

Preposteros: Baritone, sings in choral numbers, several dialogue lines.

Choral numbers will require soloists to double. There are five numbers requiring chorus and several additional ensembles of various soloists. The opening number is a female chorus of stars which will almost certainly be double-cast:

Nicemis, Pretteia, Daphne, Stupidas, Solo Star, Sparkeion, Timidon, Preposteros, Sillimon, and Tipseion will form a Thespian chorus. If Sillimon doubles as Mars, we could work another voice in here.

It would be nice to have enough bodies to balance these out with a complete Olympian chorus: Calliope (soprano), Venus (soprano), Minerva (mezzo or alto), Diana (alto), Juno (alto), Apollo (tenor), Mercury (second tenor), Mars (baritone), Bacchus (baritone), Jupiter (bass). But, we can work with a minimum of 12 of the 15 solo voices listed above and some creative use of doubling.

The Requirements:

1) Please send an email briefly indicating your interest, vocal range, and experience, as soon as possible, to jhstarks@uncg.edu or you may call at 336-334-5727.

2) Send a short music c.v. indicating your vocal part, your solo and choral experience (especially in musicals, operettas, or other staged music), the role(s) you would like to be considered for, AND, MOST IMPORTANT, an audition tape of you singing anything you like in your range to: **John Starks, UNC Greensboro, Department of Classical Studies, PO Box 26170, 233 McIver Building, Greensboro NC 27402-6170.** This audition packet MUST BE RECEIVED in Greensboro by May 16, 2005, so John Starks and John Given can hear auditions and cast the show and notify cast members by the beginning of June. Please let us know what address you would like to use for email and for snail mail to receive your rehearsal tape with your part carefully delineated.

3) Your book and score will be posted on a secure website which will require a password to be distributed after casting for the protection of the composer’s pending copyright registration. This will be in a PDF format, and MIDI files of the music will also be available. You can get a good idea of the show on the website http://math.boisestate.edu/gas/thespis/html/thespis_home.html If you wish to know more about a specific role as we will perform it, please contact John Starks, and he will try to get you whatever information you need so you can feel informed about the role you are seeking.

4) Commit to learning your vocal part with a rehearsal tape over the summer and fall. Practice crisp, clear diction (especially for ensemble or choral pieces) so your part can be understood well in a hotel ballroom environment. Read dialogue carefully, communicate about progress on music practice, and receive blocking notes via email through the fall. I will also distribute a copy of Offenbach’s “Galop Infernal (the “Can-Can”)” from *Orphee aux Enfers* as our encore piece and our tribute to our host city.

5) Commit to being at the APA for extensive rehearsal (especially to pull the ensemble and choral pieces together) anytime Wednesday, January 4, and

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Thursday January 5 (specific times to be announced when we know who's doing what and to make the most practical use of each person's time). We will do a dress rehearsal Thursday evening, and a brush up/warm up of musical numbers before the performance Friday evening January 6. Specific ensembles may be able to find time during the day Friday for additional brush-up work. (John Starks and John Given both live in North Carolina, and if we wind up having a cast with some geographic centers such as this, we may be able to schedule weekend ensemble work during the fall for those interested and available.)

6) Please consider this an opportunity to have fun, to exhibit the interdisciplinary interests of classicists, and to exercise your artistic talents among friends and colleagues. The music should be paramount, but it will be understood that we are not perfect, that we could not rehearse together over a long period of time, and that we are providing an evening of light entertainment.

7) Spread the word about this performance to any singing classicists you know. Faculty and students will all be welcome. This could be a great way to introduce a talented student to the APA. Please contact John Starks and/or John Given (givenj@mail.ecu.edu) with any queries about this project.

AWARDS TO MEMBERS

Janice Siegel, Illinois State University has received a Loeb Classical Library Foundation Research Grant for her study, "Ovid and the Art of the Inverted Allusion: the Procne (*Met.* 6.424-674) as Case Study."



Joseph L. Rife, Macalester College, has been named the 2005-2006 Shohet Scholar of the International Catacomb Society and has received a grant from the Loeb Classical Library Foundation to pursue research on mortuary behavior and social structure in Roman Greece. He will be a member of the School of Historical Studies at the Institute for Advanced Study.



March 12, 2005 was **Michele Valerie Ronnick Day** in Sarasota, FL. Prof. Ronnick, who grew up in Sarasota and now teaches at **Wayne State University**, was honored for her work on black classicists in the United States in the 19th and early 20th centuries.

