A NOTE OF THANKS FROM THE PAST PRESIDENT

I would like to extend my gratitude to the officers and members of CAMWS for their terrific support during the past year. As always, CAMWS members proved themselves ready to help whenever an opportunity arose, creative in the solutions that they offered to even the thorniest of problems, and just plain fun to be around.

The number of people to whom I'm indebted is, I'm afraid, very long, but I'd like to thank, in particular, Anne Groton for her indefatigable work as secretary/treasurer (particularly at those times when I was proving all too defatigable), Vicky Pagán for her stellar work chairing the local arrangements committee that planned so many details of our annual meeting, and Jim McKeown for being such a masterful Master of Ceremonies at the banquet.

As Young Mr. Grace used to say, “You've all done very well!” and I am incredibly grateful for the opportunity I've had to work with all of the CAMWS members over the past year.

--Jeff Buller, Immediate Past President of CAMWS

Memories of Madison: Bucky Badger, Elvehjem Museum of Art, Jim "Cheesehead" May
**CAMWS AWARD FOR OUTSTANDING PUBLICATION**

The CAMWS Award for Outstanding Publication every year recognizes a distinguished first book published by a member of CAMWS during the past four years. The recipient of this year's award is Noel Lenski, of the University of Colorado, for his book, *Failure of Empire: Valens and the Roman State in the Fourth Century A.D.*, published by the University of California Press in 2002.

*Failure of Empire* is the story of an ordinary man facing an overwhelming task, and coming up short. Lenski sees Valens, emperor in the East between 364 and 378, as a sincere and competent ruler, but also as inadequately prepared to confront the complex administrative, social, religious and military challenges that faced the Roman Empire in the decades following Julian's (mysterious) death in Mesopotamia in 363. Lenski adroitly places his project in the time-honored tradition of Kaisergeschichte while pointing out that this particular emperor has never received a complete political biography until now. His aim is to portray the man in full while providing enough information about the historical background to facilitate an utterly new assessment of Valens. Themes range widely but politics, war, and foreign policy dominate. The author is excellent when writing of Valens' mistakes, demonstrating for example how several of his policies generated results opposite to those intended, whether in building fortifications or supporting Arian clergy.

Lenski is adept in the use of the many different kinds of sources he is able to muster--literary, numismatic, archaeological, etc.--in whose interpretation he demonstrates great versatility and excellent good sense. He is a lively writer, always clear, and shrewd in his presentation of the evidence. He has written an admirably lucid and detailed description with analysis of the Arian controversy, no small achievement in itself. The book is well supplied with maps and pictures, especially images of coins. Lenski casts a broad net in terms of the scholarship, which he treats with meticulous fairness. *Failure of Empire* is an engaging and valuable case study not only of a particular reign but also of how the Empire worked, or--in highly dramatic terms--sometimes did not.

The 2005 award of $500 plus a certificate was presented at the meeting in Madison, WI. Both monographs and textbooks were eligible; the single criterion was excellence as judged by the committee. Nominations (including self-nominations) were welcome. The committee this year considered books published in 2001 or later.

--Tom McGinn, Chair, Subcommittee on the CAMWS Award for Outstanding Publication

**CAMWS OVATIONES 2005**

The following CAMWS members received ovationes at this year's meeting in Madison:

Judith de Luce, Miami University, Oxford, Ohio
Ginny Lindzey, Porter Middle School, Austin, Texas
James Ruebel, Ball State University, Muncie, Indiana

The various texts for the ovationes will appear in a forthcoming issue of the *Classical Journal*. 
CAMWS SCHOOL AWARDS
(submitted by Craig Gibson, Chair, Subcommittee on the School Awards)

CASH AWARD WINNERS
(alphabetically, with school and teacher)

Daniel Adler, University School (Darren Keefe)
William Allen, The Lovett School (Ken Rau)
Eric Anderson, Norfolk Academy (Stephanie Pope)
Elaine Bigelow, Flint Hill School (Laurie Covington)
Anuraag Chigurupati, University School (Darren Keefe)
Navin Bhatia, Flint Hill School (Laurie Covington)
Devin Kennedy, Shawnee Mission East High School (Athenasie Worley)
Ellen Ray, The Lovett School (Ken Rau)
Andrew Rist, St. Andrew’s Episcopal (Jennifer Luongo)
Demetria Smith, The Lovett School (Ken Rau)

BOOK PRIZE WINNERS
(alphabetically, with school and teacher)

Christopher Adler, University School (Darren Keefe)
Joseph Boehm, St. Ignatius High School (Dale Gabor)
Patrick Brannen, Westminster Schools of Augusta (Randall Nichols)
Alex Chinn, Memphis University School (Wayne Duff)
Rachel Clark, Pace Academy (Marc Schuhl)
Jed Crumbo, Montgomery Bell Academy (Ed Gaffney)
Alex French, M.L. King Magnet High School (Nancy Howell)
Will Killmer, St. Stephens and St. Agnes School (Ian Hochberg)
Lansing Lee, The Lovett School (Ken Rau)
Dalton MacDonald, The Lovett School (Ken Rau)
Douglas McRae, The Lovett School (Ken Rau)
Sam McVane, Flint Hill School (Richard Davis)
Kyle Osborne, Covington Latin School (Kelly Kusch)
Alexander Roberts, Crown Point High School (Jeremy Walker)
Juliann Rowe, Academy of the Holy Names (Amy Kafantaris)
Victoria Shaw, St. David’s School (David DeWeese)
William Smith, Montgomery Bell Academy (Ed Gaffney)
Ryan Smout, Rockbridge County High School (Patrick Bradley)
Aarthy Thamodaran, Norfolk Academy (Stephanie Pope)
David Wheeler, Montgomery Bell Academy (Dennis DeYoung)

LETTERS OF COMMENDATION
(alphabetically, with school and teacher)

Nelson Berry, Montgomery Bell Academy (Dennis DeYoung)
Kathleen Fletcher, St. Catherine’s School (Lee Perkins)
Katherine Harris, St. Catherine’s School (Lee Perkins)
Jared Hobbs, Montgomery Bell Academy (Dennis DeYoung)
Michael Jancsy, University School (Darren Keefe)
Michael Libertin, St. Ignatius High School (Joe Zebrak)
Patrick MacKenzie, St. Xavier High School (John Emmett)
Kate Seat, M.L. King Magnet High School (Nancy Howell)
Megan Turner, St. Mary’s Episcopal School (Patrick McFadden)
Jasmine Tutt, Rockbridge County High School (Patrick Bradley)
Bethany Walters, Durham Academy (Edith Keene)
CAMWS SERVICE AWARD

