



AMERICAN PHILOLOGICAL ASSOCIATION **NEWSLETTER**

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TABLE OF CONTENTS

Message from the President.	1
Nominating Committee Report.	2
C.J. Goodwin Award of Merit.	3
Nominations for 2003 Goodwin Award.	4
Awards for Excellence in the Teaching of Classics.	4
Previous Goodwin Award Winners.	5
Previous Winners of Awards for Excellence in Teaching of Classics.	6
Nominations for Teaching Excellence Awards.	9
Precollegiate Teaching Award Winners.	10
Previous Winners of Precollegiate Teaching Awards.	12
Nominations for Precollegiate Teaching Awards.	12
New APA Prize for Scholarly Outreach.	13
134th Annual Meeting Report.	13
Report of Vice President for Education.	19
Report of Vice President for Professional Matters.	19
Report of Vice President for Research.	20
<i>In Memoriam</i>	22
CSWMG Survey of Journals Report for 2001 and 2002.	23
Awards to Members.	24
Announcements.	24
Meetings / Calls for Abstracts.	24
Summer Programs.	26
Supplement to University & College Appointments.	27
Officers, Directors & Committees for 2003.	28
Editorial Policies for <i>APA Newsletter</i>	32
New FIEC Abstract Deadline.	32
Pandora 3 Order Form.	34
GK2003 Order Form.	35
134th Annual Meeting Photo Gallery.	38
Publications Order Form.	42
Officer/Committee Survey.	43
Important Dates.	Back Cover

MESSAGE FROM THE PRESIDENT

CAUTION: This president's column ends with an RFP (Request for Provocations). I'll be inviting readers to consider joining in creation of the Presidential Panel I will organize in San Francisco next winter. Read on at your own risk.

Fascination with the Greco-Roman past takes many forms. The APA brings together mainly those whose commitment to scholarly inquiry and precise knowledge of the distant past stands at or near the center of their experience of the present. We are curiously bi-eval, bodies here, minds very often there, and strenuously, patiently, cunningly seeking at once to preserve, to read, and to efface the marks of separation built over long lapse of centuries.

And so we often deplore the 'presentism' of our own culture. Few of us have not stood near a departmental photocopier grumbling about the inability of our students or even our colleagues in other domains to think beyond the scope of two or three lifetimes. How, we want to exclaim, can you understand America's obsession with hostile and alien cultures without thinking of Greek and Roman interplay with 'barbarians'? How can you read Faulkner without Aeschylus or Fitzgerald without Petronius?

We know how to play that Olympian role. But when we come to think of our own professional studies, do we not become presentist ourselves? The scope of our history of our most pressing institutional concerns rarely looks back beyond our own dates of birth. Once upon a time, there was much study of classics and few institutions; then a boom in the number of institutions and a bust in classics; now a long cold generation of making do, eking out a living nudging the numbers where we can. Our task now? On that conventional wisdom, to keep nudging, pushing, soldiering forward, building Latin in the secondary schools, finding yet more innovative ways to bring more undergraduates into our fold, refining the mechanisms of graduate schools to craft the best possible successors for ourselves, and wig-wagging at passing ocean liners for a little attention.

And so where are we going? What point on the horizon do we aim for? If we carry this narrative of post-WWII classics in our heads, what do we imagine the presentist narrative of our successors' successors will look like? Classics in North America in 2050? In 2100? Triumphant? Or *après nous*...? Or all changed, changed utterly?

I'd like to use the opportunity of the Presidential Panel next year to invite us to lift our heads from the usual trenches, clear the ringing noise from our ears, take a deep breath, and try to look at the horizon. To that end, I will invite a keynote speaker from beyond our usual

See **PRESIDENT** on page 2

PRESIDENT *from front cover*

borders to talk to us for half an hour or so about ways of thinking beyond the present. How is it possible to look far ahead and live as though we thought the future really mattered — will really happen and might really depend on our prudence, fortitude, temperance, and even justice. Then I would like to ask three or four of the working members of the APA to join us on the platform for brief (five to ten minutes) provocations. At that point, I will probably be unable to resist a comment or two myself, but my intent is to throw the floor open for expostulation, indignation, and keenly-argued discussion.

So here's the assignment: Five to ten minutes describing the state of classics in North America at some date after the last member of the association living today retires. What will become of us? And what should we be thinking of now that might help us get somewhere we want to go or avoid a destination we deplore? Obviously such interventions do not admit of ordinary "peer review". It might help to know that I stopped reading science fiction a couple of decades ago and so conventional utopian and dystopian fantasies don't work for me. I seek the provocation with, at its core, the keen observation, the telling argument, the unsettling possibility.

A little fine print: If you would like to participate, please submit a short abstract/summary (250-500 words ideally) by 30 March; please send to me as provost@georgetown.edu. The Program Committee has allowed a very mild relaxation of the no-double-dipping rule in this form. I will receive these provocations, decide whom to invite, and notify submitters very quickly. If you are accepted for the Presidential Panel, you will not be able to give a paper on another panel or session; but if you are not invited for this session, you will be able still to submit an abstract for another session in the usual way. The rationale for this little laxity is that what I seek isn't quite the usual 'conference paper', and so it would be unfair to ask members to forewear entirely the opportunity to appear elsewhere in order to take the chance on this session.

I'm making the invitation in this form because I hope to be joined on the platform by strangers as well as friends — by people I don't know, young people, people I wouldn't naturally think of for such an assignment. I believe we can have a session that shakes up the kaleidoscope a bit and helps us see some new patterns. And perhaps even have a little fun.

Jim O'Donnell

REPORT OF THE 2002-2003 NOMINATING COMMITTEE

Candidates for Election in Summer 2003

President-Elect

Eleanor Winsor Leach
Richard J. Tarrant

Financial Trustee

Eugene N. Borza
Ward W. Briggs

Vice President for Outreach

Barbara K. Gold
Gareth Schmeling

Vice President for Publications

Elizabeth Asmis
Marilyn B. Skinner

Board of Directors

Joseph Farrell
Sarah Iles Johnston
Lisa Kallet
James M. May
Sarah Morris

Education Committee

Lillian Doherty
Jane H. Hall

Goodwin Award of Merit

Stephen E. Hinds
Peter White

Nominating Committee

Mary Tolliver Boatwright
Lesley Dean-Jones
Robert D. Lamberton
Carole E. Newlands

Professional Matters Committee

Bruce W. Frier
Josiah Ober

Program Committee

Karen Bassi
Harriet Flower

Publications Committee

David Kovacs
H. Alan Shapiro

Members are reminded that it is possible to nominate additional candidates by petition. Nominations of candidates not proposed by the Nominating Committee shall require the signature of twenty members in good standing (2003 dues must be paid) and must be reported to the Executive Director by April 15, 2003. A current curriculum vitae of the candidate should be submitted by the same deadline.

2002 C.J. GOODWIN AWARD OF MERIT

The Goodwin committee unanimously recommends that this year's prize be awarded to Kathleen McCarthy for her book *Slaves, Masters and the Art of Authority in Plautine Comedy*, published by Princeton University Press in 2000. In a year in which a number of outstanding candidates were proposed and examined, it was above all McCarthy's lucid, subtle, and elegant study that most deeply impressed all three members of the committee.

McCarthy begins by asking just why it was that Roman audiences found Plautus so funny — a question which some might dismiss as too trivial to be worth posing, yet one that is in fact so fundamental and so deeply unsettling that it needs to be re-asked in every generation. Her own answer is that just as those Roman audiences were politically and ideologically diverse, so too the Plautine comedies that appealed so much to them had to satisfy fully very disparate kinds of psychological and cultural needs. Thus the divisions within Roman society between more and less conservative segments are mirrored within Plautus' texts by a division between two kinds of comedy: a more naturalistic, socially conservative mode, and a more farcical, potentially disruptive one. The genius of Plautus lies in part in his extraordinary ability to play off these modes against one another in such a way that no part of his audience feels excluded and that all can laugh together, at his play, at one another, and at themselves.

McCarthy's book proposes a single fundamental interpretative hypothesis based upon a clear and interesting idea and follows it through with a grace that prevents her determination from seeming relentless and with a seriousness that lends compelling substance to her liter-

ary intuitions. She makes an important contribution to Plautine studies, moving beyond the traditional search for traces within Plautus' comedies of the differences between his Greek models and his own transformations of them, and redirecting attention to those more subtle forms of interplay of stimulus and response between author and audience which are characteristic for the dramatic genres in all times and places. Indeed, the interest of her book goes well beyond even Plautus and archaic Roman comedy, important as we expect her reinvigoration of studies in this area to prove over the coming years: what is more, her emphasis on the diversity of theatrical audiences will be of importance for studies of drama in other cultures, while her analysis of types of comedy is an important and original contribution to the theory of the comic. Besides all this, she reads Plautus closely and well and has familiarized herself with a variety of literary theories but has not been suffocated by her knowledge of them. And above all, she sure knows how to write.

McCarthy's book has all the traditional virtues of socially aware literary criticism in the field of Classics. It integrates literary concerns, such as plot construction, variants on comic types, and linguistic play, with a commitment to broader social functions and meanings in a way that is enriching rather than reductive. At the same time, it also formulates convincingly our own very contemporary sense of the irreducible diversity both of our lives and of the books that we treasure. As such, it deserves the Goodwin Prize for 2002 and we recommend it enthusiastically.



2002 Goodwin Award Winner
Kathleen McCarthy

NOMINATIONS FOR 2003 GOODWIN AWARD

The Charles J. Goodwin Award of Merit, named in honor of a long-time member and generous benefactor of the American Philological Association, is the only honor for scholarly achievement given by the Association. It is presented at the Annual Meeting for an outstanding contribution to classical scholarship published by a member of the Association within a period of three years before the end of the preceding calendar year, *i.e.*, in this case, 2000, 2001, and 2002. Candidates to be considered must have been continuous APA members for the three previous years (since 2000). The APA office will verify the membership of authors.

The work chosen to receive the award may be a book, monograph, or article, provided that it has not appeared in substantially the same form in earlier publications. It is selected by the Committee on the C. J. Goodwin Award of Merit, which consists of three elected members. Because of the increased number of scholarly publications, the Committee is now empowered to make two awards and, for the same reason, particularly appreciates nominations across all areas of Classics: **The Committee urges members to submit nominations (self or for others) to any of its members.**

Robert A. Kaster, Chair:
kaster@princeton.edu
Ruth Scodel
rscodel@umich.edu
W. Robert Connor
bobconnor@earthlink.net

Letters of nomination are due by June 2, 2003. The address of the Chair is Professor Robert A. Kaster, Department of Classics, Princeton University, 58 Prospect Avenue, Princeton, NJ 08544-5264.

Publishers wishing books to be considered by the Committee should send **three** copies to the APA Office, 292 Logan Hall, University of Pennsylvania, 249 S. 36th Street, Philadelphia, PA 19104-6304.

*2002 AWARDS FOR EXCELLENCE
IN THE TEACHING OF CLASSICS*

It would not be surprising if anyone were to think that there are actually at least three classicists named **Gregory Daugherty**. One Gregory Daugherty is an won-

derfully active citizen of the classics world, who has served variously as Executive Secretary of the National Committee on Latin and Greek, as well as the editor of its newsletter; as President of the Foreign Language Association of Virginia; as Secretary of the Richmond Society of the AIA; and as Secretary-Treasurer of the Classical Association of the Middle West and South. Another Gregory Daugherty is a noted speaker on the classical circuit of Virginia and the surrounding region, delivering public lectures on an extraordinary range of topics, from Pliny the Elder to "Public Safety in Republican Rome" to "the Roman Siege of Masada" to "The Changing Image of Cleopatra in Popular Culture." And then there is Gregory Daugherty, the professor of classics at Randolph-Macon College, whose present and former students describe him as "the consummate teacher," whose "door is always open," and who has "touched so many lives." But *mirabile dictu*, there is only one Gregory Daugherty.

It is, of course, expected in many small classics departments across the country that faculty will teach a range of courses, from beginning language courses to advanced literature seminars, from myth to tragedy in translation, as well as courses on women in the ancient world, and ancient sports. But even against this measure, Professor Daugherty manages to stand out. In one year, he taught courses in Greek history, Roman history, historiography, Intermediate Latin, and Ancient Cult and Worship. (In case you're counting, that's seven classes). Somehow, he also found the time to develop honors courses on Cleopatra and Warfare in Antiquity.

Professor Daugherty draws excellent reviews from both majors and non-majors alike, who praise not only his knowledge of the subject but the obvious pleasure he takes from sharing it in the classroom. All of his students comment on "how much fun" his classes are. One former student, now doing graduate work in classics at Cornell, wrote, "His presentation of the material makes it clear that the reason he teaches classics is because he enjoys it, and that enjoyment cannot help but spill over to the students." In an evaluation of a course in Greek tragedy, another student remarked, obviously much to his own amazement, "I was surprised (that) I really enjoyed this class!"

