

This paper will look at several online academic resources (=OARs), primarily those produced by American institutions (since Americans are not bound by local traditions and manuscript production).

The larger goal of classroom use of OARs is to help students grasp the long life of texts, of codices and of the OARs themselves, as well as factors that contribute to survival, to manipulation and to availability of this material. It constitutes a documentable form of literary criticism and of changing aesthetics that will have variable application depending upon the point reached by a particular class in the academic cursus. Thus, an undergraduate survey course may be pleased to see good reproductions of the famous masks of a carolingian Terence manuscript (Paris, BN de F, lat. 7899); a graduate paleography class may practice reading the medieval abbreviation system of a fully gothic manuscript (New York, Columbia University, Lodge MS 02) compared to a romanesque and essentially abbreviation-less copy (Oxford, Bodleian Library, Auct.F.2.13); an advanced literature class may compare readings in several geographically dispersed manuscripts; a researcher may wish to locate as many manuscripts of Terence as possible, and to develop an understanding of co-circulating texts, reader annotations, and previous owners (not a chance occurrence in the US or in Great Britain), compared to, e.g., manuscripts of Catullus. The very impetus to use OARs to retrieve information about classical texts is, in and of itself, a tool that students will usefully incorporate into their awareness and scholarly processes.