After graduating from the University of Wisconsin-Madison in 1952, Bill Kean became a public school Latin teacher, then a school principal, then superintendent of schools in several districts in this state; even as superintendent he continued to teach Latin until his retirement 10 years ago. He has been the president of both the Wisconsin Latin Teacher Association (WLTA) and the Wisconsin Association of Foreign Language Teachers. When the WLTA holds its annual “Spring Fling,” in which high school teachers bring their students to Madison for a special event relating to classics—as many as 800 students, that is—Bill is the one who makes it happen: He secures the venue for the performance, makes the arrangements for the performers, including transportation and lodging, and as treasurer for the WLTA handles all the monetary transactions. When things go wrong at the last minute, as they inevitably do, Bill is always there to fix them. He also took the lead in organizing the ACL meeting in Madison, and saw to every detail, from registration to the closing banquet. Many people remarked on how special this particular ACL Institute was—how they felt more welcomed and more attended to than in other years. This was due in large part to Bill and his ability to mobilize the WLTA members. His outreach efforts are tireless: he makes sure there is a Latin booth at Wisconsin Association of School Boards meetings, and it is through his advocacy that this year, for the first time, CAMWS can offer school teachers continuing education credits (CEUs) for attending panels.

Bill is, as one of his supporters put it, “a dynamic, outgoing person who promotes Latin at the drop of a hat.” As another noted, “For his energetic and constant advocacy of pre-college Latin in Wisconsin during the past quarter century, he is absolutely without peer.” We as CAMWS members owe Bill a special debt of gratitude for all he has done to make this wonderful meeting happen. For that and, more importantly, for his lifetime of cheerful and unstinting service to the profession, CAMWS is delighted to honor Bill Kean with the Award for Special Service.

--Julia Dyson, Chair, Steering Committee on Awards and Scholarships

MANSON A. STEWART SCHOLARSHIP WINNERS

Samuel J. Adams, University of Georgia - junior
Kate Lynne Fedewa, Michigan State University - junior
Mary Pawlowski, University of Dallas - sophomore
Joshua M. Smith, University of North Carolina at Chapel Hill - sophomore
Daniel Walin, Baylor University - junior
Alissa Whitmore, University of Iowa - junior

Honorable Mention:
Heidi Draayer, Creighton University - junior
Sailakshmi Ramgopal, Northwestern University - junior
MANSON A. STEWART TEACHER TRAINING AND TRAVEL AWARD WINNERS

Cynthia Bolon, Rolla High School
Steven R. Turner, J r., Stratford Academy
Matthew L. Behrensmeyer, a senior at DePauw University

PRESIDENT'S AWARD

The recipient of the President's Award for the Outstanding Graduate Student Paper presented at the Annual Meeting was Chad Matthew Schroeder of the University of Michigan. His paper was entitled "New Inscriptions on Old Shells: Hellenistic Epigram and a New Kingdom Inscribed Fossil from Heliopolis."

Fifteen outstanding papers were submitted for this year's award. Because of the high quality of the submissions, President Jeff Buller requested permission to recognize three honorable mentions. These additional recognitions went to (in alphabetical order):

- Gerol C. Petruzella (University at Buffalo, SUNY), "The Proper Limits of Philosophy: A Defense of Callicles"
- Cami Slotkin (Tulane University), "Absence of Miasma as Proof of Innocence in Antiphon 5"
- Laura K. Van Abbema (University of Wisconsin, Madison) "Odi / hanc ego quae ... : J uvenal's Voice and the Problematic Persona"

SEMPLE, GRANT, AND BENARIO AWARD WINNERS

The Semple Award: Kristian L. Lorenzo, a graduate student at the University of Wisconsin, Madison, and a graduate of the University of Buffalo, SUNY. He will attend the summer session of the American School of Classical Studies at Athens.

The Mary A. Grant Award: no award made in 2004-05.

The Janice and Herbert Benario Award: Clayton T. (Cory) Elliott, a current M.A. student at the University of Vermont and a graduate of Baylor University. He will participate in Fr. Reginald Foster's Aestiva Romae Latinitatis.

2005 CAMWS TEACHING AWARDS

Kraft Award for Excellence in Secondary School Teaching
Ms. Patsy Ricks, St. Andrew's Episcopal School, Ridgeland, Mississippi

CAMWS Award for Excellence in College Teaching
Dr. J. Rufus Fears, Professor of Classics, University of Oklahoma
CAMWS INSTITUTIONAL MEMBERS
PAST & PRESENT
INCLUDING RECIPIENTS OF THE CAMWS AWARD
FOR OUTSTANDING ACCOMPLISHMENT IN CLASSICAL STUDIES

