

Classical Association of the Pacific Northwest

# BULLETIN



Volume 21, No. 2

March 1991

## PROGRAM OF THE TWENTY-FIRST ANNUAL MEETING

Ridpath Hotel, Spokane, Washington

Friday, 5 April and  
Saturday, 6 April 1991

Friday, 5 April 1991

Registration Cheney Cowles Memorial Museum 7:30-8:00 p.m.  
Welcoming Remarks 8:00-8:15 p.m.

8:15-9:15 p.m.

### "Archaeological Contributions to the Understanding of Roman Sussex"

by

Peter L. Drewett, BSc, PhD, FSA, MIFA  
Senior Lecturer, Institute of Archaeology  
University of London

Reception Cheney Cowles Memorial Museum 9:15-10:00 p.m.

Saturday, 6 April

Registration, Morning coffee and rolls 8:00-8:45 a.m.  
Ridpath Hotel, Terrace

First Session Greek Literature I 8:45-9:45 a.m.

Terrace Room C

Presiding: James M. Scott, University of Montana

1. Food, Sex, Money and Poetry in Olympian 1  
Dana L. Burgess, Whitman College

2. Myths of Rape and Euripidean Rationalism  
Mary Kuntz, University of Oregon

3. Art, Nature and Nemesis: An Aristotelian Analogy in Physics II  
Malcolm Wilson, University of Oregon

4. Posidonius, Ptolemy, and the Status of Astronomy  
Robert B.M. Todd, University of British  
Columbia

Break 9:45-10:00 a.m.

Second Session Greek History 10:00-11:00 a.m.

Terrace Room C

Presiding: Connie McQuillen, University of Idaho

1. Morality and the Mob: Popular Violence in Early Ptolemaic  
Alexandria

William D. Barry, University of Puget  
Sound

2. The Treasures of the Parthenon: Greek or Persian?  
Diane Harris, Portland State University

3. The Naval Battles of the Lamian War  
Waldemar Heckel, University of Calgary

4. Against Kephisodotos and the Papyrus Decree: Some Speculations  
A.L.H. Robkin, Bellevue, Washington

Break 11:00-11:15 a.m.

Third Session Greek Literature II 11:15-12:15 p.m.

Terrace Room C

Presiding: Connie McQuillen, University of Idaho

1. The Odyssey: A Part of the Near Eastern Wisdom Tradition?  
J.M. Scott, University of Montana

2. Dog Days Revisited: Imagistic and Logistic Reshaping in  
Alcaeus 347

Nat Kernell, University of Iowa

3. Some Lists in Aristophanes  
H.G. Edinger, University of British  
Columbia



4. Meidias, Aeschines' Prototype  
Galen Rowe, University of Idaho

Lunch Terrace Rooms A and B 12:15-1:15 p.m.

CAPN Business Meeting Terrace Room C 1:30-2:15 p.m.

Break 2:15-2:30 p.m.

Fourth Session Latin Language, Literature and History 2:30-3:15 p.m.  
Terrace Room C

Presiding: Carl Strange, University of Alaska

1. Ilia's Dreams: Ennius, Ovid and Discourse about Rape  
Catherine Connors, University of Washington

2. The Implications of the Legal Emphasis in Seneca's Apocolocyntosis  
Sylvia Gray Kaplan, Portland State University

3. Subita Felicitas: Seneca and the Invective of Suillius in the Annals of Tacitus  
Robert Gurval, University of Calgary

Break 3:15-3:30 p.m.

Fifth Session Latin Language, Literature and History II 3:30-4:15 p.m.  
Terrace Room C