He is much more, however, than a gifted lecturer with a wonderful sense of humor, for his goal is to actively in-

(continued on page 7)

GOODWIN AWARD OF MERIT

Previous Winners 1951 — 2002

- 1951 David Magie, *Roman Rule in Asia Minor*
- 1952 Cedric Whitman, *Sophocles, A Study of Heroic Humanism*
- 1953 Thomas Robert Shannon Broughton, *The Magistrates of the Roman Republic*
- 1954 Benjamin Dean Merritt, Henry Theodore Wade-Gery, Malcolm McGregor, *The Athenian Tribute Lists*
- 1955 Ben Edwin Perry, *Aesopica*
- 1956 Kurt von Fritz, *The Theory of the Mixed Constitution in Antiquity*
- 1957 Jakob Aall Ottosen Larsen, *Representative Government in Greek and Roman History*
- 1958 Berthold Louis Ullman, *Studies in the Italian Renaissance*
- 1959 Gordon Macdonald Kirkwood, *A Study of Sophoclean Drama*
- 1960 Alexander Turyn, *The Byzantine Manuscript Tradition of the Tragedies of Euripides*
- 1961 James Wilson Poultney, *The Bronze Tables of Iguvium*
- 1962 Lily Ross Taylor, *The Voting Districts of the Roman Republic*
- 1963 Gilbert Highet, *The Anatomy of Satire*
- 1964 Louise Adams Holland, *Janus and the Bridge*
- 1965 Herbert Strainge Long, *Diogenis Laertii Vitae Philosophorum*
- 1966 Brooks Otis, *Vergil: A Study in Civilized Poetry*
- 1967 George Max Antony Grube, *The Greek and Roman Critics*
- 1968 Edward Togo Salmon, *Samnium and the Samnites*
- 1969 Helen Florence North, *Sophrosyne: Self-Knowledge and Self-Restraint in Greek Literature*
- 1970 Agnes Kirsopp Lake Michels, *The Calendar of the Roman Republic*
- 1971 Michael Courtney Jenkins Putnam, *Vergil's Pastoral Art*
- 1972 Friedrich Solmsen, *Hesiodi Theogonia Opera et Dies Scutum*
- 1973 Frank M. Snowden, Jr. *Blacks in Antiquity*
- 1974 Charles Edson, *Inscriptiones Graecae, Vol. X, Pars II, Facs. I (Inscriptiones Thessalonicae et viciniae)*
- 1975 George A. Kennedy, *The Art of Rhetoric in the Roman World*
- 1976 W. Kendrick Pritchett, *The Greek State at War*
- 1977 Harold Cherniss, *Plutarch's Moralia XIII, Parts I and II (Loeb Classical Library)*
- 1978 David R. Shackleton-Bailey, *2 volume edition of Cicero's Epistulae ad Familiares*
- 1979 Leendert G. Westerink, *2 volume study of the Greek Commentaries on Plato's Phaedo*
- 1980 Emily T. Vermeule, *Aspects of Death in Early Greek Art and Poetry*
- 1981 John H. Finley, *Homer's Odyssey*
- 1982 Gregory Nagy, *Best of the Achaeans*
- 1983 Bruce W. Frier, *Landlords and Tenants in Imperial Rome*
- 1984 Timothy D. Barnes, *Constantine and Eusebius (and) The New Empire of Diocletian and Constantine*
- 1985 Howard Jacobson, *The Exagoge of Ezekiel*
- 1986 William C. Scott, *Musical Design in Aeschylean Theater*
- 1987 R. J. A. Talbert, *The Senate of Imperial Rome*
- 1988 John J. Winkler, *Auctor & Actor, A Narratological Reading of Apuleius' The Golden Ass*
- 1989 Josiah Ober, *Mass and Elite in Democratic Athens: Rhetoric, Ideology and the Power of the People*
- 1990 Martin Ostwald, *From Popular Sovereignty to Sovereignty of Law: Law, Society, and Politics in Fifth-Century Athens*
- 1991 Robert A. Kaster, *Guardians of Language. The Grammarian and Society in Late Antiquity*
- 1992 Heinrich von Staden, *Herophilus: The Art of Medicine in Early Alexandria*
- 1993 Susan Treggiari, *Roman Marriage: Iusti Coniuges From the Time of Cicero to the Time of Ulpian*
- 1994 Gregory Vlastos, *Socrates: Ironist and Moral Philosopher*
- 1995 Peter White, *Promised Verse: Poets in the Society of Augustan Rome*
- 1996 Alan Cameron, *The Greek Anthology from Meleager to Planudes*
- 1997 Donald J. Mastronarde, *Euripides: Phoenissae*
- 1998 Calvert Watkins, *How to Kill a Dragon: Aspects of Indo-European Poetics*
- 1999 Jonathan M. Hall, *Ethnic Identity in Greek Antiquity*
- 2000 Kathryn Gutzwiller, *Poetic Garlands; Hellenistic Epigrams in Context*
- 2001 Richard Janko, *Philodemos' On Poems*
- Jeffrey Henderson, *Aristophanes, Volumes 1-2 (Loeb Classical Library)*
- 2002 Kathleen McCarthy, *Slaves, Masters, and the Art of Authority in Plautine Comedy*

APA AWARDS FOR EXCELLENCE IN TEACHING

Previous Winners 1979 — 2002

- | | | | |
|------|---|------|--|
| 1979 | Paul Frederic Burke, Jr., <i>Clark University</i>
Floyd L. Moreland, <i>Brooklyn College, CUNY</i>
Laura B. Clayton, <i>Lenoir Rhyne College</i>
Cecil W. Wooten, <i>Indiana University</i>
John M. Crossett, <i>Cornell College, Iowa</i>
Cecelia E. Luschnig, <i>University of Idaho</i>
G. Karl Galinsky, <i>University of Texas at Austin</i> | 1990 | William K. Freiert, <i>Gustavus Adolphus College</i>
Richard Freis, <i>Millsaps College</i>
Rosemary M. Nielsen, <i>University of Alberta</i> |
| 1980 | John R. Workman, <i>Brown University</i>
Daniel P. Tompkins, <i>Temple University</i>
James T. McDonough, Jr., <i>St. Joseph's University</i>
Robert Sawyer, <i>Hiram College</i>
Stephen Fineberg, <i>Knox College</i>
Theodore Tarkow, <i>University of Missouri-Columbia</i>
Samuel B. Carleton, <i>Pacific Lutheran University</i> | 1991 | Victor D. Hanson, <i>California State University at Fresno</i>
Michael Poliakoff, <i>Hillsdale College</i>
John Rouman, <i>University of New Hampshire</i> |
| 1981 | Louis H. Feldman, <i>Yeshiva College</i>
Catherine Freis, <i>Millsaps College</i>
Robert J. Ball, <i>University of Hawaii</i> | 1992 | Sister Mary Faith Dargan, <i>Albertus Magnus College</i>
Daniel Levine, <i>University of Arkansas</i>
John P. Lynch, <i>University of California at Santa Cruz</i> |
| 1982 | Janice M. Benario, <i>Georgia State University</i>
Helene P. Foley, <i>Barnard College</i>
Daniel J. Taylor, <i>Lawrence University</i> | 1993 | Robert A. Seelinger, <i>Westminster College</i>
Thomas Van Nortwick, <i>Oberlin College</i> |
| 1983 | Kenneth F. Kitchell, Jr., <i>Louisiana State University</i>
Gilbert P. Rose, <i>Swarthmore College</i>
Jon David Solomon, <i>University of Minnesota</i> | 1994 | Hardy Hansen, <i>Brooklyn College</i>
James S. Ruebel, <i>Iowa State University</i>
Brent M. Froberg, <i>University of South Dakota</i> |
| 1984 | Richard A. LaFleur, <i>University of Georgia</i>
James T. Svendsen, <i>University of Utah</i> | 1995 | Anne Groton, <i>St. Olaf College</i>
Helen Edmunds Moritz, <i>Santa Clara University</i> |
| 1985 | Karelisa V. Hartigan, <i>University of Florida</i>
William E. McCulloh, <i>Kenyon College</i>
Nicholas D. Smith, <i>Virginia Polytechnic Institute</i> | 1996 | Richard A. Gerberding, <i>University of Alabama at Huntsville</i>
John T. Kirby, <i>Purdue University</i>
Maria Pantelia, <i>University of New Hampshire</i> |
| 1986 | Jerrold C. Brown, <i>Hartwick College</i>
James May, <i>St. Olaf College</i>
Andrew Szegedy-Maszak, <i>Wesleyan</i> | 1997 | Ann Olga Koloski-Ostrow, <i>Brandeis University</i>
Michele Valerie Ronnick, <i>Wayne State University</i>
W. Jeffrey Tatum, <i>Florida State University</i> |
| 1987 | H. Don Cameron, <i>University of Michigan</i>
Kathryn Ann Thomas, <i>Creighton University</i>
Tamara Green, <i>Hunter College</i> | 1998 | Monica S. Cyrino, <i>University of New Mexico</i>
Elizabeth Vandiver, <i>Northwestern University</i>
John McMahon, <i>Le Moyne College</i> |
| 1988 | Ann L.T. Bergren, <i>UCLA</i>
Charles M. Reed, <i>Virginia Polytechnic Institute and Catawaba College</i> | 1999 | Gregory A. Staley, <i>University of Maryland</i>
Frances B. Titchener, <i>Utah State University</i> |
| 1989 | Jane Crawford, <i>Loyola Marymount University</i>
John Heath, <i>Rollins College</i>
Thomas J. Sienkewicz, <i>Monmouth College</i> | 2000 | Robert W. Cape, Jr., <i>Austin College</i>
Hans-Friedrich O. Mueller, <i>Florida State University</i> |
| | | 2001 | Pamela Vaughn, <i>San Francisco State University</i> |
| | | 2002 | Gregory Daugherty, <i>Randolph-Macon College</i>
Sr. Therese M. Dougherty, <i>College of Notre Dame of Maryland</i>
R. Alden Smith, <i>Baylor University</i> |

volve his students in the process of learning. A former student, now a high school teacher of Latin, remembers that “I had no intention of a major or even a minor in Classics. Furthermore, I had no interest in teaching . . . (but) his zeal for both the content and the field of teaching became contagious.” And it is clear that it is not merely through his enthusiasm that he conveys his love of the classical world. In his course on ancient cults, the class was assigned the task of setting up a mock sacrifice, including dressing up one of the students to lead up to the altar as the sacrificial victim. His colleague Daniel McCaffrey reports that Professor Daugherty possesses a replica set of Roman military armor, complete with *gladius* and *pilum*, whose use he demonstrates in the classroom; and this January, he will lead a group of faculty and students to Turkey to study Greek and warfare, including visits to ancient battle sites. He is simply, as one recent graduate put, “a gale force in a department considered too small to make waves.”

That drive to make classics a living discipline extends beyond the classrooms of Randolph-Macon College. One of his most notable achievements was the establishment of the “Saturday Seminars,” which has met twice a year for the past 20 years, drawing together Latin teachers from the surrounding region for lectures and to discuss issues of Latin pedagogy. One of those teachers, in describing the impact Gregory Daugherty has had on her life, quotes Quintilian: “It is impossible to imagine how much we strive to imitate those whom we esteem.” With this award for excellence in the teaching of classics, the APA seconds this tribute to Gregory Daugherty.



The winners of the 2002 Awards for Excellence in the Teaching of the Classics were (from the left) Gregory Daugherty, Sr. Therese M. Dougherty, and R. Alden Smith.



In her 35 years at the College of Notre Dame of Maryland **Sister Therese M. Dougherty** has almost single-handedly maintained the Classics curriculum, teaching everything from Latin and Greek language and literature, to Greek, Roman, and Turkish Thought and Culture, to Classical Archaeology. In the last five years alone she has offered 33 different courses, providing as many as three sections of a single course in order to accommodate students who wish to take it. She teaches classes that range in size from two to 200, and her students range in age from traditional undergraduates to adults and even seniors. Although she began her teaching career before computers were in general use, she is now an avid fan of instructional technology, using Blackboard software to expand the resources available to her students.

In turn, Sister Therese’s students are her avid fans. She is “the most encouraging, yet demanding professor I have ever had,” says one. A colleague testifies, “For the past twelve years I have personally witnessed the transformation of students who enter her classroom intent on ‘fulfilling a requirement’ and end up as lifelong students (and even teachers) of the classics. I have heard their testimonies and expressions of gratitude for what they say were ‘life-changing’ experiences.” One student chose a classics minor over membership in the honors program when she could not fit both into her schedule. A student who transferred from Notre Dame to a prestigious university wrote back, “There is more scholarship in that little office on the third floor of Fourier than on the entire campus of [his new school].” Another student found that, because of Sister Therese, she gained the ability to “accept new ideas, new ways of thinking, new cultures and new people,” and “was becoming a much better person.” No wonder yet another former student, now a Latin teacher herself, calls Sister Therese “this formidably passionate educator.”

Not satisfied with her demanding schedule at Notre Dame, Sister Therese exerts herself to ensure that, so far as lies with her, there will always be students studying the classics and teachers to teach them. For 30 years she has hosted Latin Days for high school students at Notre Dame, and has been active in Junior Classical League and Latin *certamina*. Besides contributing to the development of students who will go on to study Latin in college, she builds the next generation of Classics teachers. She established a Latin concentra-

(continued on the next page)

tion in Notre Dame's Masters program in Leadership in Teaching, and her students have also gone into Classics graduate programs elsewhere. Repeatedly she has led study tours for teachers and others to the Classical lands of the Mediterranean.

