



# CAMWS NEWSLETTER

THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH

• VOLUME 14.3 | SPRING 2005 •

INSIDE THIS ISSUE:

02 CAMWS AWARD WINNERS	12 INSTITUTES & PROGRAMS
08 GRADUATE STUDENT NEWS	14 MEETINGS & CALLS FOR PAPERS
08 <i>IN MEMORIAM</i>	16 CAMWS MEMBERSHIP FORMS
09 FOX WRITING CONTEST WINNERS	18 CAMWS 2006 CALL FOR PAPERS
09 TEACHER PREPARATION	19 CAMWS 2006 ABSTRACT SUBMISSION FORM

## 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 (Athanasia 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, Jr., 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 ...* : Juvenal's Voice and the Problematic Persona"

### SEMPLER, GRANT, AND BENARIO AWARD WINNERS

**The Sempler 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)  
Candace Erin Spain (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 Behrensmeyer (2003-04)  
Kristina Bradley (2003-04)  
Austin Diaz (2003-04)  
Ashley Elizabeth Brewer (2004-05)  
Harrison Max Pfingsten (2004-05)

Duke University, Durham, NC (2004-05)  
Robert "Buddy" Hedrick

Emory University, Atlanta, GA (2000-05)  
Shaileen Elizabeth Stillmank (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)  
Briana 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. Hornschemeier (2003-04)  
George W. Sferra 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 Reidmiller (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)  
David R. Schiedler (2003-04)  
Kathleen E. Ess (2004-05)  
Christopher A. Schifani (2004-05)

Transylvania University, Lexington, KY (2004-05)  
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)

Rachel Bruzzone (2004-05)  
Nicholai Fugate (2004-05)  
Thomas Hendrickson (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](http://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](mailto:Bradley.M.Peper@vanderbilt.edu))

Ric Rader, The Ohio State University ([Rader.59@osu.edu](mailto:Rader.59@osu.edu))

Mark Thorne, University of Iowa ([Mark-Thorne@uiowa.edu](mailto:Mark-Thorne@uiowa.edu))

Jon Zarecki, Illinois State University ([jpzareck@isu.edu](mailto:jpzareck@isu.edu)) and University of Florida ([mferax@ufl.edu](mailto: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***

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



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*.<sup>1</sup> The goal of this lab would be to understand and practice Dexter's 10 rules for reading Latin prose.<sup>2</sup> 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

---

<sup>1</sup> *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/>.

<sup>2</sup> 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<sup>3</sup> 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

---

<sup>3</sup>The *Lingua Latina* series can be ordered from this website: <http://www.pullins.com/txt/LinguaLatina.htm>.



## **ETA SIGMA PHI THE NATIONAL CLASSICS HONORARY SOCIETY**

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](http://www.etasigmaphi.us) or [www.etasigmaphi.com](http://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](mailto: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](http://www.apaclassics.org/ThespisCall.html)), and contact John Starks ([jhstarks@uncg.edu](mailto:jhstarks@uncg.edu)) or John Given ([givenj@mail.ecu.edu](mailto:givenj@mail.ecu.edu))

## MEETINGS FOR CLASSICISTS & CALLS FOR PAPERS

- CAMWS 104<sup>th</sup> Annual Meeting > April 17-19, 2008; Tucson, AZ, at the Marriott University Park Hotel at the invitation of the University of Arizona.
- CAMWS 103<sup>rd</sup> Annual Meeting > April 12-14, 2007; Cincinnati, OH, at the Hilton Netherland Plaza at the invitation of Xavier University.
- CAMWS – 102<sup>nd</sup> 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 – 85<sup>th</sup> 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 – 58<sup>th</sup> 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 – 137<sup>th</sup> 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.
- 11<sup>TH</sup> 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](mailto:pondscum@earthlink.net)).
- CLASSICAL ASSOCIATION OF NEW ENGLAND SUMMER INSTITUTE > July 11-16, 2005; Dartmouth College. For full information go to [www.caneweb.org](http://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](http://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](http://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](mailto: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



## 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/>) 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

AP ANCIENT PHILOSOPHY	GN GREEK NOVEL & OTHER PROSE	LL LATIN LINGUISTICS
AR ARCHAEOLOGY	GO GREEK ORATORY & RHETORIC	LN LATIN NOVEL & OTHER PROSE
CO CLASSICS - OTHER	GP GREEK POETRY (OTHER)	LO LATIN ORATORY & RHETORIC
CT CLASSICAL TRADITION	GT GREEK TRAGEDY	LP LATIN POETRY (OTHER)
EP EPIGRAPHY & PAPHYROLOGY	HG HISTORY - GREEK	LS LATIN SATIRE
GC GREEK COMEDY	HR HISTORY - ROMAN	PG PEDAGOGY - GREEK
GE GREEK EPIC	LD LATIN DRAMA	PL PEDAGOGY - LATIN
GH GREEK HISTORIOGRAPHY	LE LATIN EPIC	RG RELIGION - GREEK
GL GREEK LINGUISTICS	LH LATIN HISTORIOGRAPHY	RR RELIGION - ROMAN

## 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)