Presiding: Carl Strange, University of Alaska

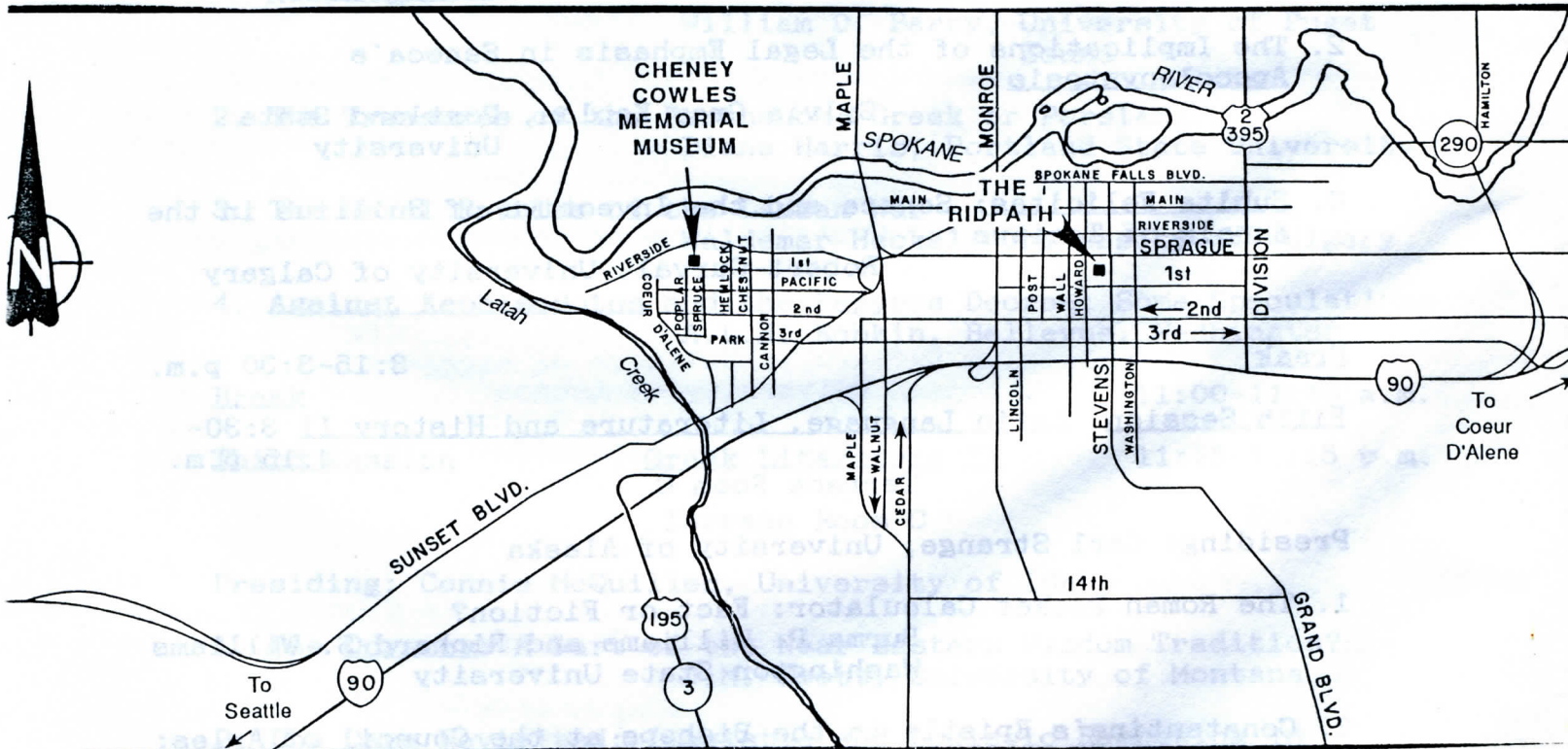
1. The Roman Pocket Calculator: Fact or Fiction?  
Burma P. Williams and Richard S. Williams  
Washington State University

2. Constantine's Epistle to the Bishops at the Council of Arles: A Defense of Imperial Authorship.  
Charles Odahl, Boise State University

3. Erasmus on Virgins and Martyrs: A Case Study in Christian Eloquence  
Louis Perraud, University of Idaho

### Location

All CAPN events except on Friday evening will take place at the Ridpath Hotel, located at Sprague Avenue between Howard and Riverside Streets in downtown Spokane. (Interstate 90 exit 280B westbound, exit 280 eastbound.) Friday evening registration, reception and opening presentation by Peter Drewett of the University of London, will be held at the Cheney-Cowles Memorial Museum (Eastern Washington Historical Society) at West 2316 First Avenue in Browne's Addition (see map appended).





## Announcements

Ninth Annual CANE Summer Institute: July 9-17, 1991

Dartmouth College, Hanover, New Hampshire

"The Worlds of Herodotus: The Conflict of East and West and the Emergence of the Self"

An 8-day Program of Lectures, Courses and Special Events for Secondary School Teachers and Friends of the Humanities, sponsored by the Classical Association of New England. Carries CEU credits. For information and course descriptions, write to Dr. J.C. Douglas Marshall, Director, CANE Summer Institute, St. Paul's School, Concord, NH 03301. The 1991 Institute continues the comparative theme of Greece and the ancient Near East.

The New England Classical Institute, Tufts University will hold its program July 1-26, 1991: "The World of Homer."

For information and application materials contact: Professor Peter Reid, c/o Professional and Continuing Studies, Tufts University, 112 Packard Avenue, Medford, MA 02155.