ANNOUNCEMENTS

The **Fondation Hardt** in Vandœuvres/Geneva (Switzerland) reopens on June 1, 2005. *La Chandoleine* has been completely renovated, and guests are welcome for a period of research of between two and eight weeks from June 6 on. From August 22 to 27, 2005 the Fondation Hardt will host the 52th 'Entretiens sur l'antiquité classique' on *La poésie épique grecque: métamorphoses d'un genre littéraire*. Application forms and instructions are available on the website at: www.fondationhardt.ch.



The **Hiett Prize in the Humanities** is an annual award presented to a person who has not yet reached his or her full potential, but whose work in the humanities shows extraordinary promise and has a significant public or applied component related to cultural concerns. Its purpose is to encourage future leaders in the humanities by 1) recognizing their achievement and their potential and 2) assisting their work through a cash award of \$50,000. The Hiett Prize was endowed by Kim Hiett Jordan, a board member of the Dallas Institute, to honor her parents, who inspired in her a lifelong love of learning.

Nomination must be made by letter from an individual already established in the humanities. To complete his or her portfolio, the applicant must submit the following three documents: a curriculum vitae of no more than four pages; a profile of published or accomplished work; and a plan for future scholarship and/or projects in the humanities. Candidates must be within the early stages of a career track in which the primary work is in a field centered in or directly related to one or more of the humanities. Nominations will be accepted from anywhere in the United States.

Send nominations to: The Hiett Prize, The Dallas Institute, 2719 Routh Street, Dallas, Texas 75201. Nominations and complete portfolios must be postmarked on or before **September 15, 2005**.

MEETINGS/CALLS FOR ABSTRACTS

Northeastern Political Science Association (NPSA) Annual Meeting Call for Papers, November 17-19, 2005, Crowne Plaza Hotel, Philadelphia, PA. The NPSA invites papers, panel, and roundtable submissions. Paper proposals should be submitted directly to the appropriate Chair of the sections listed below. All proposals must include

- Proposal type (paper, panel, roundtable, chair, discussant)
- An abstract
- Title of submission
- Name
- Position
- Institutional Affiliation
- Mailing address (summer and fall, if different)
- Phone (summer and fall if different)
- Email
- If coauthor, information on other coauthor
- If offering to serve as panel chair or discussant, indicate field of expertise
- For graduate students, name of advisor

Only one paper submission per person will be accepted. The deadline for proposals is **Friday, May 27, 2005**. Send papers on Classical and medieval (Christian, Islamic, Jewish) political thought to: Thornton Lockwood, Sacred Heart University, Department of Philosophy and Religious Studies, 5151 Park Ave., Fairfield, CT 06825, 203-371-7730, tlockwood@verizon.net.



Galen and the World of Knowledge, University of Exeter, UK, July 18-21, 2005. Co-organisers: Prof. Christopher Gill, Prof. John Wilkins, Dr. Tim Whitmarsh. This conference contributes to the current upsurge of academic interest in Galen by focusing on his conception of knowledge (especially his ambitious project of uniting philosophy and knowledge) and by locating this project in the larger mapping of knowledge in the second century AD. A special feature of this conference is that it brings together international experts on Galen and the history of medicine and on the intellectual and social culture of the period. The intention is both to explore different aspects of Galen's engagement with medical and philosophical knowledge and to place this engagement in its cultural and intellectual context. The confer-

ence is also designed to display the intellectual content and significance of Galen's huge corpus to a wider circle than those whose interest centers on the history of medicine. The conference sessions and accommodation will be situated in Exeter's attractive and rustic campus: Exeter is 2-3 hours by train from London, Birmingham, Oxford.

For booking forms, further information about the conference, and to make application for a student bursary, contact: Prof. Christopher Gill, Dept of Classics and Ancient History, University of Exeter, Queens Building, The Queens Drive, Exeter: EX4 4QH, UK. (01392-264270, C.J.Gill@ex.ac.uk) or Kerensa Pearson (01392-264195, A. K. Pearson@ex.ac.uk).



Call for Workshop Proposals, Attending to Early Modern Women and Men, November 9-11, 2006, Center for Renaissance & Baroque Studies, University of Maryland, College Park, MD 20742. The keynote address and plenary speakers for the 2006 conference will focus on theorizing masculinity and maleness; childhood; violence; and pedagogies. Workshop organizers may choose any one (or more) of these plenary topics but are not obliged to consider masculinity. The call for interdisciplinary workshop proposals is available online at: <http://www.crbs.umd.edu/atw/atw6/>. Proposals for interdisciplinary workshops must be post-marked by **August 22, 2005**. Further information is available from the Center for Renaissance & Baroque Studies, www.crbs.umd.edu, 301-405-6830, crbs@umd.edu.