Archbishop Quigley Preparatory Seminary, Chicago, IL (2004-05)
Steven M. Daly (2004-05)
Ball State University, Muncie, IN (2003-04, 2004-05)
Baylor University, Waco, TX (2001-02, 2004-05)
Amanda Seamans (2001-02)
Megan Leigh Forehand (2004-05)
Kevin Fenton Funderburk (2004-05)
Brigham Young University, Provo, UT (2000-01, 2004-05)
Joseph Anton Ponczoch (2000-01)
Joseph G. Miller (2004-05)
Case Western Reserve University, Cleveland, OH (2000-01, 2004-05)
Elizabeth Platt (2000-01)
Todd C. Harris (2004-05)
Concordia College, Moorhead, MN (2004-05)
Leigh Jirges (2004-05)
Covington Latin School, Covington, KY (2004-05)
Kyle Osborne (2004-05)
Creighton University, Omaha, NE (2003-05)
Amanda Kimura (2003-04)
Brian Barrett (2004-05)
Colin M. McGrath (2004-05)
DePauw University, Greencastle, IN (2003-05)
Matthew Behrensmeier (2003-04)
Kristina Bradley (2003-04)
Austen Diaz (2003-04)
Ashley Elizabeth Brewer (2004-05)
Harrison Max Pflingsten (2004-05)
Duke University, Durham, NC (2004-05)
Robert “Buddy” Hedrick
Emory University, Atlanta, GA (2000-05)
Shaileen Elizabeth Stillman (2000-01)
Donald Grathwohl (2001-02)
Benjamin Bayer (2004-05)
Sarah Powers (2004-05)
Gregory Williams (2004-05)
Furman University, Greenville, SC (2001-05)
Ann Claire Felts (2001-02)
Timothy F. McCauley (2001-02)
Cindy Whitcomb (2002-03)
Jonathan Arrington (2002-03)
Grand Valley State University, Grand Rapids, MI (2002-05)
Sara M. Winchester (2002-03)
Briania L. Erickson (2003-04)
Heather L. Weiss (2004-05)
Indiana University, Bloomington, IN (2003-05)
Cassandra Borges (2003-04)
Jessica Sisk (2003-04)
Connie Jean Hoffman (2004-05)
John Burroughs School, St. Louis, MO (2001-02, 2003-05)
Kalamazoo College, Kalamazoo, MI (2001-02)
Kenyon College, Gambier, OH (2001-02, 2003-05)
Celia Llopis (2001-02)
Andrew W. Sweet (2003-04)
Sarah H. Rodgers (2004-05)
Louisiana State University, Baton Rouge, LA (2000-01, 2002-03)
Dallas M. Fleming, III (2000-01)
Ashley M. Landry (2000-01)
Melvin N. Schneider (2000-01)
Ann Claire Felts (2002-03)
Loyola University, Chicago, IL (2003-04)
Mary M. Homsemeier (2003-04)
George W. Serra III (2003-04)
Loyola University, New Orleans, LA (2004-05)
Katherine Morrow Jones (2004-05)
Miami University, Oxford, OH (2001-04)
Curt Jacob Butera (2001-02)
Anne Reimlmiller (2003-04)
Monmouth College, Monmouth, IL (2000-05)
Dawn McRoberts (2000-01)
Marty Pickens (2001-02)
Mathew Underwood (2002-03)
Richard Harrod (2003-04, 2004-05)
Notre Dame High School for Boys, Niles, IL (2004-05)
James McGuire IV (2004-05)
Pope John Paul II High School, Hendersonville, TN (2004-05)
Dan Heering (2004-05)
Randolph-Macon College, Ashland, VA (2000-01, 2003-05)
Lynna B. W. Sutherland (2000-01)
Ripon College, Ripon, WI (2000-01, 2002-05)
Michelle Feist (2000-01)
Nicholas Griepentrog (2000-01)
David J. Shedivy (2002-03)
Amanda J. Taylor (2003-04)
Zachary R. Chitwood (2004-05)
St. Olaf College, Northfield, MN (2003-05)
Kathleen R. Burt (2003-04)
Daniel Farmer (2004-05)
Trent University, Petersborough, ON (2001-02, 2004-05)
Colleen Quesnel (2001-02)
University of Arizona, Tucson, AZ (2000-01, 2002-05)
Jason De Leeuw (2000-01)
John Papageorgiou (2000-01)
Damon Smith (2000-01)
Matthew J. Baumann (2002-03)
Erik G. Johannesson (2002-03)
Ryan T. McCarthy (2002-03)
Jennifer S. Kendall (2003-04)
Mark Rivera (2003-04)
Jared T. Benton (2004-05)
Rhiannon Rowlands (2004-05)
University of Chicago, Chicago, IL (2000-01, 2003-04)
Janet Downie (2003-04)
University of Colorado, Boulder, CO (2000-01, 2003-05)
J. K. Melton (2000-01)
University of Georgia, Athens, GA (2001-02, 2003-05)
Robin C. Fowler (2001-02)
Carrie Matthews (2003-04)
University of Iowa, Iowa City, IA (2004-05)
Katie Ekvall (2004-05)
Devon Gorski (2004-05)
University of Kentucky, Lexington, KY (2001-03)
William Du Cassé (2001-02)
Brian V. Lush (2001-2002)
Robert S. Wagoner (2001-02)
Alyxandria Dixon (2002-03)
Seth L. Kendall (2002-03)
Ryan M. Weigel (2002-03)
University of Mary Washington, Fredericksburg, VA (2004-05)
University of Michigan, Ann Arbor, MI (2004-05)
University of Minnesota, Minneapolis, MN (2004-05)
University of Mississippi, University, MS (2004-05)
University of Missouri, Columbia, MO (2004-05)
Elizabeth Donnelly (2004-05)
University of New Mexico, Albuquerque, NM (2001-02)
Aryn Seiler (2001-02)
University of North Carolina, Greensboro, NC (2002-05)
J. R. Naylor (2002-03)
Jennifer N. Gagner (2003-04)
Joshua A. Eller (2004-05)
University of Oklahoma, Norman, OK (2003-04)
Erin Paige Edwards (2003-04)
University of Saskatchewan, Saskatoon, SK (2001-02)
Juanita Consuelo Klarholm Wehrmann (2001-02)
University of South Carolina, Columbia, SC (2000-01, 2003-05)
Christel J. Brown (2000-01)
Amanda C. Wells (2000-01)
Jessica Harvey (2003-04)
Priscilla Larkin (2004-05)
University of Tennessee, Knoxville, TN (2001-05)
Classics Club (2001-02)
Diana Howard (2002-03)
Nicholas P. Schultz (2003-04)
Lee Brogan (2004-05)
University of Texas, Austin, TX (2001-02)
Paulina Woo (2001-02)
University of Virginia, Charlottesville, VA (2003-05)
William James (2003-04)
Ashley Tillman (2004-05)
Kelly Shannon (2004-05)
Emily Kutzer-Rice (2004-05)
Vanderbilt University, Nashville, TN (2004-05)
Dana Justine Longton (2004-05)
Wake Forest University, Winston-Salem, NC (2004-05)
William Reid Murphy (2004-05)
Wayne State University, Detroit, MI (2000-05)
Patrick J. Muer (2000-01)
Brett Wisniewski (2002-03)
Christopher D. Waters (2003-04)
Andrew Barrett (2004-05)
Western Reserve Academy, Hudson, OH (2002-03)
Xavier University, Cincinnati, OH (2004-05)
Jay S. Arns (2004-05)
BARBECUE, BLUES, AND CLASSICS, "SOUTHERN-STYLE"!

The 86th Anniversary Meeting of the Southern Section of CAMWS will be held November 2-4, 2006 (yes, 2006—a year from this fall) in Memphis, TN, at the invitation of Rhodes College at the Fogelman Executive Conference Center, located on the University of Memphis campus. Accommodations will be provided by The Holiday Inn at the University of Memphis. Watch for more details and the call for papers!

-Davina McClain, Secretary-Treasurer, CAMWS-SS

THE HITCHHIKER’S GUIDE TO CAMWS

All graduate students must face the pressures of professional growth, including the challenge of presenting an academic paper for the first time. Fortunately, CAMWS has always been a productive and encouraging environment for one’s first forays into this uncharted territory.

Our job as the Graduate Student Issues Committee (GSIC), composed of graduate students from various member institutions, is to make this transition as positive and painless as possible. To this end, one of our primary responsibilities is to organize a panel every year addressing graduate student issues (hence, the GSIC!). The past two years have borne witness to the pervasive interest of graduate students in these panels: the theme in 2004 was “Preparing to Publish”, and in 2005 it was “A Blueprint for Success in an Academic Career”. The fruit of these labors, the superior articles of William Race and Douglas Olson, are now available on the CAMWS website (www.camws.org/gsic). This coming year’s panel, “Don’t Forget Your Towel: Preparing for Success in the Interview Process”, will address the sundry aspects of interviewing (from putting together an application and portfolio, to what you can expect from representative interviews at different types of colleges and universities).

