

## Ever Correct

### The Dean's Musings

The observant reader will detect in this issue a certain classical flavor. As in Greek and Roman antiquities, mythologies, and long-dead white guys. The question is sometimes raised today about the relevance of these disciplines to a modern arts and sciences education. For what one opinion is worth, I think a significant exposure to classical studies remains central to the broad education we wish to provide for CLAS and UF students.

Colleges face a basic problem. New information is growing at an astronomical pace, and yet the time frame allotted for a college education remains relatively fixed. What is to be deleted from the past to permit introduction of the present, to say nothing of the future? In the face of such hard choices, what relevance can material from millennia past have to the nearly upon us new millennium?

And then there is the correctness factor. The Greeks and Romans have taken some major hits in this regard, given their pivotal role in defining Western Civilization. In the rush to incorporate into our academic canons the wisdom of the many other important societies, as certainly should be done, there is a danger of underestimating the still relevant contributions of the classics.

## The Classics are Back

Actually, they never go away, according to Mary Ann Eaverly

Archeology is in her genes. "It was all a setup," she laughs in discussing how she "selected" her profession. "I probably had no choice."

Mary Ann Eaverly, associate professor of classics, is recalling her great-grandfather, a classics professor whose love of education was handed down through three generations. This clearly influenced her career interests, although Eaverly also notes that the action films of Indiana Jones didn't hurt.

It began during high school, where she participated in a dig at a colonial mill site outside her native Philadelphia. She was next drawn to the outstanding archeology department at Bryn Mawr, after which a prestigious Rackham Fellowship took her to Michigan for her doctorate, including two years spent at the American School in Athens, which is "nearly obligatory," says Eaverly, in classical archeology training. It is also necessary to know ancient Greek and Latin and to have at least a good reading knowledge of German, French, and Italian. A walk in the park this is not.

Eaverly, a soft-spoken, articulate woman, cannot contain her enthusiasm when asked about current teaching and research. Smiling and edging forward on her chair, she describes courses such as, *Introduction to Classical Archeology*, which covers from 3000 BC to Roman times, and *Topography and Monuments of Athens*. "For me,

these are essentially art courses," says Eaverly. The many students who elect these courses, clearly not just classics majors, show they appreciate and absorb her love of the antiquities.

Eaverly's scholarly interest focus-



Mary Ann Eaverly, associate professor of classics

es on the Archaic Period, roughly 700-600 BC, which featured a resurgence of intellectual endeavor following a relatively dark period in history. "I have been interested in the Greek sculptures of that period, particularly statuary art. Why did they build these objects? What did they mean?" Her recent book on Greek equestrian statuary demonstrates her skill in negotiating the uncertainties of ancient art.

**This month's focus: Department of Classics**

# UF's Classics Department Stresses Relations with Programs at Other Levels

A 1995 article in *Lingua Franca* entitled, "Can Classics Die?" asks whether in times of declining funding and enrollment (some parts of the nation) in higher education Classics will survive as a discipline. Statistics cited in the article suggest that classics is already dead. Yale's Class of '94 had only 9 concentrators in Greek and Latin out of 1500 graduates. In 1995 out of over a million B.A.s awarded in the US only 600 went to classics majors.

The article notes that classics is thriving in nontraditional places around the country—especially state institutions. And the University of Florida is no exception. Like other state schools where classics is strong (University of Georgia and Maryland, for example), UF has always stressed cooperation and interaction with secondary Latin programs around the state. Sheila Dickison's connections with Latin teachers and programs at other levels are an example of the many forms such interaction can take.

Dickison was one of the creators of UF's summer Latin seminar for teachers that has offered two week intensive Latin courses to teachers for the past fifteen years. During that time UF's Department of Classics has taught most of the Latin teachers in the state of Florida. Dickison

has also been actively involved in College Board's Advanced Placement Latin Program, having served in turn as a member of the examination development committee, chair of that committee and finally as Chief Reader for the Advanced Placement Examinations. She has also been active in the American Classical League, a national organization that fosters articulation among teachers of classics at all levels—she recently served as vice-president of the organization. Dickison also is a consultant to the National Latin exam, taken by over 100,000 high school Latin students in the US and eleven foreign countries.