Richard D. Sullivan's Near Eastern Royalty and Rome, 100-30 B.C. has been published posthumously by the University of Toronto press as Phoenix Supplementary Volume 24.

### New England Latin Placement Service

The Classical Association of New England sponsors a Latin Placement Service for middle and secondary school teachers. For a registration form, write to Prof. Richard Desrosiers, 204 A Murkland Hall, University of New Hampshire, Durham, NH 03824. Information on positions open should be sent to Prof. Gilbert Lawall, 71 Sand Hill Road, Amherst, MA 01002 (telephone 413-549-0390). Lists of available candidates, with brief resumes, may be obtained from Prof. Lawall.

From Virginia Barrett, Chair of the National Committee for Latin and Greek: "While carrying out our previous projects and services, the NCLG will focus its efforts this year on providing more information and materials to enable Latin teachers to become more effective promoters of Latin in their schools and communities. The following projects have been proposed for the NCLG's agenda:

- \* A promotional packet on teaching Latin in the 90's to include:
  - Annually updated facts and figures re: the growth of Latin in the schools;
  - How Latin contributes to literacy, language acquisition skills and global awareness;
  - Recent news articles about Latin;



- Sample promotional brochures;
  - Position papers on Latin in the 90's;
  - Strategies for starting/building a Latin program.
- \* A report on developments in Britain re: national curriculum reform mandating two years of modern language and leaving Latin and Greek as electives in an overcrowded curriculum.
- \* Increased communication and cooperation with the National Endowment for the Humanities (NEH) which provides funding for Classics.
- \* Continue to disseminate free recruitment brochures, "Classics is for Life." The colorful "Latin Is" series of posters and pamphlets is still available through the ACL's TMRC."

**MALEDICTA PRESS**  
**DR. REINHOLD AMAN, EDITOR**  
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**Surprise!** I'm happy to send you our newest publication, **MALEDICTA MONITOR** (=M·M). This newsletter will be published four times a year and sent to our readers in 73 countries.

I'm sending you the enclosed première issue whether you like it or not. If you **do** like to receive M·M, please pay the appropriate amount in the table below, and you will get the next three issues, too. If you do **not** like it, you do **not** have to write or cancel. It will be *¡Adiós, amoeba!* forever.

Sometime between now and summer 1991, I'll be moving to Sacramento, California. If you **do** order M·M or **Maledicta 10** now, or if you bought **Maledicta 10** earlier, I'll notify you of my new address as soon as I'm there. If you do **not** order anything now or request to be kept on my mailing list, I'll have to delete your name from my list because of high postage expenses, and this will be the last letter you will get from me. If you wish to contact me later, my address is in *Books in Print*.

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## LEARNING

# Schools Dust Off Classical Studies

By **Clara Germani**

Staff writer of The Christian Science Monitor

WASHINGTON

**A** NATIONAL renaissance of classical studies — focusing on Greek and Latin culture — has found special meaning for students at Shepherd Park Elementary School here.

Readings of Homer during the school year have given them perspective on their own fallen local hero, Mayor Marion Barry. The urban school students, 95 percent of whom are black, have been exposed to daily scandal reports of the mayor's drug trial.

Though shy sixth-grader Alison Harris speaks mostly of the entertaining hold the classics have had on her, she's not unaware of modern applications.

"It's like real life," she says of the Odyssey's lous-eaters, who were so addicted to the plant they never wanted to leave their island or think of anything else but the sweet plant. "They sat around all day and ate it and didn't do anything," says Alison, owlish in her glasses and dry observations.

Associated with elitism and the age of hickory-stick educational practices, classical studies were nearly abandoned during the 1960s and 1970s. But they are

finding new relevance today.

This summer, hundreds of schoolteachers are involved in training institutes in everything from mythology to Aristotle's theory of science. They are part of the classical renaissance that includes such examples as these:

- Many grade schools are adopting Socratic seminars to enliven civics, reading, math, and science studies.

- Whole schools have been turned over to classical Greek-style education, incorporating physical education with broad-based humanities studies.

"It's all a part of a single phenomenon," says Richard LaFleur, head of the classics department at the University of Georgia, Athens. "It reflects a moving away from the fragmentation of the '60s and '70s to an integrated approach to tradition and heritage."