Most remarkably, summer after summer after summer, for a total of seven times, Sister Therese has obtained funding from the National Endowment for the Humanities to offer Latin institutes for middle- and high school teachers. Calling them *Orbis Romanus* or, in the new millennium, *Novus Ordo Saeculorum*, in these institutes Sister Therese has brought together groups of very diverse teachers with widely different needs and molded them into a learning community to develop their knowledge of Latin and classical culture. In what is described as a representative evaluation of the most recent seminar one participant wrote, "The seminar was intense, intellectually demanding, and deeply rewarding. An unforgettable experience!"

Reflecting on the fact that Sister Therese manages all of these outreach activities on top of an extremely heavy teaching schedule at a small religious institution with very meager resources, one supporter writes, "When I compare what she accomplishes (and accomplishes for other institutions such as mine, the appreciably better endowed state flagship campus), I stand in utter awe of her talents and dedication."

Sister Therese is also active in Classical associations. She is a regular faculty consultant and reader for the Latin Advanced Placement Exams and a frequent organizer of and contributor to the programs of the Classical Association of the Atlantic States and the Classical Association of the Middle West and South. But it is Eta Sigma Phi with which she is most notably associated. At the national level she has served continuously on the Board of Trustees since 1988. Locally, she supports her college's chapter of Eta Sigma Phi by selling bagels and coffee alongside her students every Saturday morning from six to ten a.m. The proceeds are used in part to support the participation of her students in the national conferences, and this has produced unanticipated results for at least one of them: a student who had dreamed of transferring to a larger co-ed institution but who remained at Notre Dame because of Sister Therese met her future husband through Eta Sigma Phi and today both are dedicated classicists.

A former student writes, "The contemporary Irish poet Brendan Kennelly could easily have had Sister Therese in mind when he observed, the good are real as the sun / are best perceived through clouds of casual corruption that cannot kill the luminous sufficiency / that shines on city, sea, and wilderness. / The good incline to praise / to have the knack of seeing that the best is not destroyed although forever threatened. . . . / Always they retain a kind of youth / the vulnerable grace of any bird in flight / content to be itself ..."

Sister Therese's outstanding contributions have been acknowledged internally and regionally. She won the Mullan Distinguished Teacher Award at the College of Notre Dame in 1992, and was celebrated with an Award of Merit and a Latin *Ovatio* by the Classical Association of the Atlantic States in 1989. Her efforts have also won acclaim at the national level, in the recurrent NEH funding of her summer institutes for Latin teachers. It is now time for Sister Therese to receive her deserved national acclaim within our field, with this bestowal of the APA's Excellence in Teaching Award.



In the opening of his book, *Poetic Allusion and Poetic Embrace in Ovid and Vergil* (University of Michigan Press 1997), Professor **R. Alden Smith** of Baylor University takes the relationship between Dante and Vergil as a metaphor for the relationship between reader and text, between disciple and teacher, a relationship which Martin Buber the theologian characterized as one between I and Thou. It is a mark of Professor Smith's distinction as scholar and teacher that both the texts he reads and the students he teaches become for him a Thou, not a You, become an object of embrace. Alden takes as the epigraph for his book Buber's words:

"The human being to whom I say You I do not experience. But I stand in relationship to him, in the sacred basic word."

These same words could serve as Prof. Smith's epigraph as teacher. Consider the case of the student who came to his Latin class in 1995 at a moment of crisis, a crisis, in the student's words, of faith, direction, personal identity, and meaning. Alden Smith at that moment became his Vergil. "It was the springtime of everything about myself," the student has written, "everything that survived the fire of crisis and came out refined on the

other side, and it is no OVERSTATEMENT to say that Alden Smith was instrumental in my survival and personal progress.” This student went on to write an honor’s thesis under Prof. Smith’s direction, to earn an M.A. at the University of Durham in the UK, and is now pursuing a Ph.D. at Princeton University.

All of us hope in our careers to produce one such student; in the letters of support for Alden Smith, just from his students of the last seven years, there are three such students who entered Alden’s sacred wood bored with Latin and came out to pursue Ph.D.’s at Princeton and Oxford. Moreover, the student whose words I have quoted above acknowledges that among Alden’s students you would find dozens of stories just like his own. One of Prof. Smith’s colleagues reports that “there is a constant stream of students in and out [of his office] who come for all kinds of reasons . . . [he] charm[s] our students into personal and academic excellence.” One such student writes, “I . . . once walked into his office majoring in philosophy and walked out a classics major . . . I have known several students from several majors who now want to become Classics professors themselves after getting to know Dr. Smith.” Great teachers aren’t born, they are made by great teachers; Alden Smith is busy making more.

Professor Philip N. Lockhart of Dickinson College is undoubtedly smiling this day. Phil was the great teacher who made Alden into one and who served on the very first APA committee to select recipients for this Award of Excellence in Teaching. Alden Smith has now become at least the third of Philip Lockhart’s own students to win this award. In his letter of support for Alden’s nomination, Prof. Lockhart observes, “we all know that we tend to teach as we have ourselves been taught.” Of no protege is that truer than of Alden. Those who know Prof. Lockhart know that he favors real language courses over what he calls “new and sometimes rather cutesy courses in classical civ.” Prof. Smith is quite a successful teacher of courses taught in English on subjects ranging from Boccaccio to Chinese Art, but it is fair to say that his distinction as a teacher can be found in his courses in Latin and Greek. His syllabus for elementary Latin contains the warning: “This may be the hardest class you take at Baylor. Buckle in.” Like Phil Lockhart, Alden Smith uses L. A. Wilding’s *Greek for Beginners*, followed by Plato’s *Euthyphro*, completing both in a five week summer course which

starts at 8 o’clock in the morning. Yet in spite of this rigor Alden has helped the Classics program at Baylor grow from four to eleven faculty during his tenure; as Phil Lockhart has observed in person, Baylor has an average of 25 students in language classes at all levels. Even when Alden takes his students to Italy, he requires that they continue their study of Latin. During the most recent visit he assigned them to read Plautus’ *Aulularia* because he knew that an Italian Theater Group was performing that play in Latin during their visit. It is characteristic of Alden’s energy and charm that he contacted this theater company and invited the director, a distinguished Italian actor, to attend a similar performance planned by his own students. Not only did the director agree to attend, he also invited Alden’s students to use the company’s props and sets. After the performance the Italian actors went out to dinner with the Baylor students, choosing a restaurant, appropriately enough, on the Via Plauto!

Among the letters of support for Prof. Smith’s nomination there was one from the president of Baylor, somewhat unusual in itself but even more striking when it turned out that the president’s own son had been influenced by Alden to become a Classics major and now to pursue a graduate degree at a “fine graduate program”. One student completing a course evaluation and answering the standard question, “How could Prof. Smith become a better teacher?”, remarked, “How can Tiger Woods become a better golfer?” Clearly Alden Smith is as good as it gets in our field and richly deserves to receive an APA Award for Excellence in Teaching for 2002.

**CALL FOR NOMINATIONS: 2003 APA AWARDS FOR
EXCELLENCE IN TEACHING AT THE COLLEGE LEVEL**

The *Committee on the Awards for Excellence in the Teaching of Classics at the College Level* invites nominations for the **2003 APA Awards for Excellence in Teaching**, in order to give special and public expression to the APA’s commitment to honor and foster excellence in the teaching of the Classics. We particularly urge nominations of individuals teaching in smaller institutions or Classics departments, many of whom are indeed master teachers and scholars despite heavy schedules and difficult conditions. Please note carefully the deadlines and procedures described on the next page.

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One to three awards for excellence in the teaching of the Classics will be given in 2003 to college teachers from the United States and Canada. Each winner will receive a certificate of award and a cash prize of \$300. The awards will be presented at the Plenary Session of the Annual Meeting in January 2004.

Criteria: The following factors are considered in the selection process: (a) excellence in the teaching of Classics at the undergraduate level; (b) subject matter that is “classical” in the widest sense, *i.e.*, Greek and Latin language, literature, culture, mythology, history, etymology; and (c) the design and successful implementation of new courses and programs. Winners of these awards must be members of the APA and have a minimum of three years of teaching experience prior to nomination. By action of the APA Board of Directors, only individuals may be considered for these awards.

Nomination: While a letter of self-nomination may be necessary in exceptional cases, a letter of nomination is preferred. Nominators, who need not be APA members, may be administrators, chairpersons, departmental colleagues, or faculty in other department or institutions. Nomination letters should indicate how the candidate meets the criteria of the award. The nominator should submit the letter with a current curriculum vitae of the nominee to the Executive Director of the APA by **May 1, 2003**. The letter is the key to the candidate’s continuation in the selection process.

The Committee reviews nominations and invites the submission of full dossiers for selected nominees. These dossiers should include four copies of the following: (1) an updated *c.v.*; (2) a minimum of three, and preferably six, letters of support, which should include one each from a student, colleague, and administrative superior; (3) brief descriptions of all courses taught during the past five years, including some representative syllabi and assignments; these should be included both for new courses designed by the nominee and his or her “traditional” courses; (4) summaries or excerpts of student evaluations.

The letter of invitation to submit a full dossier will be sent to the nominator, with a photocopy to the candidate, not later than May 23, 2003. Completed dossiers must then be submitted to the Executive Director by July 11, 2003. Only dossiers complete at this time will be considered.

The APA will retain for consideration for two additional years the full dossiers of candidates who do not receive an award in the year of nomination. In the two succeeding years, these applicants will need only to submit updated information for consideration by subsequent Committees.

APA PRECOLLEGIATE TEACHING AWARDS FOR 2002

“Demanding” and “dedicated” are the words that recur in the dossier of **Caroline P. Caswell**, who has taught Latin and Greek since 1987 at the Boston Latin Academy. Caroline received a B.A. in Classics from Radcliffe College, an M.A. in Classics from Case Western Reserve, a Ph.D. in Classical Studies from Boston University and an Ed.D. from Harvard.

Boston Latin Academy is an exam school with a classical curriculum which attracts students of varied backgrounds from all over the city. Many students come from families where education is not the norm. Caroline opens up a world for the students which is in her words “new and strange, and yet accessible because it is human.” In Caroline’s view among the many benefits of a classical education is that it demonstrates that “any culture, no matter how strange at first glance, is accessible to us all.” In the words of her colleague, Paul Properzio, “Caroline appeals to a wide range of students who represent the diverse population of the Academy. It is an exceptionally rich group who value the school’s rigorous classical education”.

For Caroline rigor is always part of the picture. In the words of Paul Properzio, “Caroline’s students come first, but she is not easy on them. She has earned their respect by her uncompromisingly high standards that they both complain about and admire. She expects her students to go the limit and, if they do not, she challenges them to succeed.” One student states that she reminds them that there is always something left to learn. Another writes: “Although Dr. Caswell is always willing to help us through the woes of Latin translation, she is willing to coddle no one. I probably wouldn’t take a bullet for Doctor Caswell, but I know I would (and have) spent an hour pouring over the *First Catilinarian* for myself.”

The Boston Latin Academy certamen team embodies Caroline’s teaching philosophy. One team member says:

“To this day she challenges us to be better than we are.” A *Boston Globe* reporter, noting the multi-ethnic makeup of the BLA certamen team that went to the national finals three years ago, writes: “In this era of trashing public schools it is easy to miss moments where stereotypes of who takes on stiff academic challenges are smashed.”

Students praise the seemingly endless amounts of time Caroline devotes to certamen and to other, more personal needs. One says: “To me it meant a lot that an influential teacher had so many positive things to say about my character. And without your help last year my character would not be as strong as it is now.” Another thanks Caroline for driving her and another student across town on a Saturday morning to take the Latin SAT II exam when they could not have gotten there themselves.

Caroline has kept herself fresh and inspired her students with her ongoing research and study projects. She was co-director of an NEH Focus Grant, a comparative study of the Roman empire and the Han dynasty and project director for an NEH Focus Grant on “Transformation and Retrenchment: A Study of the Roman Empire from the ‘Other’ Sides.” This brought together teachers from four disciplines from BLA and Buckingham Browne and Nichols schools. Caroline has also held the Coulter Scholarship for summer study from CANE and studied and worked in Italy, Greece, France and Turkey on many occasions.

At BLA Caroline is a Lead Teacher, that is, one whose instruction is a model for others. May there be many more like her!



2002 Precollegiate Teaching Award Winners Caroline P. Criswell (left) and Mindy Goodman (right) with APA President Michael Gagarin.



Mindy Goodman has taught Latin, along with French, to 7th and 8th graders for thirty-one years at the F.A. Day Middle School in Newton, MA. She received her B.A. in Latin from Boston University and an M.A. in Classics from Tufts University.

In her first year, Mindy Goodman taught 26 students Latin. After ten years, she was teaching 220 students Latin in the same school. Last year nearly half the 7th graders in the school elected to study Latin. And although four middle schools feed into the Newton North High School, her students account for over 90% of those taking Latin there. A Latin teacher at that high school, Robert Mitchell, writes that in a recent AP Vergil class 14 of the 15 students were former students of Mindy's and that 13 of them studied classics in college as a major or minor.

Letters from colleagues, students and parents make it clear that Mindy makes Latin and the Roman come alive for classes in an unforgettable way. In the words of her Principal, “Ms. Goodman conveys to her students that their world is an interrelated one, full of interesting and important connections....Students routinely look for connections in other parts of their lives and bring their discoveries to class”. Mindy manages to roam far and wide. A colleague describes a lesson on Hannibal that includes Livy, the history of Carthage, world history, etymology and science. “All this while...a text suited for those first learning to read the language is being parsed and thoroughly explained.” The same colleague speaks of “a magic rhythm to her class that captivates a student's interest and nurtures it with vibrant wit seasoned with gentle humor and great good learning.”