Dickison's research centers on Latin pedagogy and Roman historiography. She has just finished an article for a volume on the teaching of Latin at all levels (the first of its kind) and for a special edition of *Classical World* focusing on articulation between college and high school Latin programs. Her work on historiography (the study of how history is written) looks at how the motif of the reversed world has influenced the way in which the Roman historian Tacitus depicts the emperors Claudius and Nero. Her work shows that Tacitus' depiction of Claudius, as the husband run by his wives and freedmen, derives from the comic plot in which the powerful are overthrown and the lowly rule. Tacitus' construction of Nero and the Neronian years also involves a saturnalian world, but it is one in which not just the emperor's behavior but the whole of Roman society, institutions and the value system

are upside down. The reversed world motif thus served Tacitus' aim of making a powerful case against the imperial government, as one that destroyed Roman liberty and the old value system.



Sheila Dickison, associate professor of classics

In her teaching Dickison enjoys introducing students to literature that still speaks to the issues of today. Her Latin Love Poetry course gives students the opportunity of appreciating the poetry of Catullus, passionate lyric poems that describe the conflicting emotions of an obsessive love. Next spring she will teach a course for the Honors program that focuses on the ancient sources in translation of the Robert Graves, *I Claudius* historical novels.

Why do classicists continue to study the classics? Like Italo Calvino they believe that "a classic is a book that never finishes saying



UNIVERSITY OF  
FLORIDA

CLAS notes is published monthly by the College of Liberal Arts and Sciences to inform faculty and staff of current research and events.

Dean: Will Harrison  
Editor: Kim Pace  
Graphics: Sally Brooks

Worldwide web <http://clas.ufl.edu/clas-notes>

# Classics: Where Ancient is Better Than Old

—by Gareth Schmeling, professor of classics

In 1859 the dean of Corpus Christi College, Oxford, told his students that there were two reasons for studying classics: they could look down their



Gareth Schmeling, professor of classics

noses at everyone else, and there were greater rewards for them in heaven. As it turns out, he was wrong about the first reason, but I hope that he will prove correct in the second. Though the Classics Department is one of the youngest in the College, its area of study is the oldest. While a number of UF students believe that knowing what happened even 30 years ago, for example at the 1968 Olympic Games, is a study of things ancient, a colleague here at UF studies the Olympic Games of 776 B.C. My own research focuses on ancient prose fiction, novels which were “popular” in that they were not written about/for/by aristocrats or mythical beings. The subjects of ancient novels are common (Latin *populi*) people, that is, popular. For the most part, classical literature was written by and for those few people who could by virtue of their wealth and leisure time devote enormous time and effort to reading and writing.

Only eight ancient novels

survive complete, plus we have fragments of about 25 more. It is unfortunate that much of classical literature survives in a fragmentary state. Greeks and Romans obviously did not write in fragments, but the ravages of 2500 years, dry rot, worms, fires, floods, and naughty school boys often make it seem that way. For example, of the 100 or so plays of Sophocles, only seven survive.

What are ancient novels about? Jealous lovers, sex, corrupt official, fallen priests, violent inner cities, family disintegration, religion, witchcraft, drinking, drugs. In fact

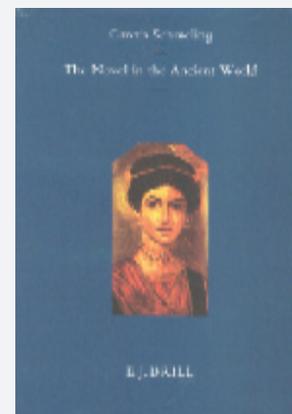
**“What are ancient novels about? Jealous lovers, sex, corrupt official, fallen priests, violent inner cities, family disintegration, religion, witchcraft, drinking, drugs.”**

Gareth Schmeling

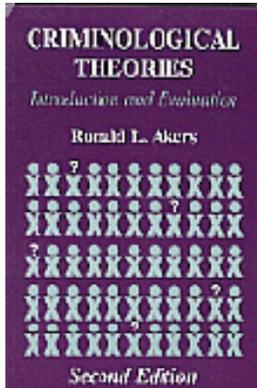
there are few differences between people in ancient and modern novels. In addition to my work on the ancient novel, I follow the evolution of classical languages, particularly the language of government officials (bureaucratese) and the very small corpus of the language of slaves. Greek and Latin bureaucratese was, I suppose, serious at the time it was composed. One cannot help but chuckle to read it today, just as 2000 years from now readers will smile, when they go through federal tax codes, college

catalogues, course syllabi, and faculty publications.