Foreign-language study, and particularly the study of "dead" civilizations and languages, was deemed irrelevant, he says. For example, high school Latin language enrollment in the United States declined 80 percent between 1962 and 1976, from 700,000 to 150,000, he says. The number of Latin teachers registered by the American Classical League (ACL) declined from 6,000 to 3,000 in the same period. But the return to classical

studies is bolstered by two factors, says Mr. LaFleur, a past president of the ACL, the preeminent organization of classics scholars. Research shows that foreign-language study, especially Latin, improves standardized test scores; and professional classicists have thrown off a tradition of arrogance and developed newer, livelier textbooks and upgraded teaching materials.

**T**HE renaissance of classical studies is dramatically illustrated in the rapid membership expansion of the ACL's Elementary Teachers of Classics group, which started in 1987 with 37 members and now has 600.

LaFleur and other classics scholars bemoan the effects of the Reagan-era budget cuts on education, but they agree that the "conservative" approach to education has been a strong influence on the new classical trend. They often credit William J. Bennett, first as head of the National Endowment for the Humanities (NEH) and later as secretary of education, for a strong push toward tradition. His legacy at the NEH is the summer fellowship programs for schoolteachers — 10 of whom this summer are focusing on ancient Greek and Latin studies.

It was a 1984 advertisement for one of those summer fellowships that first caught fifth-grade teacher David Millstone's eye. "Classics do have this hoity-toity sound," he says. "And it's a sad reflection on the way we all went through school that I'd never conceived of teaching Homer to elementary school kids till I saw that blurb."

Now a Greek scholar in his own right, Mr. Millstone has developed a Greek program that spans the first to sixth grades at the Marion W. Cross Elementary School in Norwich, Vt.

The program focuses on Greek literature and involves storytelling, reading, writing, and art. In using the Odyssey, he says, "different parts of the story speak to different kids — some see blood, guts, and monsters; some see love and romance; and others see an adolescent search for self."

Millstone echoes many teachers who have seen transformations of students after exposure to good literature. One academically troubled boy became a class leader, says Millstone, when he found his flair for language and drama made him a good storyteller. The storytelling assignment, which involves telling an episode of the Odyssey to first-graders, was one many academic achievers had been afraid to do.

■ *'Classical studies] reflect a moving away from the fragmentation of the '60s and '70s to an integrated approach to tradition and heritage.'*

— Richard LaFleur, head of the classics department at the U. of Georgia



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**TO: All Readers of the *New England Classical Newsletter & Journal***

We hope that you enjoy the *New England Classical Newsletter & Journal* and find it useful. We would like to solicit your help in our efforts to maintain the high quality of the publication and its usefulness to the profession.

First, we would like to learn of those of you who would be interested in serving on the Editorial Board. In particular we need to find someone to replace Bill Wyatt, who is resigning his position at the end of this year, due to administrative responsibilities at Brown, and whose responsibilities on the Editorial Board are given below. **If you would be interested in serving on the Board, please write to the undersigned before March 15, 1991.**

Second, we would like to solicit appropriate contributions to *NECN&J*. It is important for us to know what you would like to see in *NECN&J*. Just as important, moreover, is what you might contribute to the publication.

**Please send announcements, ideas, and articles for the following sections of *NECN&J* directly to the editor or one of the editors responsible for each section (addresses at left):**

"Other Associations": Gilbert Lawall

"Schools, Colleges, and Universities": Elizabeth Keitel

"From the Classical World" (bibliographies, reviews of scholarship): John W. Ambrose, Jr., or William F. Wyatt, Jr.

"From Other Disciplines" (items of interest to classicists from other disciplines): John W. Ambrose, Jr., or William F. Wyatt, Jr.

"Special Features" (scholarly articles on any classical subject): John W. Ambrose, Jr., or William F. Wyatt, Jr.

"Students' Corner" (outstanding writing by students—secondary, undergraduate, and graduate): Elizabeth Keitel

"Auxilia Magistris" (materials of immediate use to classroom teachers and professors at any level of instruction): Gilbert Lawall

The deadlines for receipt of material in the hands of the Co-Editors is as follows (material should be sent to the Associate Editors well ahead of these deadlines):

Vol. XVIII, No. 3	April 1, 1991
Vol. XIX, No. 1.	August 15, 1991
Vol. XIX, No. 2	October 15, 1991
Vol. XIX, No. 3	December 15, 1991
Vol. XIX, No. 4	April 1, 1992

**Please send your articles, contributions, ideas, and suggestions!** The direction of the publication will be guided by what we hear from you.

Please also note the *NECN Publications Text Series* (see page 5 of the current issue of *NECN&J*). We welcome your interest and your participation in preparing booklets for this series.

Please let us hear from you!

Sincerely yours,



Gilbert Lawall  
Co-Editor