FELLOWSHIPS / FUNDING OPPORTUNITIES

The Faculty of Arts, University of Groningen (The Netherlands) offers three Ph.D. studentships in Ancient History and Classics (Greek, Latin). These are fully funded positions for a period of four years (1 September 2005-2009). They monthly stipend is Eur 1370 (pre tax: the net amount will be around Eur. 1100). There are no fees. These studentships are specifically intended for foreign nationals. Supervision and courses will normally be in English.

Student research will be carried out within the framework of the interdisciplinary research project, "From Al-
(continued on the next page)

exandria to Rome," which is concerned with the cultural dynamics of the Hellenistic and Roman world. See below for more details. Prospective candidates should get in touch with one of the undersigned for further information and an application format.

Candidates should have a suitable M.A. degree or expect to have obtained their degree by September 2005. Completed applications should be received in Groningen before **June 1, 2005**. Interviews will be held in June. PhD students will normally be provided with office space and a PC.

In Ancient History we shall consider proposals on any topic within the field, but we would especially welcome proposals on: 1) Culture, religion and society of the Hellenistic and Roman world; 2) The Greek city and Urbanism 300 BC-300 AD) 3) social and economic history of the Roman Empire; 4) Late Antiquity. contact: Dr. Onno M. van Nijf, Professor of Ancient History: o.m.van.nijf@let.rug.nl

In Greek the proposed research should preferably concern Hellenistic poetry (III-I BC), and the proposals may focus on individual authors, literary theory, the social and ideological function of Hellenistic poetry or the specific character of Hellenistic poetry as reception of earlier Greek literature and object of reception in Roman poetry. contact: Dr. M. Annette Harder, Professor of Greek: m.a.harder@let.rug.nl

In Latin, the proposed research should preferably be on the period of the Early Empire (Augustus through the second century), and be concerned with one of the following themes: the reception of Hellenistic in Roman poetry; the Roman novel; social and ideological functions of literature in the Roman world; literary theory (ancient and modern). contact: Dr. Ruurd R. Nauta, Professor of Latin: r.r.nauta@let.rug.nl.



The Institute for Advanced Study was founded in 1930 as a community of scholars in which intellectual inquiry can be carried out in the most favorable circumstances. It provides Members with libraries, offices, seminar and lecture rooms, subsidized restaurant and housing facilities and some secretarial and word-processing services.

The School of Historical Studies supports scholarship in all fields of historical research, but is concerned principally with the history of western, near eastern and far eastern civilizations, with particular emphasis upon Greek and Roman civilization, the history of Europe (medieval, early modern, and modern), the Islamic world, East Asian studies, the history of art, and modern international relations. The School also offers the Edward T. Cone Membership in Music Studies. Qualified candidates of any nationality are invited to apply for memberships. Residence in Princeton during term time is required. The only other obligation of Members is to pursue their own research. If they wish, Members may participate in seminars and meetings both within the Institute and at nearby universities, and there are ample opportunities for contacts with other scholars.

Application may be made for one or two terms (September to December, January to April). Further information and application materials may be found on the School's web site, www.hs.ias.edu, or they can be obtained from the Administrative Officer by electronic mail at mzelazny@ias.edu, or inquiries can be sent by post to: School of Historical Studies, Institute for Advanced Study, Einstein Drive, Princeton, New Jersey 08540. Completed applications must be returned to the Administrative Officer by **15 November 2005**.

Mellon Fellowships for Assistant Professors are also offered each year to two qualified Assistant Professors. These full-year memberships are designed specifically for assistant professors at universities and colleges in the United States and Canada to support promising young scholars who have embarked on professional careers. Applicants must have served at least two, and not more than four years as assistant professors in institutions of higher learning in the United States or Canada and must have approval to return to their institution following the period of membership. Stipends will match the combined salary and benefits at the Member's home institution at the time of application, and all the privileges of membership at the Institute for Advanced Study will apply. Application materials are the same as for membership, and can be obtained from the web at www.hs.ias.edu, or by contacting the Administrative Officer at the address above.