And what can students expect to get out of studying classics? An appreciation of historical forces which shaped modern society, a sense of dignity, the equipment to appreciate beauty, and the capacity for honesty, charity, and civility. The long view of civilization which classics affords is both positive, in that students can see themselves as part of a long tradition of human existence (our classical ancestors—both physical and spiritual—laid a foundation on which we all have built) and negative, in that after 2500 years of work and study we are no smarter than the Greeks and Romans, no better physically, morally, or spiritually. The good part of the negative is that we are probably also no worse than the Greeks and Romans. ☺



Gareth Schmeling has edited “The Novel in the Ancient World” (E. J. Brill) (pictured above). More recently, Dr. Schmeling assisted Michael Von Albrecht in revising his two-volume book “A History of Roman Literature: From Livius Andronicus to Boethius” (E. J. Brill).



***Criminological Theories: Introduction and Evaluation, Second Edition*** (Roxbury Publishing Company) by Ronald L. Akers (Center for Criminology & Law). (review taken from back of book)

*Criminological Theories: Introduction and Evaluation* is a concise but thorough review and appraisal of the leading theories of crime and criminal justice. Esteemed criminologist Ronald

L. Akers offers a knowledgeable and insightful introduction to and critique of each theory.

Based on the success of the First Edition of this landmark text, the Second Edition has been (1) updated to keep the book current with changes in the field and (2) reorganized for better topic flow. Coverage has been added on such topics as: new efforts at theoretical integration; contemporary feminist theories; left realism; and peacemaking criminology.

Akers' *Criminological Theories* continues to offer:

- A clear concept of what each theory is and the critical criteria for evaluating each theory in terms of its empirical validity.
- The central concepts and hypotheses of each theory, carefully and concisely explained.
- Comprehensive coverage of theories of criminal/delinquent behavior and law/criminal justice.
- Both the original theory and its latest developments.
- Clear and understandable exposition of abstract concepts.
- Extensive references to aid further study.
- Comprehensive author and subject indexes.

(Excerpt)

*Criminological theories are abstract, but they entail more than ivory-tower or arm-chair speculations. They are part of the broader social science endeavor to explain human behavior and society. Understanding why people conform to or deviate from social and legal norms is an integral part of a liberal education. Moreover, such understanding is vital for those who plan to pursue specialized careers in the law or criminal justice. Virtually every policy or action taken regarding crime is based on some underlying theory or theories of crime. It is essential, therefore, to comprehend and evaluate the major theories of criminology, not only for the academic or research criminologist, but also for the educated citizen and the legal or criminal justice professional.*

***Thinking Politics: Perspectives in Ancient, Modern, and Postmodern Political Theory*** (Chatham House Publishers, Inc.) by Leslie Paul Thiele (Political Science). (review taken from book's introduction)



The tradition of political theory, while rich in historical insight, conceptual refinement, ethical debate, and philosophic reflection, is poor in eternal truths and practical implementations. It follows that the art and craft of political theory is less a learning of set principles, technical procedures, or concrete applications than an exercise in critical thought. To teach political theory is to introduce students to a tradition of thought so that they might interact creatively with it. To teach political theory is to aid in the acquisition and development of the analytic and interpretive skills, the moral and philosophic judgment, and the social and historical knowledge needed to appreciate a tradition of thought, to contest its claims and to make good use of its insights.

Developing this skill, judgment, and knowledge is an exciting but arduous task. Returns on investments of time and effort are seldom certain. This is partly because political theory has always been, and remains today, a field uncertain of its objectives, unsettled in its procedures, and self-consciously critical of its own identity. Political theory might be described as an unending dance staged between skeptical reserve and the epic effort to achieve methodological rigor, conceptual stability, and moral certainty about things political. *Thinking Politics* introduces the reader to this form of dance.