In addition, we hope to make the website a one-stop shop for information pertinent to graduate student concerns. This should eventually include a collation of conferences and colloquia, awards and grants, and information on the upcoming meeting in Gainesville.

For additional information or suggestions, please contact any of the following GSIC members:

Bradley Peper, Vanderbilt University (Bradley.M.Peper@vanderbilt.edu)
Ric Rader, The Ohio State University (Rader.59@osu.edu)
Mark Thorne, University of Iowa (Mark-Thorne@uiowa.edu)
Jon Zarecki, Illinois State University (jpzareck@isu.edu) and University of Florida (mferax@ufl.edu)

A WORD FROM THE DEVELOPMENT COMMITTEE

(submitted by Jim Ruebel, Chair)

The Centennial Fund drive raised $28,532 for the CAMWS endowment, resulting in an extra $1000 per year for scholarships. Many thanks to our 274 donors (17.6% of the membership). All contributions now go to the CAMWS Second-Century Fund; other giving opportunities will be announced in the near future.

In Memoriam

Mary E. H. Barnes, Sandhills Community College, Pinehurst, New Jersey, February 10, 2005
Henry A. Strater, Shaker Heights High School, Shaker Heights, Ohio, and the University School, Hunting Valley, Ohio, March 19, 2005
Briggs Leon Twyman, Texas Tech University, May 1, 2005
Christina E. Sorum, Union College (North Carolina State University, 1975-1982), May 16, 2005
2005 FOX WRITING CONTEST WINNERS

The Department of Classics at Monmouth College, Monmouth, Illinois, announces the winners of the twentieth annual Bernice L. Fox Classics Writing Contest. The goal of this year's contest, open to all high school students, was for the students to give the closing remarks to the jury in the trial of Helen of Troy. This year saw 196 entries from 59 schools in 23 states. Only ten entries are permitted from any one school. Each entrant receives a certificate of participation from Monmouth College.

The winner of a $250 cash award is Amanda Galloway of Midlothian H.S. in Midlothian, VA. Amanda is the student of Mrs. Sue Robertson. Honorable mentions (listed randomly by school) were awarded to the following fifteen students: Jamie Smith of Lakewood H.S., Lakewood, OH (Teacher: Dr. Laura Abrahamsen); Connie Vo of Thomas More H.S., Milwaukee, WI (Tr: Mary Cox); Erin McCalley of Bishop Chatard H.S., Indianapolis, IN (Tr: Lucy Wilkins); Sanjiv Tata of Flint Hill School, Oakton, VA (Tr: Laurie Covington); Hunter Ray and Lauren Fraley of Midlothian H.S., Midlothian, VA (Tr: Sue Robertson); Jason Wallace, Richard Douglas and Rich Tompkins of Montgomery Bell Academy, Nashville, TN (Tr: Dr. Rick Seay); David Schwe of Brookfield Central H.S., Brookfield, WI (Tr: Mrs. Moschella); John Lynch of Catholic Memorial, West Roxbury, MA (Tr: Mrs. Hynes); Kelly Lynne Johnson of Iowa City H.S., Iowa City, IA (Tr: Carolyn Van Zante); Sophia Roumbos of Newman Central Catholic, Sterling, IL (Tr: Mr. Padilla); Courtney Rohde of Rosary H.S., Aurora, IL (Tr: Kathy Spencer); Justin Savage of Manchester Memorial H.S., Manchester, NH (Tr: Diane Provost).

The college welcomes suggestions for future contest topics. Please contact Thomas J. Sienkewicz, Capron Professor of Classics (toms@monm.edu), Monmouth College, Monmouth, IL 309-457-2371.

TEACHER PREP: NEW IDEAS, NEW APPROACH

In the recent CAMWS session “Rethinking How We Prepare Latin Teachers: An Open Forum” in Madison, WI, we raised some very important and perhaps sensitive issues regarding pre-collegiate teacher preparation. Among the topics discussed were the needs of teachers to have read particular authors, namely authors met in Advanced Placement (AP) Latin (Vergil, Ovid, Catullus, Horace, and Cicero). This can be a thorny topic, but if CAMWS is to be the “Classical Association of the Future” (in past-president Jeff Buller’s words), this should not be seen so much as a problem but an opportunity to address how to meet the needs of future teachers without stifling the variety and range of courses taught at the university level.

The span of Latin literature does not begin and end with AP exams. The educational experience at the university is about opening doors, removing the constrictions of secondary coursework, and discovering new, rich literature to feed the mind and the soul. One should be able to read Pliny, Livy, Seneca, Plautus, Augustine, Petronius, Caesar, Sallust, Propertius, Lucretius, Lucan, Ennius, Aquinas and even the Vulgate Bible. There is nothing, absolutely nothing better than taking a course from a professor who is passionate about his or her subject matter.

With that said, we cannot dismiss the issue of preparing future teachers to teach the authors they may be expected to cover in their very first year in the classroom. Vergil, Ovid, Catullus, Horace, and Cicero should not be met for the first time, as can happen, the summer before (or worse, the week before) one is expected to teach AP. Smaller colleges and universities, however, as well as larger universities often cannot guarantee that these authors will be covered in class offerings. To do so would be to sacrifice the quality of the college experience not to mention stifle the interest and research of the professors providing the courses. Therefore, what should be done?

There is the old standby of nothing. Nothing should be done. We carry on as we always have done because that is tradition and that is precedence. What we have done in the past to train teachers has been sufficient. Change costs money, is inconvenient, and is—we tell ourselves—probably unnecessary. But consider instead this possibility:
The chief goal of a bachelor's degree in Latin should be achieving a certain level of fluency in reading Latin. Perhaps college programs should honestly examine what they are doing to this end (nosce te ipsum). That is, how many courses being taught at the beginning and intermediate levels are teaching reading skills? How many instead are merely covering the required lines? I know that when I was an undergraduate no one ever asked me how I went about my reading, whether I read from left to right, how many reference books I had on my desk when I was working on lines, whether I recognized certain patterns and sentence structures peculiar to poetry or to prose, how I sought to improve vocabulary acquisition, etc. Was I just covering the lines, or was I truly learning to read with fluency? No, of course I wasn't reading with fluency nor would I understand that it was even possible to do so for another 10 years.

I noted when examining some prominent classics department websites that there are a few graduate courses for developing extensive reading skills but none that I saw at the undergraduate level. Why not? Why not teach a reading skills course, instead of feeling pressured into teaching the AP? Why not work on building the skills so that anyone studying Latin can become a lifelong learner, willingly picking up a Latin text and reading it for pleasure without feeling the need to reach for grammars and translations?