Another colleague writes that Mindy creates a supportive environment where students are encouraged to take chances with a friendly “keep going” and “take a guess.” A student writes of Mindy's help with homework for another class even during her lunch hour. The same student continues: “I love her classes. They are so interesting I wouldn't even think of tuning out during Latin.” Students also help Mindy produce a column for the school paper, “Latin Scholars Know the Answer.”

A letter from one parent well represents the feelings of all: “Mrs. Goodman has made language come alive for her students, and I can't imagine a greater gift. The children in our family have come home eagerly explain-

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ing the derivations of words and everyday phrases...Chemistry equations will eventually be forgotten, and historic dates may drift to the far reaches of their minds, but these young people will forever be enthralled with the language they use every day of their lives....” Many teachers are creative. Many teachers win the respect and fondness of their students. Mindy Goodman can be singled out because, in addition to these things, she creates what she terms ‘Latin scholars’. These students enjoy learning Latin and will carry her lessons with them forever.”

Mindy continually learns from her ‘Latin scholars’. In the words of the Talmud which she quotes, “each child has something to teach me.” But she also models for them a tenacious devotion to language in general and Latin in particular. She has fought to keep Latin in the curriculum in Newton, has given workshops for other teachers, and took the lead in writing standards for the teaching of Latin in Newton. In the words of her Principal, Mindy is “a worthy ambassador for the teaching profession itself.”

**APA AWARDS FOR EXCELLENCE IN
PRECOLLEGIATE TEACHING
Previous Winners 1999-2002**

- 1999 Ronald B. Palma, *Holland Hall School, Tulsa, OK*
Christine F. Sleeper, *Herndon High School,
Herndon, VA*
- 2000 Richard J. Beaton, *Griffin High School, Griffin, GA*
Ann Criswell, *Castilleja School, Palo Alto, CA*
- 2001 Melissa Schons Bishop, *Lenape Regional
High School, Medford, NJ*
Sally R. Davis, *Arlington Virginia Public Schools,
Arlington, VA*
- 2002 Caroline P. Caswell, *Boston Latin Academy,
Boston, MA*
Mindy Goodman, *F.A. Day Middle School,
Newton, MA*

**CALL FOR NOMINATIONS: 2003 APA AWARDS FOR
EXCELLENCE IN TEACHING AT THE PRECOLLEGIATE LEVEL**

The *Joint Committee on Classics in American Education* invites nominations for the **2003 APA Awards**

for Excellence in Teaching at the Precollegiate Level. The two winners will be honored with \$300 cash awards at the APA meeting in San Francisco in January 2004.

Eligibility is open to teachers, full- or part-time, of grades K-12 in schools in the United States and Canada who at the time of the application teach at least one class of Latin, Greek, or classics at the K-12 level. Membership in the APA is not required. Nominations may be made by a colleague, administrator, or former student who is thoroughly familiar with the teacher’s work. (Additional guidelines for nominators are offered below.)

Current guidelines call for a nomination packet that consists of four components and that should be submitted in quadruplicate under one cover. The components are 1) a letter of nomination; 2) the candidate’s current curriculum vitae; 3) a personal essay of 250-500 words providing the candidate’s philosophy of teaching, views on the importance of study of the classics, and views of qualities of successful teaching and of professional development; and 4) four sealed letters of recommendation (250-500 words each), of which two should come from administrators or from colleagues at any level of the classics discipline and two from current students or their parents. On the basis of these dossiers a group of finalists will be chosen who will be invited to submit additional supporting materials. (A list of topics for these supporting materials is available below.) Precollegiate winners are selected by a subcommittee of the Joint Committee on Classics in American Education, whose membership is selected equally from both the APA and the American Classical League. **May 1, 2003** is the deadline for the postmark of nominations.

Applications should be submitted to the ACL/APA Joint Committee on Classics in American Education, c/o The American Philological Association, 292 Logan Hall, University of Pennsylvania, 249 South 36th Street, Philadelphia PA 19104-6304. Questions about the competition may be directed to (apaclassics@sas.upenn.edu).

Additional Guidelines for Nominators

The key to a successful nomination is detailed information about the nominee’s teaching practices and results. The nominator plays a crucial role in gathering and presenting this information. The additional letters of support should be from students, colleagues, administrators, parents, etc. who can also speak in detail about the nomi-

nee. Due to the fact that all of the nominees are usually highly qualified, letters of nomination must move far beyond general statements that the nominee is an excellent teacher.

Supporting Materials for the Second Round

Finalists in the competition will be invited to submit additional supporting materials such as innovative teaching units, Latin publicity items, additional testimonials and recommendations, etc. The materials may include computer programs, video tapes, CDs, photographs, etc., but please be sure that the materials submitted are copies, as they cannot be returned except under special circumstances.

Every application should address at least four of the following criteria:

- success, size, and growth of the classics program in the context of the candidate's school
- outreach and promotion of the classics
- innovative and creative classroom activity
- evidence of improved student learning
- student success in contests and competitions
- movement of significant numbers of students to the next level of study
- student travel and field trips ranging from study of local architecture to study abroad
- the teacher's professional service and professional development including workshops (both taken and given), papers presented, offices held, awards received, etc.

NEW APA PRIZE FOR SCHOLARLY OUTREACH

The APA Outreach Award, a prize of \$300, recognizes an outstanding work of an APA member or members that makes an aspect of classical antiquity available and attractive to a non-specialist audience. The work may be presented in any medium (*e.g.*, book, film, electronic presentation). Studies of any classical subject, translations, and adaptations for performance of ancient works are eligible for the prize, as long as they are grounded in sound scholarship and addressed to a broad public. Works to be considered must have been first published or performed within three years of the nomination deadline; candidates for the prize must have been APA members continuously during the same three-year period.

Nominations, consisting of a letter of nomination and three copies (if possible) of the work to be considered, should be sent by **May 1, 2003** to the APA Office, 292 Logan Hall, University of Pennsylvania, 249 S. 36th Street, Philadelphia, PA 19104-6304. Nominations will be judged by the Outreach Award Committee, which consists of three members serving staggered three-year terms: one current or recent member each of the Outreach and Research Committees, both appointed by their respective Vice Presidents, and a third member to be appointed by the President. The recommendation of the Outreach Award Committee will be subject to approval by the Board of Directors.

134TH ANNUAL MEETING

The APA held its 134th Annual Meeting in New Orleans, Louisiana, from January 3-6, 2003. Once again, the meeting was held in conjunction with that of the Archaeological Institute of America (AIA) and included a joint paper session with AIA as well as a number of shared social events. Over 2,200 members, guests, and volunteers from both societies registered for the meeting. APA Staff is extremely grateful to the volunteers from the Local Arrangements Committee chaired by Profs T. Davina McClain and Wilfred E. Major. Without their enthusiastic participation and support, it would have been impossible to organize and administer the many different events at the meeting.

The APA Program consisted of 62 paper sessions. Twenty-four of these were developed by the Program Committee from submitted abstracts. Panels proposed by APA committees, affiliated groups, three-year colloquia, and individual APA members were also presented. This was the second meeting at which APA members joined AIA colleagues in organizing Roundtable Discussion Sessions. Several of the topics approved by the APA Program Committee, including a series of discussions on teaching Greek organized by R. Conrad Barrett, were extremely well received. The APA Program Committee also approved a special presentation: a demonstration of the new Internet-based search engine for the *Thesaurus Linguae Graecae*.

This year's Presidential Panel was entitled, "The Governance of Classics in North America." Representatives of national and regional Classics organizations in North America discussed the most pressing issues faced

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by each society and suggested likely areas of cooperation with each other. At the Plenary Session President Michael Gagarin's Presidential Address examined the importance of story telling in Athenian Law.

Members once again enjoyed a staged reading featuring their colleagues. The Committee on Ancient and Modern Performance organized an extremely entertaining rendition of Douglass Parker's translation of Seneca's *Apocolocyntosis*. Director Amy R. Cohen and Producer Thomas Jenkins brought together a group of APA members to take roles in the play. The Minority Scholarship Committee's traditional event was extremely successful. Over sixty registrants attended a fund-raising breakfast, and three won raffle prizes consisting of books donated by exhibitors. Members and guests enjoyed this year's opening joint reception at the riverboat *Creole Queen*, and a large number of APA members attending their first annual meeting enjoyed a breakfast introducing them to the annual meeting program and the Association as a whole. See a variety of photographs from the Annual Meeting on pages 38-39.

Minutes of the 2003 Business Meeting

The Annual Business Meeting of Members of the American Philological Association took place at the Hilton New Orleans Riverside Hotel, on January 6, 2003. President Michael Gagarin called the meeting to order at 8:05 a.m. He asked Executive Director, Adam D. Blistein, to give his report.

Report of the Executive Director. Dr. Blistein stated that his report would be limited to the activities of Philadelphia Office. He directed the members' attention to the minutes of recent Board of Directors meetings published in the April 2002 and forthcoming December 2002 issues of the *Newsletter*. Reports of Vice Presidents on activities in their divisions appeared in the October *Newsletter*, and new reports would be published in February.

Financial Matters The Association's Auditors were now preparing the audit for the fiscal year that ended in June 2002. To save on printing and postage costs, only a summary of this report would appear in the printed *Newsletter*, but complete reports would be available at the APA web site and on request from the APA Office. In each of the last few years the Association had experienced decreases in total assets as the result of realized and unrealized investment losses and of operational losses. These deficits persisted in 2002, but they had both been reduced. The Association remained dependent upon

interest and dividend income from the very large portion of the endowment that is invested in fixed income securities. That investment policy, which has been followed since early 2000, had reduced the level of unrealized losses that might have occurred with a greater investment in equities. In the long run, however, this policy offered no hope of capital appreciation or of protection against inflation, and last Summer the Finance Committee had decided to transfer a portion of this endowment back into equities.

Dr. Blistein stated that in this environment, if the APA wanted to do anything other than the most basic tasks of a learned society (books, journals, meetings), it would have to raise outside support for those activities. During the past year the Board, with the assistance of the Development Committee, had identified a few projects to be the focus of the APA's fund-raising energies. President Gagarin had described this process and its results in his letters to members in the *Newsletter*. The main goals that had emerged from this process were support for the American Office of *l'Année Philologique* and exploration of ways to eliminate the high school Latin teacher shortage and to increase collaboration among Classics teachers at all levels.

In the past year, the Association had achieved some important expense reductions in the areas of travel and printing, and had begun to have some success in increasing income through growth in membership and subscriptions and publication of software. Members had also aided this effort through generous donations to annual giving, and by adding contributions to their dues payments and annual meeting registrations. However, the Development Committee believed that much more was possible. In the 2001 annual giving campaign about 140 members had contributed just over \$28,000. The total amount raised was very close to the Committee's goal of \$30,000, and the level of participation by the membership increased by 50%. However, even with that increase, only 6% of individual members had made a contribution. Last Spring the Association, for the first time, had been able to claim all matching funds available on the ongoing grant to the American Office of *l'Année Philologique*. Very generous contributions from longtime member Marianne McDonald and from the Gladys Kriebel Delmas Foundation had made this possible. However, at the same time it made its gift, the Foundation wanted to know what the APA was contributing to this project from its own funds.

Dr. Blistein felt that it was likely that other foundations would ask similar questions if they were approached for support of any initiative to deal with the high school teacher shortage or to build an endowment for the American Office of APH as required by the NEH. The APA would not be able to give satisfactory answers to these questions if members' level of giving remained at 6%. He therefore urged members to respond to the 2002 annual giving appeal that had been mailed in mid-November.

Publications Program. The Association continued to work with Oxford University Press to keep older titles in print, in large part by using print-on-demand technology. Inventory reports and royalty payments were being received in a more timely fashion. The Association's first new books with Oxford had appeared in March 2002. At least two additional books were in production. Dr. Blistein felt that the book program would probably not be a significant source of income but, by taking on the expense of book production, Oxford was helping the APA to meet this scholarly responsibility at little or no cost.

Almost all members had received the December 2002 issue of *TAPA* before the holidays. This was the first issue in the journal's new semiannual soft cover format, and Dr. Blistein thought it was extremely successful. He cited Editor, Cynthia Damon and her colleagues on the Publications Committee for breathing this new life into the APA's venerable journal. The Johns Hopkins University Press had made valuable contributions to this process. It was anticipated that the format and schedule change would increase scholarly interest in the journal and might even allow *TAPA* to make more of a financial contribution to the Association. The Press had recently proposed a campaign to attract more library subscriptions - which are currently very low - and the December issue had included an advertisement for the first time.

Membership. Dues bills for 2003 had been sent in early December. It was important to send these invoices as early as possible because the next two issues of *TAPA* (to appear in June and November) will be benefits of membership for 2003. Dues had been increased for all members for 2003; this was the first across-the-board increase in a decade. Dues for members earning under \$80,000 had risen by no more than \$4 additional per year. Increases were somewhat higher in the upper salary

ranges, and the amounts for life membership had increased significantly.

There were 2,986 members on the Association's rolls as of the end of November, over 100 more than in December 2001, and a few more than in December 2000. [The number of members as of December 31, 2002, was later reported to be 3,022.] Dr. Blistein noted that this was the first annual increase in membership during his term as Executive Director. If the APA could increase membership by 100 in each of the next 5 years, the additional revenue would make a considerable contribution to its financial stability.