(Excerpt)

*The mark of a good education, Aristotle insists, is knowing which fields of study allow for certainty and exactitude and which do not. Politics, he observes, is not an exact science. Its study depends less on precise measurement than on contextual understanding grounded in shared experience. By developing their own conceptual lenses while remaining receptive to the different viewpoints of others, interpreters of political life may strike an appropriate balance between the intellectual demands of theory and the practical and moral demands of an ambiguous, complex, and unruly world.*

## Computer Viruses



I have been using computers continuously since 1971 and I have never personally experienced a computer virus. I have helped people who have been affected by diskettes and hard drives infected with various viruses, but none of my diskettes or hard drives have been affected. Was I just very fortunate or was there something about my computer use that helped protect me? Probably both.

In the early days of computing, viruses were very rare. Early problems occurred when programmers placed "surprises" in programs, usually triggered by dates. On a date chosen by the programmer, a piece of software would act in an unexpected and sometimes malicious manner. By the late 70s, hobby computers and personal computers were being sold. Viruses were right behind. I didn't use the early generation personal computers much. They were underpowered for statistical research.

By 1987 I was running on a UNIX workstation. Most code for UNIX is compiled locally — that is, you receive the source code and make your own executable file. A programmer could read the source code, so it was very tough to hide a virus algorithm. The dangerous files are pre-compiled "binary" files, which are ready to run and can not be read by programmers. Such files are commonly traded on diskettes. Diskettes can contain viruses in hidden files and boot sectors, and these files are typically not seen when doing directory listings. Special anti-virus software is needed to find and remove these files. Diskettes are rare in the UNIX world — most transfer of information is done on the network. I didn't have much need to read or write diskettes so I was

largely unexposed to potential viruses. And I suppose I was lucky.

Many of our college colleagues have not been so lucky. Viruses have infected college computers, seriously damaging data and documents. In some cases, the computer hard drive must be reformatted and all material on it is lost. Without adequate back-up, such an incident could be catastrophic. The first virus defense is adequate back-up.

**Can you get a virus by email?** You can not get a virus by reading email. There was a famous case of an Internet worm virus in the mid 80's unleashed by a Cornell graduate student. Email systems have since been redesigned and a repeat of that kind of infection of email servers is considered very unlikely. Simple reading of email can not transmit viruses. In particular the "Good Times Virus," which is supposed to damage your hard drive if you read an email message with a particular subject line is a hoax. This hoax has cost more lost productivity by people questioning its existence, calling and asking about it, and preparing for it than any real virus. You can get a virus by executing a program attached to an email message. Email attachments can contain executable binary files. Executable binary files can contain viruses.

**Can you get a virus from a manufacturer's diskettes or software?** Yes. Microsoft in particular has been a victim of internal sabotage in which "final" software versions were contaminated by disgruntled employees prior to manufacture. Such incidents are extremely rare. Major software companies are very careful about their media.

**Which systems are the most sus-**

**ceptible to viruses?** PCs are more susceptible than Macs, which are more susceptible than UNIX machines. Virus writers want to damage files. There are more PCs with files to damage so that's the platform of choice for virus writers.

**How can I reduce my risk of infection?** Do not execute programs of unknown origin. Downloading miscellaneous binary files from bulletin boards and web sites is the first thing you should avoid. Only download and use reputable vendor's software. If you must accept and use diskettes given to you by others you should have virus protection software on your computer.

**How can I defend myself against viruses?** Reduce your risk of infection (see above). Back-up your data to prepare for a virus infection. Use virus protection software to intercept and remove viruses.

**Does virus protection software work?** Yes. The college has licensed McAfee anti-virus software for all computers in the college and all home computers of staff, faculty and students. McAfee is an excellent product. If you are using a Mac or a PC you should have McAfee installed. The UF McAfee page (see below) has download instructions. Please take a few minutes to go there, download and install the software.

**How can virus protection software defend against new viruses?** It can't. Virus protection software must be continuously updated to provide protection. McAfee is updated monthly. A comprehensive list of viruses known to be "in the wild" can be found at the Virus Bulletin Home Page.