Am I asking too much? Actually, I think this can be dealt with very easily. Require that all Latin students take a one hour reading lab, Fluent Latin 101. The main text for this lab would be Dexter Hoyos’s Latin: How to Read it Fluently.1 The goal of this lab would be to understand and practice Dexter's 10 rules for reading Latin prose.2 An easy text/reader should also be used to practice extensive reading to begin with (as opposed to the intensive reading we do for our regular classes). An excellent place to start

1 Latin: How to Read it Fluently is currently available at the price of $7 from CANE Instructional Materials: http://www-unix.oit.umass.edu/~glawall/.

2 Hoyos’s Ten Rules for Prose:

Rule 1: A new sentence or passage should be read through completely, several times if necessary so as to see all its words in context.

Rule 2: As you read, register mentally the ending of every word so as to recognize how the words in the sentence relate to one another.

Rule 3: Recognize the way in which the sentence is structured (its Main Clause(s), subordinate clauses and phrases). Read them in sequence to achieve this recognition and re-read the sentence as often as necessary, without translating it.

Rule 4: Now look up unfamiliar words in the dictionary; and once you know what all the words can mean, re-read the Latin to improve your grasp of the context and so clarify what the words in this sentence do mean.

Rule 5: If translating, translate only when you have seen exactly how the sentence works and what it means. SUB-RULE Do not translate in order to find out what the sentence means. Understand first, then translate.

Rule 6: a. Once a subordinate clause or phrase is begun, it must be completed syntactically before the rest of the sentence can proceed.
   b. When one subordinate construction embraces another, the embraced one must be completed before the embracing one can proceed.
   c. A Main Clause must be completed before another Main Clause can start.

Rule 7: Normally the words most emphasized by the author are placed at the beginning and end, and all the words in between contribute to the overall sense, including those forming an embraced or dependent word-group. A word-group can be shown by linking its first and last words by an “arch” line.

Rule 8: The words within two or more word-groups are never mixed up together: “arches” do not cut across one another. But an “arch” structure can contain one or more interior “arches”; that is, embraced word-groups.

Rule 9: All the actions in a sentence are narrated in the order in which they occurred.

Rule 10: Analytical sentences are written with phrases and clauses in the order that is most logical to the author. The sequence of thought is signposted by the placing of word-groups and key words.
would be Oerberg’s Lingua Latina series\(^3\) which is entirely in Latin. Eutropius and other authors found in Ecce Romani III, the Vulgate Bible or many of the intermediate readers from Bolchazy-Carducci would also make good texts to use for developing reading skills. During this course one would focus on reading from left to right, reading with expectation, understanding and recognizing structure in periodic sentences, disambiguating cases, understanding poetic structures, etc. One should also combine serious work on pronunciation into such a course. Every Latin student should be able to read out loud with fluency and consistency.

I firmly believe that we must begin to invest time up front in developing sound reading strategies based on such books as Latin: How to Read it Fluently. If no course could be designed along these lines, then I would encourage that all undergraduates in Latin to be required (yes, required) to own and study this particular book because it has the power to transform one’s whole approach to Latin and even build the confidence needed to pick up a new author on one’s own. This in turn leads to my second suggestion regarding the covering of AP authors.

As stated above, colleges often cannot guarantee that all of the AP authors will be met in the course of acquiring a BA, which is unfortunate but understandable. Students who are declaring a desire to teach and become certified should be provided a reading list of the major AP authors and the current textbooks in use for AP. These texts, along with their teacher’s manuals, should be made available to students or required for purchase well before their senior year at university.

One possible solution to addressing the needs of future teachers might be a survey course that would cover a little of all of the various AP authors. Students preparing to become teachers could read extensively outside of class, with particular attention to specific lines as guided by the instructor.

If such a survey is not possible, then the academic advisor, always mindful of the future teacher, could suggest which of the AP authors might complement the author or course chosen/available that particular semester. If, for instance, a student registers for a course on Tibullus or Propertius, the advisor might suggest the student read some Ovid or Catullus as well in the AP texts. Papers required for the class might have adjusted themes for students preparing for teaching—comparing and contrasting authors, patterns developed by authors of a particular period of time, sentence structure and the like.

There should be checks all along the advising process and the approval of coursework each semester to see that students are actually reading at least some in their AP texts. This could be in the form of journaling or keeping a portfolio of AP work or similar. By the time of the methods course, 2 to 4 days could be spent productively discussing these authors, specific teaching issues connected with these authors, additional ancillary materials available to the AP teacher, the whole AP testing process (for better or worse), and the impact it can have on the success and recognition of the future teacher’s program.

Other key books that should be required and used in the methods course include Rick LaFleur’s Latin for the 21st Century: From Concept to Classroom, and Paul Distler’s extraordinary Teach the Latin, I Pray You, which is back in print. Additional information for preparing new teachers can be found in the brochure, “So You Want to be a Latin Teacher?” (http://www.promotelatin.org/futureteacher.pdf).

If it takes a village to raise a child, then it takes a department to create a teacher. It should not be a duty left solely to the individual teaching the methods course. The methods course should not be when lapses in pronunciation and reading skills are discovered and addressed. Those issues should be addressed as early as possible, preferably during the first year the student is within the department or has declared his/her major. The methods course is a time for considering how to employ all that has been learned in order to teach Latin well. It is a time for in-depth discussions of the art of teaching, not fixing all that has somehow been overlooked in the previous four years.

As you think about the 2005-2006 school year, consider beginning with these changes:

- Assigning Hoyos’s Latin: How to Read it Fluently as required reading
- Providing the flyer “So You Want to be a Latin Teacher?” to all declared future teachers
- Acquiring sets of AP texts & teacher manuals to have on hand within your department

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\(^3\)The Lingua Latina series can be ordered from this website: http://www.pullins.com/bxt/LinguaLatina.htm.
Follow these easy first steps with a discussion at your next faculty meeting of how to track the future teachers within your department and how to incorporate additional outside reading assignments from the list of AP authors. And finally, begin your plans for designing and incorporating a Fluent Latin 101 reading skills lab.

–Ginny Lindzey, Porter Middle School, Austin, TX

UNIVERSITY OF FLORIDA SUMMER INSTITUTE FOR LATIN TEACHERS

The Classics Department at the University of Florida will again offer its intensive institute this coming summer, July 6-15, 2005, specifically designed for Latin teachers at all levels. This institute forms part of the Classics Department’s Distance Program, but is open to all Latin teachers whether or not they are in this program. Information on past Summer Institutes and the Distance Program is available on the Departmental Website (www.classics.ufl.edu).

The seminar author for this summer will be Lucretius. This course is available for graduate credit and will be taught on the Gainesville campus. Attractive and inexpensive accommodations are available on or near campus. Students will have full access to all University of Florida library, computer, and recreational facilities. The nearby area provides a full range of cultural, dining, and other diversions.