Dr. Blistein then asked the members present to stand as he read the names of their colleagues whose deaths had been reported to the Association Office during the previous year. The list of deceased members appears below; the members present observed a moment of silence in their honor.

F. M. Combella
Victor Coutant
John H. D'Arms
Judith P. Ginsburg
Cyrus H. Gordon
Mason Hammond
Miroslav Marcovich
Walter Markowicz
Peter Marshall
John McDiarmid
Arti Mehta
Edward N. O'Neill
Norman T. Pratt
Meyer Reinhold
Edgar Reinke
Gerda Seligson
Ronald Godfrey Tanner
Carl R. Trahman
Francis J. Witty

Office Publications. Dr. Blistein stated that GreekKeys 2002, produced in June, had been very well received. Prof. Donald Mastronarde had recently updated this software for the second time in a year to work with the new Macintosh operating system, and the office would begin to sell a CD with this upgrade in early February. Purchasers of GreekKeys 2002 would be able to obtain the upgrade, if needed, at no cost via Internet download and at a minimal cost for a new CD.

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Pandora 3, compatible with the new Macintosh operating system and able to search TLG-E, would appear in February 2003. The upgrade to this software had been done by Dr. Daniel Riaño, who had worked at the TLG, and Prof. Mastronarde had performed some essential testing and modification of this software. Dr. Blistein cited Prof. Mastronarde for providing these valuable resources to APA members.

A new guide to graduate programs would appear soon. Dr. Blistein reminded members of two changes in publication procedures instituted as cost-saving measures. The December newsletter would be published online only unless a member requested a printed version. Also, members would not automatically receive a printed Directory of Members since the online version is in regular use and is more up-to-date. The price of the printed Directory would be \$20 including shipping.

Dr. Blistein thanked the faculty of the University of Pennsylvania's Department of Classical Studies for their ongoing support and enthusiasm.

Annual Meetings. Paid attendance for the New Orleans meeting was expected to be about 2,000 and total attendance about 2,300, almost exactly the same figures as last year. [Registration figures were later determined to be 1,935 paid and 2,168 total.] For the second time the Association had held a successful breakfast meeting for first-time registrants, many of them very new members. They seemed to appreciate the opportunity to meet Directors and Officers and to hear talks from the President, Program Chair, and Executive Director. The Program Committee had been able to schedule a demonstration of the new online search engine for the TLG, and the Committee for Ancient and Modern Performance had organized a very well-attended performance of Douglass Parker's translation of *Apocolocyntosis*.

Dr. Blistein expressed his gratitude to Profs. Davina McClain and Wilfred Major for their outstanding work as local hosts in New Orleans. They had recruited an extremely helpful group of volunteers who made it possible for the APA's small staff to put on this large meeting.

The next annual meeting would take place in San Francisco from January 2-5, 2004. The call for abstracts for this meeting appeared in the October *Newsletter* and was also available on the APA web site. The 2005 meeting would take place in Boston from Jan. 6-9. Dr. Blistein

pointed out that the dates of this meeting had been changed by one day to make it run in a preferred Thursday-Sunday pattern. The subsequent meeting would take place in either Toronto or Montreal in January 2006.

When the APA and AIA moved the meeting dates from December to January, the societies had agreed that this would be a 3-year experiment, after which they would determine whether they wanted to stay in January or return to December. To collect data for that determination, both societies had posted on their web sites a very brief survey to gauge members' preferences. Unfortunately, few members from either society had responded. The officers had therefore agreed to post the survey once again and ask members to complete the five questions asked if they had not done so already. The survey would be available on the web site until February 20.

Dr. Blistein noted that the Board of Directors meeting on January 3 had been the last one for four outgoing Directors, Profs. Kenneth Reckford, President for 2001; Directors Mary-Kay Gamel and David Sider; and William Race, Vice President for Program. Dr. Blistein praised Prof. Race for his dedication, patience, and wisdom in organizing four outstanding annual meeting programs.

Move of American Office of *l'Année Philologique*. In addition, Prof. Race - this time in his role as the Chair of the Classics Department at UNC-Chapel Hill - had provided substantial assistance and support to the Association when it made the decision early in 2002 to take advantage of an unusual opportunity presented by the Classics Department at the University of Cincinnati and move the American Office of *l'Année Philologique* to Ohio after nearly 40 years in Chapel Hill. The August *Newsletter* contained a complete description of the events leading up to and the reasons for that move; Dr. Blistein wanted to take the opportunity presented by the Meeting of Members to cite Prof. Race once again for continuing to provide excellent support for the office until the move was complete and to thank Prof. C. Brian Rose and his colleagues at Cincinnati for welcoming the Office so warmly and for making sure that it could begin operations as quickly as possible.

Placement Service. The New Orleans meeting was the fifth at which the vast majority of interviews had been scheduled in advance. Overall it appeared that users of the service, candidates and institutions, found this use-

ful. Dr. Blistein urged interviewing institutions, particularly those that obtain their own suites, to avoid assigning specific times to specific candidates. If an institution had its own suite, the Placement Service could easily accommodate requests to schedule appointments on a specific day but needed the flexibility to assign candidates to any of the time slots on that day when the institution was available to conduct interviews. This would allow the Service to accommodate candidates' other interviews and presentations.

Interactions With Other Organizations. Dr. Blistein noted that strengthening the bonds between APA and other associations in the field had been the major goal of Prof. Gagarin's presidency. He urged members to look in the *Newsletter* for initiatives that would emerge from his Presidential Panel and a meeting held on the previous day with representatives of North American Classics Societies. APA staff continued to attend meetings of other Classics organizations and to enjoy warm welcomes.

The Coalition on the Academic Workforce (CAW), a consortium of ACLS societies, was entering its sixth year of gathering data and publicizing relevant information about the extent to which adjunct faculty are used in college classrooms. Now that the Coalition had collected and analyzed relevant data, it was trying to interact with college administrators to discuss the implications of those data. An important venue for this discussion continued to be the Association of American Colleges & Universities (AAC&U), which is attended by many upper-level administrators, particularly of liberal arts institutions. The Coalition had a brief session at the AAC&U meeting in January 2002 at which Dr. Blistein summarized the data CAW had collected. In January 2003 the Coalition would have a much more prominent place on the AAC&U program.

Dr. Blistein stated that he regularly attended two ACLS meetings each year: the annual meeting in May along with APA delegate Helene Foley, and a meeting in the Fall for chief administrators of ACLS societies. The administrators' group, called the Conference of Administrative Officers, elects an Executive Committee to organize its programs and to communicate with the ACLS Board. Dr. Blistein had recently been asked to fill an unexpired term on that Committee and would serve in that capacity until May 2004.

Dr. Blistein had also represented the APA at a meeting in November organized by the ACLS to discuss new NEH regulations requiring all grantees in the Endowment's fellowship programs to have policies in effect concerning research misconduct by the time they make their next grant applications. The APA is affected by this regulation because the NEH is the major source of support for the TLL Fellowship. NEH staff was now reviewing the APA's existing Statement of Professional Ethics and the accompanying procedures for adjudicating complaints relevant to that Statement. Prof. Barbara McManus, Vice President for Professional Matters, anticipated that NEH will determine that APA's existing documents and procedures fulfill its responsibilities under the new regulations. Dr. Blistein noted that he had learned at the meeting that guidelines and statements of ethics are reasonably common, but the APA is one of the few learned societies in the ACLS with procedures to hear complaints.

The APA remained active in the National Humanities Alliance, a group of societies and institutions encouraging Congress to increasing funding for the NEH.

Dr. Blistein concluded his report by expressing his gratitude to officers, directors, and committee members and chairs for their help and hard work. He cited in particular President Gagarin for his efforts on behalf of the Association during the year and expressed pleasure at being able to work with him again, many years after Prof. Gagarin had been his first graduate school advisor. Finally, he thanked APA Staff members, Minna Canton Duchovnay and Renie Plonski, for their loyal service to members during the previous year. The Committee on Ancient and Modern Performance had publicly recognized Ms. Duchovnay after its performance. Dr. Blistein stated that she had earned that recognition, and Ms. Plonski deserved it too.

Election Results. Prof. Gagarin then announced the election results for 2002 and noted that this information had been published in the October 2002 *Newsletter* and on the Association's web site.

Amendment to By-Laws. The October 2002 *Newsletter* had also contained a notice of the Board's approval of a change to By-Law #24. This By-Law already empowered the Board to fill vacancies among the officers and directors, but neither this By-Law nor any other contained a provision for filling vacancies on com-

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mittees normally constituted by election. The members present had received a copy of the new text of By-Law #24 approved by the Board. Since this amendment affected the powers of the Directors (staffing committees normally elected by the members), this amendment was now being presented to the membership for approval. Prof. James E. G. Zetzel asked to be recognized and suggested that the Board should have followed this procedure when it made several other recent changes to the By-Laws and Regulations. There being no further discussion, the following new text of By-Laws #24 was adopted:

VACANCIES

24. If the office of any Director, or of the President, any Vice President, the Executive Director, either Financial Trustee, or any elected committee becomes vacant, by reason of death, resignation, disqualification, or otherwise, the remaining Directors, although less than a quorum, but by a majority vote, may choose a successor or successors, who shall hold office for the unexpired term.

Resolutions. Prof. Gagarin then called on Prof. Kenneth F. Kitchell, Jr., to present the report of the Committee on Resolutions.

As we near the end of the 134th annual meeting of our Association, convened in New Orleans, Louisiana, the officers and members of the American Philological Association resolve to express their profound gratitude to all those who have contributed to the success of our meeting:

Our gratitude, then,

1. First, to Professors Davina McClain and Wilfred Major, co-chairpersons of the local committee. This year's co-chairs have excelled at attending to every detail and at recruiting and coordinating a phalanx of eager and competent volunteers who have extended to all the gracious welcome that is the hallmark of the Bayou State.

2. To Loyola University of New Orleans, for its generous support which allowed a reduced registration rate for Louisiana classicists teaching at the pre-college level.

3. To the Program Committee, consisting of Professors William Race, Chair, Keith Bradley, Susanna Morton Braund, Peter Burian, and Mary Depew, who together supervised the herculean task of developing a broad and

stimulating program, ranging over all aspects of our craft and in all manner of venues.

4. To the Committee on Ancient and Modern Performance for the magnificent performance of Douglass Parker's "Heavensgate Deposition," a translation of Seneca's *Apocolocyntosis*, produced by Thomas Jenkins and directed by Amy Cohen.

5. To all those who presented papers, organized panels, directed round tables, or chaired sessions. And a special thank you to all who participated in the forward looking Presidential Forum entitled "The Organization of Classics in North America." Our President, Michael Gagarin deserves much credit for having brought together the leaders of these many organizations to look to the future of our profession while also preparing a masterful Presidential Address entitled "Telling Stories in Athenian Law."

6. To Jennifer Moen, the Conference Manager of the AIA, for organizing the opening reception on the *Creole Queen* and for tours to various local sites of interest.

7. To our Executive Director, Adam Blistein, whose organizational powers and attention to detail are equaled only by his refusal to take credit for them. To Minna Canton Duchovnay, Coordinator for Meetings, Programs, and Administration, and sagacious counselor to many a committee and vice president. To Renie Plonski, Coordinator for Membership and Publications, and who also finds the time and energy to serve as Placement Director. And to Elena Kanevskaia, who is in her second year as a work study student for the central office and rapidly becoming indispensable. The organization will never know the extent of the work of these people, but will benefit from it for decades to come. May we all learn from their hard work, long hours, and seemingly endless store of equanimity in the face of pandemonium.

8. To the staff and management of the Hilton New Orleans Riverside Hotel, whose professionalism and courtesy have helped us understand why New Orleans is called the City Care Forgot. And to the New Orleans Convention and Visitors Bureau, which helped untangle many a logistical problem.

9. Finally, to those officers and directors of the American Philological Association whose term of office comes to an end with this meeting:

Kenneth J. Reckford, President, 2001
 William H. Race, Vice President for Program (1998-2003)
 Mary-Kay Gamel, Director (1999-2003)
 David Sider, Director (1999-2003)

As one who has sat in long meetings with these officers and directors, I can attest to their hard work on our behalf and to their limitless patience.

10. In recognition, therefore, of the hard work and tireless dedication of all these – and, to speak in the cautious manner of Greek inscriptions, in gratitude “to all the others, whosoever they may be” — we hereby acknowledge the myriad services these persons have rendered to our association and the entire field. I therefore move the acceptance of this resolution by acclamation.

Respectfully submitted,
Kenneth F. Kitchell, Jr.
 Committee on Resolutions
 President, American Classical League

Other Business. President Gagarin then asked if any of the members present wished to propose any new business. There being no new business, he declared that in accordance with the Association’s By-Laws, Prof. James J. O’Donnell had become President of the American Philological Association. Prof. O’Donnell accepted the gavel from President Gagarin, distributed a token donative to the members present, and, a motion to adjourn the meeting having been offered and seconded, declared the meeting adjourned at 9:00 a.m.

Respectfully submitted,
Adam D. Blistein
 Executive Director

REPORT OF THE VICE PRESIDENT FOR EDUCATION

Committee on Ancient History. The committee sponsored a successful panel, “Wired Classrooms: Teaching the Ancient World in the Digital Era.” The committee continues its on-line survey of teaching ancient history at the APA website.