### Some Virus Resources

University of Florida McAfee page <http://www.software.ufl.edu/mcafee.html>

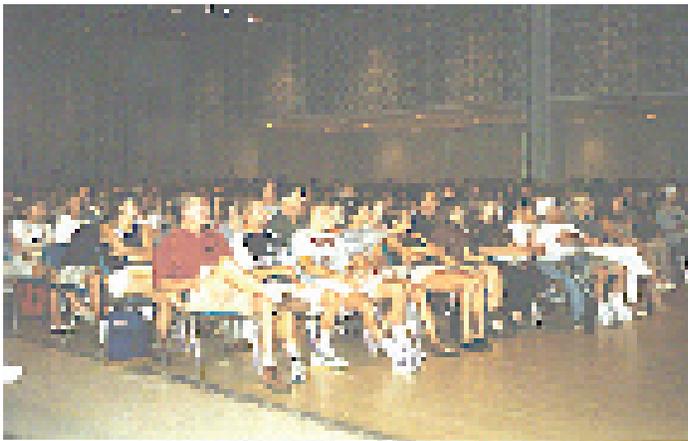
McAfee Home Page <http://www.mcaff.com>

CIAC, Computer Incident Advisory Capability, US Dept of Energy  
<http://ciac.llnl.gov>

Virus Bulletin Home Page <http://www.virusbtn.com>

# Preview 1997

Preview is a two-day orientation program to provide knowledge about the university to incoming freshmen and their families. Preview attendees learn about the university and students begin the process of registering for their first semester of classes.



*The Class of 2001 and their parents during the opening session of Preview in the Reitz Union Ballroom.*



*Larry Severy, CLAS associate dean for Student Affairs and director of the Academic Advising Center, welcomes students and their parents.*



*Anthony LaGreca, professor of sociology, advises a group of students at one of the small group sessions.*

## CLAS Quote

“I wanted to get a liberal arts education. Knowledge allows you to make informed decisions.”

**Tommy Lee Jones**, actor  
*cum laude* English graduate  
Harvard University



*Ira Fischler, professor of psychology, helps a student with her class schedule during the one-on-one advising session.*

# Africa Misunderstood

—by Michael Chege, director of the Center for African Studies

When the summit of the eight leading industrial nations convened in Denver on the weekend of June 21, it adopted a new development strategy towards the African continent, drawn by the Clinton administration, based on free trade and private capital investment, rather than government-to-government aid which has long been the norm. The old ways have failed. The new policy rewards African reformers and home-grown competitiveness in global markets. And it did not come a minute sooner. According to the cover story of *The Economist* of that weekend, "little noticed by the rest of the world, much of Sub-Saharan Africa is in the midst of an upturn....The best thing that America and Europe can do is not to spoon out charity but to allow Americans and Europeans to buy the products that Africa is capable of producing competitively." All the more so because an increasing number

**"In an academic institution like ours it is important to study the fine distinctions, to enhance an objective understanding of Africa, to contribute to solutions."**

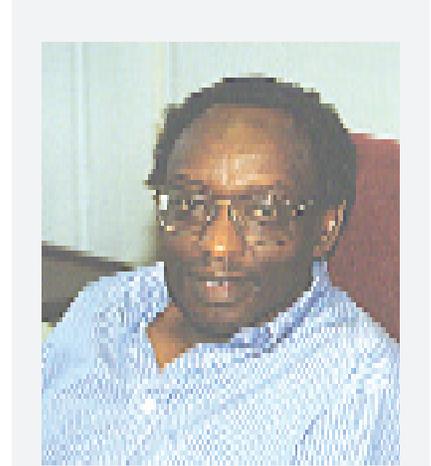
Michael Chege

of African states—like Uganda, Ethiopia, Botswana, Mozambique, and South Africa—were on the fast lane of growth, yet they faced barriers in selling to developed countries. That weekend brought yet another success story: wildlife conservation in some African national

parks had been so successful that Botswana, Zimbabwe, and South Africa earned exemption from the global ban against selling ivory. Good management had led to far too many elephants there—an animal put on the endangered species list worldwide not too long ago.

But wait....Isn't this the same Africa of the starving UNICEF posterchild; of famine and seemingly endless warfare that Americans remember from the evening news? Vaguely, some recall Somalis in Mogadishu in 1993 fighting US marines that had come to help. Or Africa from the pages of *The National Geographic*, and of Hollywood. Take your pick. If one omits the more outlandish and perverse media stereotypes of Africa, the truth is that Africa as a continent is so incredibly vast and diverse that depending what country (or part thereof) you pick, you might end up with beauty or the beast—or anything in-between. Even for some seasoned Africanists, the "Africa" they describe represents their favorite country, or region, or village. As long as we are talking about the Denver summiteers and the African elephant, then, we might use the metaphor of the blind men and the elephant to illustrate the problem we are describing.