FURTHER INFORMATION concerning registration procedures, fees, and other items may be obtained by contacting the Department Office Manager, Mrs. Druscilla Gurahoo, at: Department of Classics; P.O. Box 117435; University of Florida; Gainesville, FL 32611; Telephone: (352) 392-2075 ext. 261; Fax: (352) 846-0297; E-mail: gurahoo@classics.ufl.edu

POST-BACCALAUREATE AT UNIVERSITY OF IOWA

The University of Iowa is now offering a Post-Baccalaureate Certificate in Classics. This certificate is designed for students who have a BA but do not have enough Latin and/or Greek to continue on in graduate school, seminar, or other programs.

Admission is through the College of Liberal Arts and Sciences, and is open immediately for students to begin the program in the fall of 2005. Students in the Post-Baccalaureate program will take 3 courses a semester from the graduate or undergraduate classes offered at The University of Iowa. Required courses will vary according to the student’s educational background. Post-Baccalaureate students will have their own advisor who will supervise the 1 non-credit course specifically for the Post-Baccalaureate.

The Post-Baccalaureate is intended as a one year program during which students will strengthen their skills in the classical languages in a way that is appropriate for the student’s goals, and will receive guidance in preparing a writing sample for submission to graduate school. Students may continue beyond one year if this is deemed appropriate by the faculty.

Tuition and fees for the Post-Baccalaureate program will be the same as undergraduate resident or non-resident tuition. No aid can be offered, but students may apply for work-study and for financial aid and loans through the University.

Application is on-line at http://www.uiowa.edu/admissions/. Choose transfer students --> apply online --> new transfer students. You may then choose to apply online or download an application. Please note: when asked on the application form, choose College of Liberal Arts and Sciences.

If you are applying this year (2005), please notify Carin Green (carin-green@uiowa.edu). It is important that we know your name to direct these first applications properly through the system. If you have any further questions, please email the department secretary (classics@uiowa.edu) or Carin Green (carin-green@uiowa.edu).
The purposes of Eta Sigma Phi, founded in 1914, are to develop and promote interest in classical study among the students of colleges and universities; to promote closer fraternal relationship among students who are interested in classical study, and to stimulate interest in classical study, and in the history, art, and literature of ancient Greece and Rome. Members are elected by local chapters chartered by the society. Most members are undergraduates but chapters can also initiate graduate students, faculty, and honorees. There are 182 chapters of Eta Sigma Phi throughout the United States.

Benefits of membership include:

- a membership card and certificate
- subscription to Nuntius, the biannual newsletter of the society
- an annual national convention including a certamen and banquet
- the opportunity to give academic presentations before an audience of peers and scholars
- annual sight translation exams in Latin and Greek
- honors cords and sashes for graduation
- bronze and silver medals of achievement
- eligibility for summer travel scholarships to Greece, Rome or southern Italy
- eligibility for a Latin teacher training scholarship

For more information about Eta Sigma Phi, see www.etasigmaphi.us or www.etasigmaphi.com or contact: Dr. Thomas J. Sienkewicz, Executive Secretary of Eta Sigma Phi; Monmouth College; 700 East Broadway; Monmouth, Illinois 61462; Office: 309-457-2371; FAX: 815-346-2565; toms@monm.edu

A CALL FOR SINGERS FOR THE 2006 APA IN MONTREAL

A STAGED PERFORMANCE OF GILBERT AND SULLIVAN’S
THESPIS, OR THE GODS GROWN OLD
WITH MUSIC IN SULLIVAN-STYLE BY ALAN RILEY JONES
DIRECTED BY JOHN H. STARKS, JR., UNIVERSITY OF NORTH CAROLINA GREENSBORO
PRODUCED BY JOHN GIVEN, EAST CAROLINA UNIVERSITY

For several years now, the APA Committee for Ancient and Modern Performance has sponsored a dramatic reading of some work based on a classical theme. In 2006, we will showcase the singing talent within our profession by producing a staged reading and singing of Gilbert and Sullivan’s first collaboration, Thespis, or The Gods Grown Old (1871). Gilbert’s libretto and book are extant, but only two of Sullivan’s songs. Alan Riley Jones, music director for the Durham Savoyards, Ltd. of Durham NC, has composed Sullivanesque music for Gilbert’s libretto, and the result is a fine piece of comic operetta. Mr. Jones has kindly allowed us to perform this operetta, which will be presented oratorio-style, with book in-hand and minimal blocking and costuming, Friday January 6, 2006. Now we need an energetic cast of at least 12-15 members, willing and able to perform at the APA-AIA Meeting in Montreal. For information on joining the cast, please see the APA website (www.apaclassics.org/ThespisCall.html), and contact John Starks (jhstarks@uncg.edu) or John Given (givenj@mail.ecu.edu)
MEETINGS FOR CLASSICISTS & CALLS FOR PAPERS

• CAMWS 104th Annual Meeting > April 17-19, 2008; Tucson, AZ, at the Marriott University Park Hotel at the invitation of the University of Arizona.

• CAMWS 103rd Annual Meeting > April 12-14, 2007; Cincinnati, OH, at the Hilton Netherland Plaza at the invitation of Xavier University.

• CAMWS - 102nd Annual Meeting > April 6-8, 2006; Gainesville, FL, at the Holiday Inn West Hotel at the invitation of the University of Florida.

• CAMWS SOUTHERN SECTION – 85th Anniversary Meeting > November 2-4, 2006; Memphis, Tennessee, at the invitation of Rhodes College. For more information, contact: T. Davina McClain, Secretary-Treasurer, Chair and Associate Professor, Dept. of Classical Studies, Loyola University New Orleans, 6363 St. Charles Ave, Box 113, New Orleans, LA 70118; Phone: 985-653-3908; e-mail: mcclain@loyno.edu.

• AMERICAN CLASSICAL LEAGUE – 58th Annual Institute > Friday, June 24-Sunday, June 26, 2005; Albuquerque, NM. Contact: Thomas J. Sienkewicz, ACL Vice President, at toms@monm.edu.

• AMERICAN PHILOLOGICAL ASSOCIATION – 137th Annual Meeting > January 5-8, 2006; Montreal, PQ, Canada.

• 2005 ADVANCED PLACEMENT (AP) NATIONAL CONFERENCE > July 14-18, 2005; Houston, TX at the Hilton Americas-Houston. You may direct any questions or concerns to apnc@collegeboard.org.

• 11TH ANNUAL LATIN PEDAGOGY WORKSHOP > July 20-23, 2005; National-Louis University and Illinois Classical Conference, Evanston, Illinois. This workshop is intended as an in-service experience for Latin teachers at varied levels of instruction and experience. For more information, contact Rickie E. Crown (rcrown@nl.edu) or Mary Ann Beatty (pondscum@earthlink.net).