Committee on Scholarships for Minority Students. The committee organized another successful breakfast and raffle. Proceeds from the raffle plus contributions from members of the Association will fund the scholarship for 2003.

The Joint Committee on Classics in American Education. The JCCAE has decided to try to meet annually at the summer institute of the American Classical League in addition to the APA annual meeting. If meeting at the ACL convention does not prove feasible, the committee will meet once by conference call during the year. Suggestions for improving attendance by high school teachers at the annual meeting were passed on to Minna Duchovnay and Adam Blistein. The National Latin Exam has kindly made available their mailing list of teachers in the Bay Area for the 2002 meeting. The committee decided to move up the deadline to May 1, 2003 for nominations for the Pre-Collegiate Teaching Award. Members are urged to submit nominations for this award.

The Committee on Education. The committee sponsored a well-attended panel organized by Ronnie Ancona, “Latin Scholarship/Latin Pedagogy: Scholars Address the Classroom”. The committee expects to have the papers published. The committee also decided to update and make available online the state-by-state list of faculty liaisons for secondary school teachers published by the Association some years ago.

National Latin Teacher Recruitment Week. The committees of the Division of Education urge members to speak with their students about becoming Latin teachers during the week of March 3-7. For additional information and useful handouts, see the website of the National Committee on Latin and Greek (<http://www.promotelatin.org/nltrw.htm>).

Elizabeth Keitel
 Vice President for Education

REPORT OF THE VICE PRESIDENT FOR PROFESSIONAL MATTERS

Joint Committee on Placement

After careful consideration of all sides of the issue, the Joint Committee recommended that the APA Placement Service continue to schedule candidate interviews at the Annual Meeting for the following reasons:

- The APA/AIA ability to keep accurate statistics and protect candidates would be drastically diminished if all institutions set their own schedules.

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- Having to negotiate scheduling conflicts and changes individually with institutions would put unfair pressure on candidates.
- If interview rooms were not provided, institutions that cannot afford to rent a suite might begin conducting interviews in hotel rooms again.
- Most candidates and institutions seem happy with the present system, and only a handful of institutions do not schedule interviews through the Placement Service.

The Joint Committee will continue to monitor the situation. Subcommittees are currently working on a brief checklist of essential Do's and Don'ts for institutions and a similar checklist for candidates; these will be posted on the APA web site and a printed copy will be included with registration materials. The Committee also plans to conduct a workshop for candidates at the 2005 Annual Meeting.

The Joint Committee is currently considering a proposal to eliminate the "Positions only" registration category for candidates commencing with the 2003-2004 placement year; if adopted, only "Comprehensive" registration would be available to candidates. It is also considering a long-range proposal to password protect the advertisements within an "APA/AIA members only" section of the web site.

Committee on the Status of Women and Minority Groups

The CSWMG passed a motion supporting the recommendation of the Joint Committee on Placement regarding continuation of the present system of interview scheduling. The Committee approved the report on the 2000 and 2001 Journals Survey, which will be published in the February *Newsletter*. A version with linked tables and figures will also be posted on the APA web site. Subcommittees are working on the 2001-2002 Departmental and Placement surveys, and reports on these are expected to be published in the April issue of the *Newsletter*.

The CSWMG also passed several modifications to the various questionnaires, including a proposal to print on the surveys the racial/ethnic categories defined by the US and Canadian censuses. A subcommittee was es-

tablished to consider the issue of how the term "classical" should be defined in the Departmental survey. Finally, the Committee passed the following motion to the Board of Directors:

The CSWMG unanimously wishes to register its distress at the continued choice of sodomy law states for the Annual Meeting in violation of the APA Code of Ethics.

Professional Matters Committee

The Committee voted to propose for the 2004 Annual Meeting a professional matters forum on electronic publishing, both scholarly and pedagogical, and its current status vis à vis the academic credentialing and reward system. Barbara McManus and Ross Scaife will be co-organizers of the forum.

Respectfully submitted,

Barbara F. McManus

Vice President for Professional Matters

REPORT OF THE VICE PRESIDENT FOR RESEARCH

1. APh Website. The problems that emerged with institutional subscriptions to APh online have been solved, to the best of our knowledge. Following a strong letter sent to SIBC President Munk Olsen by APA President Michael Gagarin (and further correspondence by Dee Clayman and Jim O'Donnell), Les Belles Lettres has agreed to modify its site license contract in a way that permits U.S. universities and other institutions to subscribe. In line with the improved publication schedule, *APh* Volume 72 (2001) is scheduled to be uploaded to the database in June 2003.

2. DCB Progress and Funding. Back volumes of *APh* continue to be digitized and added to the online version of *APh*, at the rate of ten volumes a year; volumes 30-39, for 1959-68, will be added in Fall 2003. DCB Director Dee Clayman continues to work with SIBC board members to improve and maintain the *APh* online operations (which use the DCB data). Prof. Clayman submitted a new funding application to the NEH in June. The APA's long-term planning committee recommended that the Development Committee help raise funds for the DCB in its last few years of operation; it is much to be hoped that these funds will materialize.

As requested at the September 2002 meeting of the Board of Directors, I asked Prof. Clayman to provide an overview of past and current funding for the DCB. The encouraging statement that she promptly provided will be circulated with this report.

3. The APH American Office has settled into its new quarters at the University of Cincinnati, with its comprehensive departmental library. Director Lisa Carson reports that her new half-time Assistant Director, Dr. Shirley Werner, has quickly and smoothly taken up her role; they will both attend the next SIBC meeting in Paris (February 2003), so that Dr. Werner can meet her counterparts and the SIBC Board. The University of Cincinnati is providing a part-time graduate student assistant to round out the bibliographical team.

Matching funds of \$20,000 are still required for the current NEH grant, which provides the APA with funds to run the AO from 7/1/02 to 6/30/04. Dr. Carson will be applying for a further NEH grant again in the spring of 2003, for the next two-year period (7/1/04 to 6/30/06). Critically needed, as before, is permanent independent funding for the AO. The NEH has indicated that it will not continue to support operations for longer than about five more years, and has encouraged the APA to apply for an NEH challenge grant to create an endowment for the AO. Endowing the AO has been designated a top priority for the APA Development Committee.

4. TLL Fellowship and E-TLL. The TLL Fellowship committee received twelve applications this year, a healthy number, and will decide on the basis of its interviews this weekend how to rank the top candidates. There appears to be very good news on the electronic front: in its 2003 catalogue the publisher of TLL, K. G. Sauer Verlag, is advertising a forthcoming searchable CD-ROM version of the TLL, identical to the print version. It is not clear to me how much of the TLL will be available in this format this year.

5. Update from TLG. Maria Pantelia, Director of the *Thesaurus Linguae Graecae*, would be happy for the APA Board of Directors to select two APA members for her new advisory board. [Prof. Dee L. Clayman and Donald J. Mastronarde subsequently agreed to serve in this capacity.]

Work on the Unicode Greek font format is moving ahead well; final proposals for almost 200 non-alphabetic characters were presented to the Unicode Consortium meeting in November. Prof. Pantelia is required to provide fonts for these characters to be used in future Unicode publications (not for commercial distribution) and would like some of these characters to replicate those in Jeff Rusten's Athena font; she reports that Prof. Rusten has agreed to this, but she wants to be sure the APA is aware of this procedure.

6. Ancient World Mapping Center. I paid a brief visit to the AWMC this fall, where Director Tom Elliott enthusiastically showed me the progress being made in digitizing the remainder of the APA's *Barrington Atlas* compilation materials. In particular, they are preparing geo-registered raster scans of the maps, suitable for use in Geographic Information Systems (GIS). A licensing proposal for those items is scheduled to be submitted soon for consideration to Princeton University Press (publisher of the *Barrington Atlas*) and the APA. The AWMC (which is financially independent of the APA) continues to be concerned with fund-raising for its endowment; as reported in September, this effort got off to a strong start with a multi-year pledge from the Stavros S. Niarchos Foundation, ensuring that the Center will meet its matching-funds requirement for the first year of its \$500,000 NEH Challenge Grant.

7. Reporting on APA-Sponsored Projects. This matter has been a subject of intense discussion in recent BOD meetings, with specific reference to the Atlas project. In September it was decided to devise a format for annual review of all sponsored projects. President Gagarin and Executive Director Blistein made a proposal which I find satisfactory as well: the Executive Director and the Vice-President of the relevant division of the APA (*e.g.* VP for Research in connection with the DCB, AO, TLL, and any future research-related projects) issue to the Finance Committee by September 1 each year a report on the finances of each sponsored project; the Finance Committee will report to the Board by the January meeting.

8. A "white paper" on Research in Classics has been drafted by two members of the Research Committee, Martin Cropp and Barbara Shailor, and is now being discussed and revised by the committee. This paper is intended for publication on the APA web site, for

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the benefit especially of those who evaluate classicists and their research, as well as for members of the profession.

Deborah Boedeker
Vice President for Research

IN MEMORIAM

Judith R. Ginsburg

Judith R. Ginsburg, Associate Professor of Classics at Cornell University, died on December 28, 2002, at her home in Ithaca after an eight-month battle with cancer. She was 58.

Judy was born in Omaha, Nebraska on October 18, 1944. She received her B.A. and Ph.D. in Classics and Roman History from the University of California at Berkeley and her master's degree at UCLA. She held a Rome Prize Fellowship at the American Academy in Rome and visiting appointments at the University of Maryland and at Tel Aviv University.

Judy spent her entire career at Cornell, having joined the faculty in 1976. A beloved teacher, she excelled both in the small seminar format and in larger lecture classes on Roman history and culture. Judy stimulated students intellectually, while her gentle personality, which combined kindness with integrity and courage, inspired even the most diffident of them to take confidence in themselves. Students treasured her as a friend and mentor long after they left Cornell.

In addition to service in Classics, Judy was an active member of the Women's Studies Program and of the graduate field in the department of history. Her generous service to Cornell was matched by leadership in the APA, where she most recently co-chaired the Nominating Committee. Judy also served on the *Ad Hoc* Committee on Professional Ethics, which drew up the first standards of professional conduct for the Association. She was also a long-time member of the Women's Classical Caucus and served on its Steering Committee from 1985-1987.

Judy's work is well known to all students of Tacitus. Her principal contribution is *Tradition and Theme in the Annals of Tacitus* (1981) in which she re-examined

the received opinion that the historian hewed more closely to the format of republican annalistic historiography in the Tiberian books of the *Annals*. Judy demonstrated how supple Tacitus was in his use of the traditional elements of annalistic writing. Far from being constrained by the annalistic format, Tacitus used it to underline the disparity between republican forms and monarchical government under Tiberius. Her book remains the standard work on this subject. Judy also published thought-provoking articles on speeches in the *Annals* and on Nero's consular policy. She left behind a book-length manuscript on Agrippina the Younger, a critical re-evaluation of representations of the most influential woman of the Julio-Claudian dynasty in literature, art, numismatics and the Roman popular imagination.

Suddenly stricken, Judy faced death with realism and old-fashioned Roman *virtus*, while retaining her wit and sense of absurdity in the face of agonizing treatments and bureaucratic snafus. The outpouring of love and loyalty she received from family and friends only returned what she had given them over many years.

Survivors include her partner, Mihi Amihai (Collins); her brother James of Venice, CA; and several aunts, uncles and cousins in the United States and Israel. A memorial service will be held at Cornell on April 27. (For more information, consult <http://www.arts.cornell.edu/classics> or telephone 607.255.3354.)

Hayden Pelliccia
Elizabeth Keitel ♦ ♦ ♦ ♦ ♦

Brady Blackford Gilleland

Prof. Emeritus Brady Blackford Gilleland of The University of Vermont's Department of Classics died on Saturday, February 15, 2003. Prof. Gilleland taught with great effect at UVM from 1957 until his retirement in 1993. He was a member of the APA. Among his scholarly works was a translation of Johannes de Alta Silva, *Dolopathos or the King and the Seven Wise Men*, Medieval and Renaissance Texts and Studies, Binghamton, NY, 1981.

Z. Philip Ambrose

REPORT OF THE CSWMG
SURVEY OF JOURNALS FOR 2000 AND 2001

One of the annual charges of the Committee on the Status of Women and Minority Groups (CSWMG) is to survey journals in the area of Classical Studies, especially with an eye to encouraging the increasing participation of women and minorities in journal publication. Women have made slow but steady progress in the years we have been studying the statistics. While this trend has been a constant refrain of our survey, it is certainly not the only result we need to study. On the other hand, the publication gains for women do represent one of the most significant developments since the CSWMG first began compiling complete statistics from many of the same journals in the late 1970s. The Committee is pleased to continue this effort and now, with this report, to move it into the twenty-first century.

Since journal submissions always vary from year to year, the CSWMG reminds readers to beware of drawing conclusions about any individual journal from the results of a single survey. Careful tracking of these statistics over time is what has made it possible to understand incremental changes with the kind of precision that overrules mere anecdote.

The statistical material in this survey is fairly easily to digest. Tables I and II (accessible on the APA web site) contain information about journal practices in 2000 and 2001. Footnotes at the bottom of each table offer further information about any exceptions or extenuating circumstances. For example, readers will note that certain journals did not submit figures for the 2000 survey (Table I), though they are represented in the 2001 survey (Table II). Other details concerning transitions within a journal's staff, information about the number and gender of referees for articles for a particular journal, or special circumstances such as a journal's need to publish conference proceedings are contained in the footnotes. CSWMG is happy to announce the addition of a new journal, *Syllecta Classica*, included in the 2001 journal survey for the first time.