Africa is not a country but the second largest continent in the world after Asia with 30.3 million square kilometers—that is over three times the size of the United States. There are some 51 independent countries in that landmass—each with its own distinct history, peoples, languages, cultures and form of government. Some get snow—yes!—some are hot desert. A number of these states are in dire straits—like Somalia, Liberia, Sudan and Rwanda—scene of the 1994 genocide. Other states are much different. Before checking out



Michael Chege, associate professor and director of the Center for African Studies.

of the office each evening I read on the Net the daily press from my home country, Kenya, and she does not even feature among the successes. So it is little wonder that *The Economist* could do a story of roaring African successes one week and then turn to a problem-ridden country the next. For the moment, the African high achievers seem to be on a winning streak. We do not know about tomorrow.

In an academic institution like ours it is important to study the fine distinctions, to enhance an objective understanding of Africa, to contribute to solutions. Africa matters to the US and not just because some 12 percent of our population trace their ancestry there. In 1995, America sold \$5.4 billion goods to Africa—more than it sold to Eastern Europe. About 100 UF faculty affiliated to the Center for African Studies research issues like these—as well as political summits, the African elephant and a lot more. They have a vital role to play. 🐘

# Grant Awards through Division of Sponsored Research

April 1997 Total \$2,990,367

<i>Investigator</i>	<i>Dept.</i>	<i>Agency</i>	<i>Award</i>	<i>Title</i>
<b>Corporate...\$202,164</b>				
Katritzky, A.	CHE	Houghten	130,000	Synthetic strategies for nitrogen heterocycles.
Katritzky, A.	CHE	Multiple	1,940	Software research support.
Katritzky, A.	CHE	Multiple Co	8,731	Miles compound contract.
Wagener, K.	CHE	Lord Corp	47,106	Metal containing polymers via metathesis chemistry.
Dolbier, Jr., W.	CHE	Synquest Lab	12,387	Organic synthesis and mechanism.
Thomas, C.	CRI	Corrections	2,000	Private corrections project.
<b>Federal...\$2,542,585</b>				
Campins, H.	AST	NASA	19,992	Globe Program - Fall 1996 training workshop.
Gustafson, B.	AST	NASA	135,443	Planetary aerosol monitor/integrated dust analyzer.
Chege, M. & Kotey, P.	CAS	DOE	45,000	Hausa/Yoruba Language Institute Fulbright-Hayes Group Projects Abroad.
Talham, D.	CHE	NASA	17,500	The features of self-assembling organic bilayers.
Vala, M.	CHE	NASA	76,000	Carbon species as possible carriers of the UIRS.
Kennedy, R.	CHE	NIH	181,645	Design and use of methods for peptide secretion studies.
Boncella, J.	CHE	NSF	7,500	US/France undergraduate student exchange.
Horenstein, B. R.	CHE	NSF	90,000	Mechanisms and inhibitor design for sialyltransferase in biochemistry. Kennedy
Micha, D.	CHE	NSF	100,000	NSF Presidential Faculty Fellow.
Talham, D.	CHE	NSF	155,000	Quantum chemical dynamics: theoretical and computational aspects.
Talham, D.	CHE	NSF	267,000	Mixed organic/inorganic dual network Langmuir-Blodgett films.
Harrison, W.	CHE	DOE	110,000	The glow discharge as an atomization and ionization source.
Bartlett, R.	CHE	Navy	105,391	New AB initio based density functional methods for molecules & polymers .
Micha, D.	CHE	Navy	8,400	Molecular spectra and dynamics at interfaces.
Ohm, Y.	CHE	Navy	11,600	Molecular spectra and dynamics at interfaces.
Bao, G.	MAT	NSF	44,361	Modeling and optimization of diffractive optical structures.
Dranishnikov, A.	MAT	NSF	22,600	Phenomena of metric topology and their applications.
Sin, P.	MAT	NSF	65,459	Modular representations of finite groups, codes and projective geometry.
Thompson, J.	MAT	NSF	67,579	Galois theory and finite projective planes.
Turull, A.	MAT	NSA	16,559	Research in finite group theory.
Hershfield, S.	PHY	NSF	37,500	National Young Investigator Award.
Avery, P. & Yelton, J.	PHY	DOE	180,497	Task B: Research in theoretical and experimental elementary particle phys.
Avery, P. & Yelton, J.	PHY	DOE	23,398	Task S: Research in theoretical and experimental elementary particle phys.
Mitselmakher, G. & Avery, P.	PHY	DOE	167,127	Task G: Research in theoretical and experimental elementary particle phys.
Ramond, P. & Sikivie, P.	PHY	DOE	227,293	Task A: Research in theoretical and experimental elementary particle phys.
Sikivie, P. & Sullivan, N.	PHY	DOE	6,685	Task C: Research in theoretical and experimental elementary particle phys.
Stanton, C.	PHY	DOE	32,350	Quantum-confinement effects and optical behavior of clusters.
Branch, M.	PSY	IOH	141,834	Behavioral determinants of cocaine tolerance.
Miller, P. & Fischler, I.	PSY	IOH	60,011	Research training in cognitive development.
Rowland, N. & Stehouwer, D.	PSY	NSF	4,000	Psychobiology summer research for undergraduates.
Van Haaren, F.	PSY	DOD	5,211	Neurobehavioral and immunological toxicity of pyridogstigmin permethrine.
Nichols, G. & McCoy, T.	ROM	DOE	80,000	Enriching and integrating international and foreign language studies at UF.
Shuster, J. & Pollock, B.	STA	NIH	24,800	Pediatric oncology group as a CCOP research base.
Osenberg, C.	ZOO	NSF	4,850	Reu supplement to DEB-9528445.
<b>Foundation...\$1,491</b>				
Thiele, L.	POL	MacArthur	1,491	The political rationality of new social movements.