• CLASSICAL ASSOCIATION OF NEW ENGLAND SUMMER INSTITUTE > July 11-16, 2005; Dartmouth College. For full information go to www.caneweb.org and click on CANE Summer Institute. For a brochure by mail contact Erin Perkins, Classics Dept. Dartmouth College, 6086 Reed Hall, Hanover, NH 03755, or Erin.Perkins@Dartmouth.edu.
• PACIFIC ANCIENT AND MODERN LANGUAGE ASSOCIATION > November 11-12, 2005; Pepperdine University, Malibu, California. Please visit the PAMLA website (www.pamla.org) for full information about the meeting.

• ROCKY MOUNTAIN MODERN LANGUAGE ASSOCIATION > October 20-22, 2005; Coeur d'Alene, Idaho. For more information, see rmmla.wsu.edu.

• TEXAS CLASSICAL ASSOCIATION > November 4-5, 2005; San Antonio, Texas. Teachers and professors of all levels are now invited to submit proposals for talks, presentations and/or papers for the 2005 TCA Fall Conference to be held at Trinity University. Presentations may focus on any aspect of classical antiquity. Presentations should be approximately 20-30 minutes in length. Please send (via email or regular mail) a one page proposal or abstract to: Clyde E. Lehmann, TCA President; 118 Wagon Trail Road; San Antonio, TX 78231; Home Phone: (210) 479-1838; Email: clehmann1@satx.rr.com

CAMWS INSTITUTIONAL MEMBERSHIPS FOR 2005-06

If your institution wishes to show its support of CAMWS by paying an annual fee of either $50 (for a K-12 school or for an institution offering a B.A. or M.A. in Classics) or $100 (for an institution offering a Ph.D. in Classics), it will receive the following benefits:

• One award for a student winner selected by your institution. The student will receive a certificate stating that he or she is a recipient of a CAMWS Award for Outstanding Accomplishment in Classical Studies for 2005-06, and a free membership in CAMWS for the following (2006-07) academic year.

• The option to purchase the right to choose up to 2 additional student award recipients ($25 each)

• A certificate stating your institution’s support of CAMWS

• Publication of institutional announcements free of charge in the CAMWS Newsletter

• For K-12 Institutional Members: complimentary registration for one person at the CAMWS Annual Meeting (April 6-8, 2006, in Gainesville, Florida)

• Inclusion in the list of Institutional Members, which will be printed in the Program of the 2006 Annual Meeting (if form is received by December 1, 2005) and in the CAMWS Newsletter, and posted on the CAMWS Website.

Please fill out an Institutional Membership Form (one is provided on the next page) and submit it to the CAMWS Office no later than February 1, 2006. Your institutional membership will be acknowledged, and you will receive an award designation form for your student honoree(s), to be submitted no later than May 1, 2006.
Classical Association of the Middle West and South
Institutional Membership Form
Academic Year 2005-2006

Institution: ________________________________
Department: ________________________________
Address: ___________________________________
City: ___________________________ State/Province: ________
Zip/Postal Code:___________ Country: ______________________
Contact Person: ________________________________
Telephone: ________________________________
E-mail: ________________________________

Please check one:
Membership for institutions offering a Ph.D. in Classics       $100 ________
or
Membership for K-12 schools or institutions offering
     a B.A. or M.A. in Classics       $50 ________

NOTE: If your institution opts to give two additional student awards ($25 each),
payment for them is due at the same time the Student Award Designation Form is
submitted, no later than May 1, 2006.

Please mail this form along with payment of $50 or $100
by February 1, 2006, to the following address:

CAMWS, Department of Classics
St. Olaf College
1520 St. Olaf Ave.
Northfield, MN 55057-1098
CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH
MEMBERSHIP FORM — ACADEMIC YEAR 2005-06

Title: ____  First Name: ___________________  Middle Initial: ____  Last Name: ___________________
2nd name (for joint spouse membership): ___________________
Preferred Mailing Address (is this home or office?): ___________________
City: ___________________  State/Province: ___________________  Zip/Postal Code: ___________________  Country: ___________________
Phone (office): ___________________  Phone (home): ___________________  E-mail address: ___________________

If a teacher, check appropriate box(es):
- Elem.
- Middle/Jr. H.S.
- H.S.
- College/Univ.
- Other
If a student, check appropriate box(es):
- High School
- Undergraduate
- Graduate Student
- Other
Department: ___________________  Institution: ___________________

CAMWS Membership
Each includes one annual subscription to The Classical Journal and to the CAMWS Newsletter.
If dues arrive after Dec. 31, 2005, missed issues may not be available.

1. Individual Membership $45 _______
2. Student Membership $25 _______
3. Retired Membership $25 _______
4. First-Year Teacher Membership $25 _______
5. Joint Spouse Membership (single mailing) $70 _______
6. Life Individual Membership (one-time fee) $900 _______
7. Life Joint Spouse Membership (one-time fee) $1300 _______

ALSO AVAILABLE WITH A CAMWS MEMBERSHIP:
American Classical League Memberships
Each includes one annual subscription to The Classical Outlook.

1. Individual Membership in ACL $45 _______
2. Student Membership in ACL $20 _______
3. Retired Membership in ACL $25 _______
4. Joint Spouse Membership (single mailing) in ACL $67 _______

SALVI Membership
Individual Membership in SALVI (special discount) $10 _______

Discounted Subscriptions to Journals

A. Ancient World $27 _______
B. Classical and Modern Literature $24 _______
C. Classical Bulletin $27 _______
D. Classical Philology $35 _______
E. Helios $23 _______
F. Mouseion $20 _______
G. New England Classical Journal $24 _______
H. Phoenix $40 _______
I. Syllecta Classica $20 _______
CAMWS Centennial Pins (2 for $5) _______
CAMWS Luggage Tags (2 for $5) _______
CAMWS Leather Bookmarks (2 for $5) _______
Herbert Benario’s CAMWS: A History of the First Eighty Years ($5) _______
Contribution to CAMWS (Second-Century Fund) _______

Total Enclosed $ _______

All memberships and contributions are tax-deductible.

Please make check (in U.S. funds drawn on a U.S. bank) payable to CAMWS. No credit cards accepted.

Send membership form and check to: CAMWS, Dept. of Classics, St. Olaf College
1520 St. Olaf Ave., Northfield, MN 55057-1098, U.S.A.
CAMWS 2006 - CALL FOR PAPERS

The 102nd Annual Meeting of the Classical Association of the Middle West and South will be held Thursday-Saturday, April 6-8, 2006 at the Holiday Inn West in Gainesville, Florida, at the invitation of the University of Florida. Proposals for panels and individual papers are now being accepted. All panel proposals must be received by **August 19, 2005**, all individual paper proposals must be received by **September 30, 2005**.