ACLS/Frederick Burkhardt Fellowships for Recently Tenured Scholars: In the academic year 2006-2007

the Institute for Advanced Study anticipates it will again take part in a program sponsored by the American Council of Learned Societies, the Frederick Burkhardt Fellowships. These fellowships support more adventurous, more wide-ranging, and longer-term patterns of research than are current in the humanities and related social sciences. Depending on the availability of funds, ACLS will provide fellowships for up to eleven recently tenured faculty, most of whom will spend a year at one of several residential research centers, including the Institute for Advanced Study. A scholar applying for the academic year 2006-2007 must normally have begun her/his tenured contract at a U.S. institution no earlier than the fall 2001 semester or quarter. Applicants must submit a research plan, typically covering a three to five year period; one of the first three years of research could be spent as a Member at the Institute, either in the School of Historical Studies or the School of Social Science.

Qualified candidates who would like to apply under the auspices of this program should visit the ACLS website, <http://www.acls.org/burkguid.htm>, for a more detailed description of the terms of the fellowship and information about how to apply. Applications for this program must be submitted through the ACLS Online Fellowship Application system (OFA) no later than 9 p.m., Eastern Daylight Time, **September 28, 2005**. OFA is accessible at <http://ofa.acls.org> or through the ACLS website. Information about this program may also be obtained from the ACLS Fellowships Office, 633 Third Avenue, 8th floor, New York, NY 10017-6795.

ORDER FORM FOR APA OFFICE PUBLICATIONS

Use this form to order the publications described below directly from the APA Office. All prices include shipping via first-class mail or UPS Ground in the U.S. and Canada and via air printed matter to other countries.

The First Three African American Members of the APA. In this new brochure Michele Valerie Ronnick describes the remarkable careers of three scholars who joined the society soon after its inception in 1869. Their lives are interesting in themselves and shed light on the heated debates over the education of newly freed slaves in the late 1800's.

Guide to Graduate Programs in the Classics - 2004 / 11th Edition. Up-to-date information on admission and degree requirements, curricula, faculties, costs, and financial aid from the leading graduate programs in the U.S. and Canada.

Careers for Classicists. Kenneth F. Kitchell, Jr., has revised and updated this brochure which is designed to acquaint undergraduates, graduate students, and their advisers with the abundance of career paths open to students who pursue degrees in Classics. It is helpful reading both for those contemplating a Classics major as well as those already committed to the field.

Teaching the Classical Tradition. Emily Albu and Michele Valerie Ronnick provide an overview of the study of the classical tradition, a relevant bibliography, and a substantial collection of college syllabi which members may adapt for their own courses.

Publication Order Form

Number of Copies	Publication Title	X	Price	Amount Due
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_____	<i>Careers for Classicists</i>	X	\$3 (U.S. & Canada) \$5 (Other Countries)	_____
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2005 APA OFFICER / COMMITTEE SURVEY-QUESTIONNAIRE

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Please **indicate no more than three** APA elected or appointed offices and committees on which you would be willing to serve, in order of preference (1,2,3). This information will be made available to the President, Divisional Vice Presidents, and the Nominating Committee. Please include *five copies* of each of the following: (1) Survey-Questionnaire Form; (2) one-page cover letter indicating any pertinent qualifications; and (3) current CV (optional but much appreciated) to the APA office on or before **August 1, 2005**.

I. ELECTED OFFICES / COMMITTEES

(for consideration by Nominating Committee in Fall 2005. Candidates selected by the Committee would appear on the ballot in Summer 2006 and, if elected, begin service in January 2007)

___ President-Elect	___ Goodwin Award
___ Financial Trustee	___ Nominating Committee
___ Vice President - Program	___ Professional Matters Committee
___ Director	___ Program Committee
___ Education Committee	___ Publications Committee

II. APPOINTED OFFICES / COMMITTEES

(for consideration by the President and the appropriate vice president and committee chair in Fall 2005. Members invited to serve on committees would begin service in January 2006.)

Education Division

___ Committee on Ancient History
___ Committee on Scholarships for Minority Students
___ Committee on Teaching Excellence Awards
___ Coffin Fellowship Committee

Professional Matters Division

___ Committee on Placement
___ Committee on the Status of Women and Minority Groups

Committees on Governance/Administration

___ Development Committee
___ Outreach Prize Committee
___ Pearson Fellowship Committee

Outreach Division

___ Committee on Outreach
___ Committee on Ancient and Modern Performance
___ Committee on the Classical Tradition

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___ Editor of the Monograph Series

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IMPORTANT DATES FOR APA MEMBERS

May 18, 2005 **Receipt** Deadline for Submission of Individual Abstracts

June 1, 2005 **Postmark** Deadline for Nominations for Goodwin and Outreach Prizes

September 2, 2005 **Receipt** Deadline for Applications for Coffin Traveling Fellowship
Receipt Deadline (extended) for Proposals for Roundtable Discussion Sessions in Montreal

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