—see *Grants*, page 9

# Around the College

## HONORS AND AWARDS

The College of Liberal Arts and Sciences would like to congratulate the following faculty members for their achievements and recognition.

- ◆ Dmitrii Maslov (Physics) has been awarded a 1997 Young Investigator/CAREER Award from the National Science Foundation.
- ◆ Bruce Schockey (Ph.D. Candidate, Zoology) was awarded an NSF International Research Fellow Award.

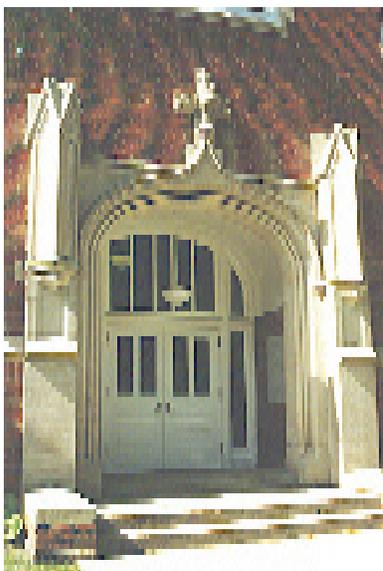
## DEPARTMENTS

### MATHEMATICS

Gerard G. Emch was invited to a 5-lecture tour in Korean Universities: POSTECH (in Pohang), CHON-NAM NATIONAL (in Kwang-ju), and YUN-SEI (in Seoul). His general subject was Quantum Dynamics.

## North Entrance of Anderson Hall Restored

Phase 1 of the Anderson Hall renovation project is nearing completion. The project is funded by an Historic Preservation grant from the Florida Department of State. Prior to restoration of the north entrance, the original exterior gothic arch and vestibule were still in place, but the entrance doors had been removed and replaced by a floor dividing the ground and the first floor. The entrance facade, stair, and stair hall have now been restored to the original appearance.



North Elevation Door Restored in Spring of 1997



North Elevation Door in 1996, Prior to Restoration

— Grants continued from page 8

### Other...\$77,756

Chege, M. & Kotey, P.	CAS	Misc Don	7,000	Matching funds for DOE Grant.
Hanrahan, R.	CHM	Misc Don	12,100	Miscellaneous donors.
Brown, W.	CPD	Misc Don	8,755	Miscellaneous donors account.
Williams, P.	POL	Misc Don	23,420	Miscellaneous donors.
Marks, R.	STA	Misc Don	18,481	Miscellaneous donors.
Nordlie, F.	ZOO	Misc Don	8,000	Zoology Presidential Research Graduate Fellowship Program.