Papers and panels may be on any aspect of Graeco-Roman antiquity; especially welcome are panels likely to be of broad interest, including those concerned with pedagogy. Teachers and students of the Classics at any level of instruction (K-12, college, or university) may submit abstracts; all will be judged anonymously by the Program Committee, chaired by CAMWS President Susan D. Martin of the University of Tennessee.

For an individual paper, please submit 2 hard copies of the submission form along with 4 hard copies of a typed, 1-page (= one side of a sheet of paper) abstract. Electronic submissions will not be accepted. The title and appropriate topic code(s) selected from the list below, but not the author's name, should appear on the abstract.

For a panel, the organizer(s) should submit 2 hard copies of the submission form, 4 hard copies of a typed, 1-page (= one side of a sheet of paper) panel description, and 4 hard copies of a typed, 1-page abstract for each presentation. Electronic submissions will not be accepted. The title of the paper, along with the panel's title and the appropriate topic codes(s) selected from the list below, but not the author's name, should appear on each abstract; the panel description should include the panel's title and topic code(s) but not the names of the organizer(s) or panelists.

The usual length for a paper is 15 minutes, but 20 minutes may be requested if the talk is illustrated with slides, transparencies, VHS tapes, DVD's, or PowerPoint. Time for questions is built into each session. Most panels are allotted two hours, enough time to accommodate 3 to 5 presentations; 6 speakers may be scheduled in a single session if the papers are all just 15 minutes long. Be sure to note whether you will need audiovisual equipment. Because digital projector rentals are expensive, we ask that these tools be requested only when absolutely necessary; individuals must provide their own computers.

Organizers and presenters are required to be members of CAMWS at the time the abstracts are submitted. You may enclose your dues and your 2005-06 membership form (downloadable from [http://www.camws.org/](http://www.camws.org/)) with your abstract. Early submissions are encouraged. Thank you!

Please send panel proposals and individual paper proposals to:

Anne H. Groton, Secretary-Treasurer; CAMWS, Dept. of Classics
1520 St. Olaf Ave.; Northfield, MN 55057-1098
507-646-3387; fax 507-646-3732; groton@stolaf.edu

**RECEIPT DEADLINES:** August 19, 2005 (panels); September 30, 2005 (individuals)

**TOPIC CODES**

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ABSTRACT SUBMISSION FORM
CAMWS 102nd Annual Meeting (Apr. 6-8, 2006)
Gainesville, Florida

NOTE: If a paper has more than one author, specify which of them will attend and be the presenter(s) of the paper, and fill out a submission form for each presenter. Co-organizers of panels should each fill out a submission form.

TITLE: _____ FIRST NAME: __________ MIDDLE: __________ LAST: __________________________
ADDRESS (home ____ or office ____?): ___________________________________________
______________________________________________________________________________
TELEPHONE (home ____ or office ____?): ________________________________________
E-MAIL ADDRESS: _____________________________________________________________

CAMWS Membership 2005-06:   dues already paid: _____   dues & membership form enclosed: _____
Name of your school or college/university: __________________________________________
If a teacher, indicate level:   ELEM.: _____   MIDDLE/H.S.: _____   COLL./UNIV.: _____   OTHER:
If a student, indicate level:   H.S.: ____  UNDERGRADUATE: ____  GRADUATE: _____  OTHER:

TITLE OF PAPER or PANEL:
Topic Code(s) selected from list on Call for Papers: ____________________________________

FOR INDIVIDUAL PAPERS:
LENGTH:  15 MIN.: _____        20 MIN. (permitted only if illustrated): ______
A/V EQUIPMENT NEEDS:  1 slide projector: ___   2 slide projectors: ___   1 overhead projector: ___
VHS- or DVD-player + TV: ____   digital projector (for PowerPoint; individual must provide own computer): ___

FOR PANEL ORGANIZERS: List in order of presentation the names and schools of your panelists, the titles and lengths of their papers, A/V equipment needs, e-mail addresses, membership status. (May use separate sheet.)

1. Name:          School:
    Title of Paper:     Length (15 or 20 mins.):
    A/V Equipment Needs:  E-mail address:
    CAMWS Membership:    dues already paid : _____   dues & membership form enclosed: _____

2. Name:          School:
    Title of Paper:     Length (15 or 20 mins.):
    A/V Equipment Needs:  E-mail address:
    CAMWS Membership:    dues already paid : _____   dues & membership form enclosed: _____

3. Name:          School:
    Title of Paper:     Length (15 or 20 mins.):
    A/V Equipment Needs:  E-mail address:
    CAMWS Membership:    dues already paid : _____   dues & membership form enclosed: _____

4. Name:          School:
    Title of Paper:     Length (15 or 20 mins.):
    A/V Equipment Needs:  E-mail address:
    CAMWS Membership:    dues already paid : _____   dues & membership form enclosed: _____

5. Name:          School:
    Title of Paper:     Length (15 or 20 mins.):
    A/V Equipment Needs:  E-mail address:
    CAMWS Membership:    dues already paid : _____   dues & membership form enclosed: _____

For an individual paper, submit 2 hard copies of this form and 4 hard copies of a 1-page abstract. A panel organizer should submit this form (2 cc.), a 1-page description of the panel (4 cc.), and a 1-page abstract of each paper (4 cc.).

RECEIPT DEADLINES: August 19, 2005 (panels); September 30, 2005 (individuals)
PUBLICATION SCHEDULE FOR 2005-2006

Volume 15.1: Deadline for submissions, September 02, 2005 Should reach readers in October
Volume 15.2: Deadline for submissions, December 02, 2005 Should reach readers in January
Volume 15.3: Deadline for submissions, May 05, 2006 Should reach readers in June

Send submissions by e-mail to: John_Thorburn@baylor.edu
Send submission by regular mail to: John Thorburn
CAMWS Newsletter
Baylor University
Department of Classics
One Bear Place #97352
Waco, Texas 76798-7352

ELECTRONIC PUBLICATION OF THE CAMWS NEWSLETTER AND ANNOUNCEMENTS

The electronic version of the CAMWS Newsletter is posted to the CAMWS website as soon as the camera-ready copy is sent to the CAMWS office at St. Olaf College for printing and mailing. The information contained in the printed copy is thus available electronically to the membership approximately one month before the printed copy arrives in the mail. Announcements will normally be posted to the CAMWS website as soon as they are received, making it possible for the membership to meet important deadlines that might otherwise appear late because of the delay in printing and mailing the hard copy. The URL is www.camws.org.

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Classical Association of the Middle West & South
Dept. of Classics, St. Olaf College
1520 St. Olaf Ave.
Northfield, MN 55057-1098

Address Service Requested