The total number of submissions by women in the 2000 survey was 172 (33%), as opposed to 351 (67%) by men. In the 2001 survey those figures jumped to 190.93 submissions for women (still 33% of the total) and 391.06 submissions for men (still 67%). The total number of

acceptances of articles by women in 2000 was 71.6 (34%) and in 2001 the number was 87.1 (33%). The total number of acceptances of articles by men in 2000 was 136.3 (66%) and in 2001, 177.9 (67%). The acceptance rate for women in 2000 was 42% and in 2001, 46%. The acceptance rate for women is higher than the percentage of total submissions by women. Part of this increase, of course, is due to the four additional journals represented in the 2001 survey. The acceptance rate for men was 39% in 2000 and 45% in 2001. The percentage of reviews by women (29%) and men (71%) remained the same for both the 2000 and 2001 surveys. The percentage of women referees went up by 2% (37% in 2000 survey and 39% in 2001 survey), which again might be due to the extra journals included in the 2001 survey. The number of women serving on editorial boards also went up from 62 (36% in 2000 survey) to 75 (37% in 2001 survey). Six journals reported that their editor-in-chief was a woman. The mean percentage of women on Classics faculties for 1997-2001 was 36% (broken down into 38% in BA-granting departments, 35% in MA-granting departments, and 32% in PhD departments). The mean percentage of women in various aspects of journal publication for these two survey years is almost the same (broken down into 34% of women who are accepted for publication in 2000 and 33% in 2001; 29% of reviews by women in 2000 and 29% in 2001; 37% of referees who are women in 2000 and 39% in 2001; and 36% of editorial board members who are women in 2000 and 37% in 2001). No journal reported an editor belonging to a minority group for either the 2000 or 2001 surveys. While the percentage of editorial board members who are ethnic minorities went from 0.58% in the 2000 survey to 2.44% in the 2001 survey, it is clear that this is an area of utmost concern to all of us. 2.44% is very close to the dismally low mean percentage of minorities on Classics faculties, which was 2.5% according to the 1997-2001 surveys. The representation of women in submissions, acceptances, as reviewers, referees, and editorial board members continues at about the same number from last year's report. We have finally caught up with previous surveys and had the opportunity to view the information over a longer period. Nevertheless, our work is far from finished. We need to continue to make the field reflective of the general population both in terms of gender and minority differentiation and participation. The CSWMG only hopes to increase awareness of issues relating to inequality, to inspire editors and their editorial

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boards to greater vigilance in such matters, and to help to bring more diverse voices, especially of women and minority groups, into the field of Classical Studies by these efforts.

In conclusion, this journal survey, as those of the past, could not have been accomplished without the help and cooperation of participating journal editors and their staffs. The CSWMG wishes, therefore, to thank wholeheartedly the editors of the fifteen journals who responded for 2000 and those of the nineteen journals who submitted information for 2001. Editors in both the USA and Canada collected the crucial statistics of their journals and returned them in a timely fashion, often with many other pressing matters before them as well. Furthermore, the CSWMG owes a special debt of gratitude this year, as in many previous years, to Barbara McManus, APA Vice President for Professional Matters. She generously offered technical expertise and much sage advice throughout the process. Her contribution was, as always, above and beyond the call of duty.

Respectfully submitted for the CSWMG,

Ann Olga Koloski-Ostrow
Brandeis University

AWARDS TO MEMBERS

John F. García, University of Iowa, has received an NEH Fellowship for University Teachers for 2003-2004 in support of his project entitled, "Song and Rite in Early Greece: Mnemosyne and Divine Presence in Homer and the Hymns."



In the December 2002 issue, the "Awards to Members" section incorrectly stated **Edward M. Harris'** affiliation. Prof. Harris, from **Brooklyn College and the Graduate School, City University of New York** will be Professeur invité at the University of Paris I (Panthéon-Sorbonne) from December 2002 to January 2003. We regret this error.

ANNOUNCEMENTS

The Board of Directors of the Teagle Foundation has announced the appointment of **W. Robert Connor** as President and Chief Executive Officer of the Founda-

tion effective May 1, 2003. From 1989 until 2002 Prof. Connor was President and Director of the National Humanities Center in Research Triangle Park, NC. The Teagle Foundation's major interest is strengthening private higher education, with a principal emphasis on small liberal arts colleges and a secondary emphasis on nursing education and theological education.



It's never too early to think about **volunteering for the joint AIA/APA Annual Meeting in San Francisco, CA, January 2-5, 2004**. If interested, please contact Minna Duchovnay of the APA Office via e-mail at mduchovn@sas.upenn.edu.

MEETINGS / CALLS FOR ABSTRACTS

3rd Annual Independent Meeting of the Ancient Philosophy Society, April 11-13, 2003, Trinity College, Hartford, Connecticut. The Ancient Philosophy Society was established to provide a forum for diverse scholarship on ancient Greek texts. Complete information on the conference can be obtained from its web site: <http://www.trincoll.edu/orgs/aps/>.



The Boston Area Roman Studies Conference: A Tribute to Meyer Reinhold, April 25, 2003, Boston University, Boston, MA. Sponsored by the Boston University Department of Classical Studies; made possible by a grant of the Humanities Foundation at Boston University. The conference is free and open to the public.

Susan Ford Wiltshire (Vanderbilt University):
"James A. Garfield: Classicist and President"

Kurt Raaflaub (Brown University):
"Caesar, Augustus, and the Restoration of Liberty"

Wolfgang Haase (Boston University):
"Marc-Antoine Muret, First Political Commentator on Tacitus"

For further information, contact Monique Devoe (617-353-2427, mdevoe@bu.edu).



Classical Association of the Atlantic States, October 10-11, 2003, Wilmington, Delaware. We invite individual and group proposals on all abstracts of the classical world, and on new strategies and resources for improved teaching. Especially welcome are presentations which aim at maximum audience presentation and those that integrate the concerns of K-12 and college faculty.

Among the special sessions being planned are panel discussions on New Directions in Research and Teaching on Latin prose authors (in memory of Judith R. Ginsburg); Visitors to the North American Classical Community (featuring classicists from a variety of countries who came to study and teach in the US and Canada, and then returned "home"); Latin commencement orations (at Princeton, Harvard and elsewhere); and Italian-Americans in classical studies. There will also be a limited enrollment workshop on writing abstracts for papers at professional meeting and grant proposals. Our Saturday luncheon speaker will be Christopher Stray, author of *Classics Transformed: Schools, Universities and Society in England, 1830-1960*.

Abstracts, of no more than 300 words, should be in quintuplicate and nameless. The cover letter should include the title of the abstract, address, phone number and email address of each presenter. A brief cv should be submitted for each presenter as well. Deadline for submission of abstracts is June 1, 2003. Please send materials to:

Judith P. Hallett, CAAS Program Coordinator
Department of Classics
University of Maryland
College Park MD 20742 USA
Fax: (301) 314-9084

The program for the spring CAAS meeting in Pittsburgh April 25-26 is now posted on our website: we have dedicated our session on New Directions in Research and Teaching in Homer to the memory of Dorothea Wender, who taught in the CAAS region (at the University of Maryland, George Washington University and Trinity College) before joining the faculty at Wheaton College, Norton, Massachusetts, in 1970.



Head to Toe, (Un)Covering the Human Body, Fourth Biennial Bryn Mawr College Graduate Symposium, October 10-11, 2003, Bryn Mawr College, Bryn Mawr, PA. The idea of the body has always been a source of artistic inspiration, and the representation of the body, in image and text, has always generated interest and study among scholars in various fields. Our conference seeks to examine the concept of the body as it is conceived of in both writing and visual image through time. From the poetry of Sappho to the catacombs of Rome, the bodies of Michelangelo to the criticism of Winckelmann, up to the images of Picasso and the performance art of Laura Findley, how have individuals and society changed over time, and how have perceptions been affected by social class, aesthetics, historicity and contemporary viewpoints?

Abstracts (350 words maximum) are due April 15, 2003, and should be submitted along with a cover page containing name, title, institutional affiliation, e-mail address, and contact address to:

Graduate Student Symposium Committee
Box C 1710 Bryn Mawr College
101 N. Merion Ave.
Bryn Mawr, PA 19010

Further information is available from jbopp@brynmawr.edu.



Neve Posthac Inter Sed Coniourase: Ancient Religious Associations in Context, October 24-25, 2003. The ***University of Pennsylvania*** announces a graduate student conference to explore the relationship between various clubs and religious associations in the ancient world (hetaireiai, orgeones, thiasoi, collegia, sodales, etc.) and the dominant social, cultural, political, and religious contexts in which they operated.

In antiquity innumerable clubs and religious associations operated within the Greek polis and Roman state. Frequently these groups had no legal standing; undoubtedly the number, variety, and informal nature of many associations often rendered state involvement undesirable or infeasible. Nevertheless, the religious, social, and political potential of clubs and religious associations could breed conflict with the state, or sometimes make desirable their official incorporation. Examples of events

(continued on the next page)

touching on these issues include Solon's law regarding associations, the desecration of the herms on the eve of the Sicilian Expedition, and Rome's suppression of Italian Bacchantes in 186 BCE.

We are looking for papers that address issues regarding ancient religious associations from a wide variety of disciplinary perspectives. Topics may include, but are not limited to, the following:

- Religious associations and state formation
- Religious associations and loci of power in the state
- Association membership and the construction of identity
- State incorporation of unofficial religious associations
- Religious associations' assimilation of state organizational structures
- The imagery and language of associations in literature
- Gender, culture, and the rhetoric of associations
- The nature and placement of representations of associations
- The iconography of associations
- Associations in the epigraphic record

Abstracts (350 words maximum) are due June 1, 2003. Please include a cover page with the following information: name, institutional affiliation, e-mail address, and home/office address. Send to:

Graduate Student Conference Committee
c/o Department of Classical Studies
University of Pennsylvania
201 Logan Hall
249 S. 36th St.
Philadelphia, PA 19104-6304

For further information please contact Trevor Luke (tluke@sas.upenn.edu) or Dorian Borbonus (borbonus@sas.upenn.edu).

SUMMER PROGRAMS

2003 Classics Summer Institute At The University Of Georgia. Each summer the Classics Summer Institute at the University of Georgia offers a variety of undergraduate and graduate Latin and Classics courses and, in odd-numbered years, Intensive Beginning Greek.

The Institute curriculum is supplemented by workshops and guest lectures by visiting Master Teachers and other scholars. The program is designed especially for Latin teachers who wish to continue their education or earn a Master's degree in Latin on a summers-only basis. The 15 faculty members of the department share in a tradition of cooperation with high school teachers and programs which has culminated in an exciting and challenging curriculum. Scholarship assistance is available and Latin teachers pay only the low in-state Georgia tuition.

Classes are held from mid-June to early August; most courses are offered in intense four-week short sessions. More information about the Institute and its courses is available at http://www.classics.uga.edu/summer_institute/.



The Summer Program at the Medieval Institute. The Medieval Institute at Notre Dame is once again pleased to offer in the Summer of 2003 specialized courses for graduate students and postdoctoral scholars to polish the skills they need for their scholarly research and to pursue less-studied fields. In Summer 2003 Frank A.C. Mantello will teach Medieval Latin (MI 570), Intensive Latin Review (MI 571), and Latin Paleography (MI 517).

Two students taking "Medieval Latin" or "Latin Paleography" for credit will be awarded full tuition scholarships, funded by the Medieval Academy through the Committee on Centers and Regional Associations (CARA). Applicants for these scholarships, who must be members of the Medieval Academy, should send a letter of intent, three letters of recommendation, and a transcript to: CARA Summer Scholarships, Medieval Institute, 715 Hesburgh Library, Univ. of Notre Dame, Notre Dame, IN 46556. The deadline is 25 April 2003.

For further information on the Medieval Institute's Summer 2003 program, contact James Mixson, Programs Coordinator, email: Mixson.1@nd.edu, or visit the website at <http://www.nd.edu/~medinst/>. A summer session Bulletin of Information and course/housing application may be obtained from the Summer Session Office, University of Notre Dame, 510 Main Bldg., Notre Dame, IN 46556; email: sumpsess.1@nd.edu.

ADDENDUM: UNIVERSITY AND COLLEGE APPOINTMENTS

Supplementing the lists printed in the June 2002, August 2002, and October 2002 issues of the *Newsletter*, the following candidates have also obtained new positions as a result of job searches conducted during the 2001-02 Placement Service year. Candidates whose names appear in ***bold and italics*** represent individuals who filled a newly created position at that institution. The Placement Service would like to thank **Barbara McManus** for her unending pursuit and tireless efforts in gathering this information!