### State...\$11,194

Mossa, J.	GLY	Water Manag.	11,194	GIS services for water supply needs and sources assessment.
-----------	-----	--------------	--------	-------------------------------------------------------------

### Universities...\$155,177

Avery, P.	PHY	Cornell	148,261	Distributed computing and database for high energy physics.
Brazeau, D.	ZOO	GA Southern	6,916	Selfing, fertilization success in hermaphroditic reef-building corals.

Students just arriving on campus and faced with the decision of what major to declare may not think first of classics. Or second or .... They likely have had little such exposure in high school. And even if they are aware of Latin and Greek studies, this may not seem particularly competitive with psychology, political science, etc. as mainstream CLAS majors leading to future opportunities.

Actually, that could be a mistake. A broad liberal arts education, including exposure to "great books," is increasingly seen as invaluable preparation for any career that requires critical thinking and the ability to adapt to a rapidly changing world. As Professor Schmeling points out in his essay in this issue, the concerns of today are not all that different from those of the classical world.

Classics at the University of Florida is well done. The department is small, but comprised of user-friendly faculty who teach extremely well, keep up their scholarship, and cooperate with many requests on their time. These faculty attract a significant number of majors, and those who chose classics are among the best students in CLAS. The department also offers many courses that appeal to students seeking general education opportunities.

We are fortunate to have the Department of Classics among our very diverse set of CLAS disciplines. The lessons to be learned there are still most relevant in addressing the concerns of today. Students who explore this rich environment will not be disappointed. Nor will their parents. Classics matters.

**Will Harrison,**  
Dean

[harrison@chem.ufl.edu]

Turning toward her more recent work, Eaverly is interested in wall paintings of the classical periods. She points out, "In these paintings, women are usually shown in light colors and men in darker tones. Of course, an obvious suggestion is that women stayed inside, men were outside, so the artists may have been simply reflecting that in the paintings. However, one sees this across many different cultures and times, so it's possible there was more to it than that."

When asked about Disney's neoclassical revival of *Hercules*, Eaverly said, "The classics are always back. Myths are told and retold over the millennia, shaped to meet the times, and in one sense that is what Disney has done. There is nothing necessarily wrong with that. It is simply classics in a new medium to reach the masses. Think of the number of children who will be exposed to this. Sure, they will think that

Hercules sings like Michael Bolton, but no harm done."

Eaverly could not resist pointing out that some of the mythical characters have been sanitized over time. "Zeus, for example, is often represented as an old, God-like being, while the original stories showed him as a younger guy who fooled around a lot. And Hercules himself, depicted now as a real hero, had a pretty active social life. On the other hand, Hades may have become more of a villain over the years."

Eaverly contends, with fervor, that classics is not just about ancient people and ideas, but remains fresh, vibrant, and meaningful today. Any student fortunate enough to sit in her class will come away knowing she is right. Great-grandfather would be pleased. 🍷

## From the Chair....

### Lewis Sussman, chairman of the Department of Classics

Classics is a broad, basic and interdisciplinary humanities field which offers students the opportunities to study Greek and Roman civilization in all of its exciting aspects. The Department provides instruction in the Greek and Latin languages and literatures, as well as course work in English translation dealing with archaeology, civilization, Egyptology, history, mythology, religion, linguistics, literary genres, medicine, sports and the status of women. More than 800 students per year work to fulfill their languages requirements in Latin or Greek, while many hundreds more take courses in English translation to meet General Education guidelines. Thus we serve a wide constituency of students ranging from those who wish to specialize in ancient languages to those who desire a general background in the Greco-Roman world as a foundation for liberal arts education.

With approximately 50 majors, UF has one of the largest undergraduate classics programs in the nation.

For most the major is an end in itself: a basic liberal arts degree from which they proceed to business or teaching careers, professional schools (e.g., law and medicine), or graduate level study in classics, linguistics, history, religion or philosophy. The department's M.A. program has two tracks, leading either to further work at other institutions towards the Ph.D. in classics, or to teaching Latin in the high schools, where there is now a critical shortage of teachers.

The department's nine (soon to become ten) faculty have diverse research interests, including archaeology, art history, linguistics, drama, the ancient novel, oratory and rhetoric, historical writers, women's studies and the poetic genres. As a core humanities department, classics cooperates with such other programs as religion, philosophy, history, linguistics, art history, women's studies, honors, English and the other literature departments.