ARIZONA STATE UNIVERSITY
Lecturer: ***Almira Poudrier***

BALL STATE UNIVERSITY
Assistant Professor: James A. Caprio

BAYLOR UNIVERSITY
Lecturer: ***Georgia Irby-Massie***
Assistant Professor: Antonios Augoustakis

BOWDOIN COLLEGE (CLASSICS)
Visiting Assistant Professor: Judson Herrman

BRANDEIS UNIVERSITY
Lecturer: Crispin C. Goulet

BROWN UNIVERSITY (CLASSICS)
Professor: John Bodel

BUCKNELL UNIVERSITY (HUMANITIES)
Assistant Professor: ***John C. Hunter***

CORNELL COLLEGE
Lecturer: Frederic Will

CORNELL UNIVERSITY
Visiting Associate Professor: Rhiannon Ash

DARTMOUTH COLLEGE
Visiting Assistant Professor: Myles McDonnell
Visiting Assistant Professor: Kevin G. Hawthorne

DUKE UNIVERSITY
Assistant Professor: Joshua D. Sosin

DUKE UNIVERSITY—ICCS
Professor: Christopher Parslow
Associate Professor: Thomas McCreight
Assistant Professor: Celina Gray
Instructor: Sibyl Edwards

HELLENIC COLLEGE
Associate Professor: Alice McIntyre

HOOD COLLEGE
Assistant Professor: ***Genevieve Gessert***

HOWARD UNIVERSITY
Lecturer: Kenneth Mayer

INDIANA UNIVERSITY (HISTORY)
Assistant Professor: Edward Watts

IOWA STATE UNIVERSITY
Lecturer: Rodney Fitzsimons

MICHIGAN STATE UNIVERSITY
Instructor: Bradley Buszard

NORTHWESTERN UNIVERSITY
Assistant Professor: Ann Marie Yasin
Mellon Post-Doctoral Fellow: James Quillin

OBERLIN COLLEGE
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ROLLINS COLLEGE
Lecturer: Meredith Prince

SOUTHWESTERN UNIVERSITY
Instructor: Katherine Panagakos

STANFORD UNIVERSITY
Associate Professor: Walter Scheidel
Acting Assistant Professor: Andromache Karanika

SWARTHMORE COLLEGE
Visiting Assistant Professor: Paolo Asso

TULANE UNIVERSITY
Visiting Assistant Professor: Robert Sklenar

UNIVERSITY COLLEGE, CORK
Lecturer: Noreen Humble

UNIVERSITY OF CALIFORNIA, RIVERSIDE
Lecturer: Benjamin King

UNIVERSITY OF CALIFORNIA, SAN DIEGO
Assistant Professor: Dylan Sailor

UNIVERSITY OF CALIFORNIA, SANTA BARBARA
Lecturer: Ralph Gallucci

(continued on the next page)

UNIVERSITY OF CHICAGO (CLASSICS)

Lecturer: Margaret Laird

UNIVERSITY OF MIAMIVisiting Professor: *Henry Bayerle***UNIVERSITY OF MICHIGAN (LIBRARY)**Librarian: *Beau D. Case***UNIVERSITY OF MONTANA, MISSOULA**

Instructor: Kenneth Wiering

UNIVERSITY OF MONTREAL

Assistant Professor: Richard Westall

UNIVERSITY OF NOTRE DAMEProfessor: *Keith Bradley***UNIVERSITY OF OXFORD**

Professor: Philip Russell Hardie

UNIVERSITY OF REDLANDSAssistant Professor: *Zina Giannopoulou***UNIVERSITY OF SOUTHERN MAINE**

Assistant Professor: Jeannine Diddle Uzzi

UNIVERSITY OF ST. THOMAS

Assistant Professor: Kevin F. Day

UNIVERSITY OF THE SOUTH (SEWANEE)

Assistant Professor: Christopher McDonough

UNIVERSITY OF TORONTO (CLASSICS)Associate Professor: *Rachel Barney*Assistant Professor: *Martin Revermann***UNIVERSITY OF UTAH**

Assistant Professor: Elizabeth Manwell

UNIVERSITY OF WINDSOR

Assistant Professor: Max Nelson

Assistant Professor: Robert Weir

Assistant Professor: *Patricia Fagan***UNIVERSITY OF WISCONSIN, MILWAUKEE (LANGUAGES)**

Assistant Professor: Kevin Brian Muse

UTICA COLLEGE

Assistant Professor: Barbara Witucki

VASSAR COLLEGEVisiting Assistant Professor: *Barbara Olsen*

Blegen Fellow: Garth Tissol

VICTORIA UNIVERSITY OF WELLINGTON

Professor: Johan Thom

WASHINGTON UNIVERSITY IN ST. LOUIS

Lecturer: Brian Warren

XAVIER UNIVERSITY

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Visiting Assistant Professor: Frank Shaw

OFFICERS, DIRECTORS & COMMITTEES FOR 2003

With a few exceptions, terms of service as officers, directors, or committee members begin and end at each year's annual meeting, specifically at the business meeting. The Nominating Committee is the major exception to the rule on terms of service because its new members take office as soon as they are elected rather than at the annual meeting. In addition, several of our delegates or representatives, e.g., our ACLS Delegate, are appointed for terms appropriate to the calendar of the correspondent organization.

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(continued on the next page)

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(continued on the next page)

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TO THE ANCIENT WORLD MAPPING CENTER

Mary T. Boatwright

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Craig Kallendorf

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To FIEC

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David Konstan, Associate Delegate (2002-2007)

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1. The editor of the *Newsletter* has the right to edit all submissions to conform to proper style and appearance.

2. The editor of the *Newsletter* will accept announcements by affiliated organizations and Association members, under the following conditions:

a. The editor will accept submissions up to 250 words. Submissions exceeding this word limit may be edited at the discretion of the editor.

b. No affiliated group or member can expect to have more than one submission published in a calendar year. Additional submissions will be published, space permitting, and at the discretion of the editor. No submission from a member or affiliated group with financial indebtedness to the APA will be printed unless any debts to the Association are fully paid.

c. The editor may defer publication of a submission for reasons of space or layout.

d. The editor may reject any submission which he/she does not deem to be of interest to the members of the Association, or which is more properly a paid advertisement.

e. The editor has final decision in the layout of all submissions.

3. The editor of the *Newsletter* may return a submission if it is not in a form suitable for publication.

4. Persons wishing to ensure prompt publication of their announcements on the APA's Web Site (as well as in the *Newsletter*) should submit information separately to the Editor of the Web Site. See the link, "Guidelines for Submissions" at www.apaclassics.org.

FIEC CONGRESS ABSTRACT DEADLINE EXTENDED

The abstract deadline for FIEC's 12th International Congress, taking place in Ouro Preto, Brazil from August 23-28, 2004, has been extended. The new deadline is **March 31, 2003**. For details see the Congress' web site: <http://www.fiec2004.ufmg.br>.

The American Philological Association *Newsletter* (ISSN 0569-6941) is published six times a year (February, April, June, August, October, and December) by the American Philological Association. (\$3.00 of the annual dues is allocated to the publication of the *Newsletter*.) Send materials for publication; communications on Placement, membership, changes of address; and claims to: Executive Director, American Philological Association, 292 Logan Hall, University of Pennsylvania, 249 S. 36th Street, Philadelphia, PA 19104-6304. Third-class postage paid at Philadelphia, PA.

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PANDORA 3, a significant upgrade in usability and features over Pandora 2.5.x, is a Classic Macintosh program and does not run natively in OS X, but will work normally in the Classic environment if your computer is started in OS X. **PANDORA 3** is designed for searching the CD-ROM version E of the Thesaurus Linguae Graecae, which you must obtain separately (<http://www.tlg.uci.edu/~tlg/>).

SYSTEM REQUIREMENTS

- Mac System 7.5-9.x or OS X with Classic environment.
- CD-drive or CD-compatible optical drive.
- Either a GreekKeys-compatible font (such as Athenian, Attika, Kadmos) or a Linguist's Software Greek font.

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- A QuickStart document in PDF format.
- Pandora Manuals folder, containing the full instructions and help for **PANDORA 3** in MS Word format and in PDF format.
- Free Font folder, containing the font Athenian in TrueType format, which is made freely available by the American Philological Association. Information about the APA's GreekKeys software and fonts is included on the CD.

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Now Available!

The GreekKeys 2003 CD is an updating of the GreekKeys 2002 CD released in May 2002. The updating addresses the release of OS X 10.2 and Apple's announcement that at some time during 2003 new Macs will cease to be capable of being started in OS 9.

The following are the most important elements of the GreekKeys package that have been updated in this version:

1. An OS 9 Installer is now available for international versions of GreekKeys as well as for the US/Canada version.
2. The OS 9 Installers on this disk can be run either under OS X (Classic environment) or under OS 9. This is essential, because at some date in 2003 new Macs will not be able to be started in OS 9. The OS 9 Installer on the 2002 CD will not work on such new Macs.
3. The installation of GreekKeys under OS X (10.2), released in August 2002, is now facilitated through new files, new AppleScript installers, and new documentation. Installation for all the international versions available for OS 9 is now included for OS X as well. OS X (10.2 and higher) now presents no substantial problems to the continued use of GreekKeys, whether in OS X-native applications or in Classic applications.

If you did not purchase GreekKeys 2002, use the order form below to obtain the new version. Those who purchased the GreekKeys 2002 CD between May 2002 and December 2002 have two choices if they wish to obtain the upgraded elements.

(1) Contact the APA office by e-mail, identify yourself as a purchaser of GreekKeys 2002, and request a password for downloading the new files from the password-protected download page accessible from the GreekKeys support site: <http://socrates.berkeley.edu/~pinax/GreekKeys.html>

(2) Use the order form above to request that a GreekKeys 2003 CD be sent to you at the cost of \$10 to cover shipping and handling.

Important Note: This upgrade is not necessary for anyone who is a legal owner of a previous version of GreekKeys keyboard resources and who is not having trouble with installation or fonts.

APA - 134th Annual Meeting

Left: Ellen Greene and John Kirby make announcements at the CSWMG-WCC-Lambda Classical Caucus Reception.



Right: Also at the reception (from left) Chris Pranger, Tom Van Nortwick, Molly Pasco-Pranger and John Muccigrosso.



Minority Scholarship Committee Members Martha Davis (Co-Chair, left) and Gail Smith (center) award one of three raffle prizes to Nancy Felson.



Minority Scholarship Committee Co-Chair Davina McClain (left) with Marilyn Skinner at the Committee's breakfast and raffle.

Andrew Szegedy-Maszak (at lectern) introduces the Professional Matters Committee's panelists: (from left) Cashman Kerr Prince, Jess Miner, Daniel Tompkins, and Sheila Murnaghan.



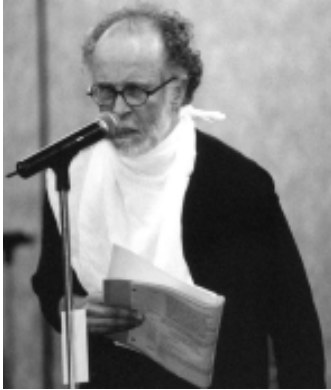
APA's Presidents for 2002-2004: (from left) Michael Gagarin, Jim O'Donnell, and Elaine Fantham.



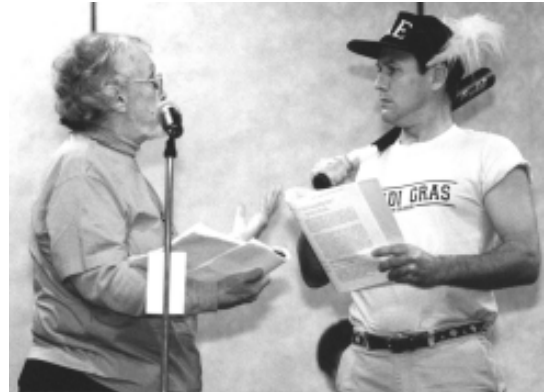
Michael Gagarin gives his Presidential Address as Jim O'Donnell looks on.

New Orleans, LA

January 3 - 6, 2003



The Ancient and Modern Performance Committee's reading of *The Heavensgate Deposition* included Kevin Crotty (photo above left), Director Amy Cohen (photo above center), (from left) Leslie Cahoon, Eva Stehle, and Cashman Kerr Prince (photo above right), and (from left) Author Douglass Parker and John Stilwell (photo right).



(From left) Stephen Wheeler, Ralph Hexter, and Victor Bers at the President's Reception.



Speakers at the Presidential Panel included James Russell (photo above left) and Ken Kitchell (photo above center). Charles Henderson (who was attending his 66th consecutive APA meeting) asks a question while panelists Allen Ward and Sally Davis look on (photo above right).

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(to be selected in 2004 election and begin service in January 2005)

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

Professional Matters Division

- Committee on Placement
- Committee on the Status of Women and Minority Groups
- Director, Classics Advisory Service

Research Division

- Committee on Research
- TLL Fellowship Committee
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- Development Committee
- Pearson Fellowship Committee

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IMPORTANT DATES FOR APA MEMBERS

- March 17, 2003** Postmark Deadline for Submission of Proposals for At-Large and Committee Panels for 2004 Annual Meeting and for Organizer-Refereed Panels, Three-Year Colloquia, and Affiliated Group Charters for 2005 Annual Meeting
- March 31, 2003** Deadline for Receipt of Dues Payments to Ensure Prompt Delivery of *TAPA* Volume 133, #1 (Spring 2003) (*see December 2002 Newsletter, page 11*)
- April 15, 2003** Receipt Deadline for Nomination of Candidates for Election by Petition (*see page 2*)
- May 1, 2003** Receipt Deadline for Nominations for Collegiate and Precollegiate Teaching Excellence Awards (*see pages 9 and 12*)
- May 16, 2003** Postmark Deadline for Submission of Individual Abstracts
- June 2, 2003** Receipt Deadline for Nominations for Goodwin Award (*see page 4*)

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