



CAMWS NEWSLETTER

The Classical Association of the Middle West and South

Vol. 10, Issue 1, Fall 2000

NCLG on the Web: Resources for Classicists

The National Committee for Latin and Greek, sponsored by the APA and the ACL, has worked tirelessly to produce materials which bring the study of classical languages and antiquity before the broader community. With the development of its own website, ably administered by Ginny Lindzey, whom many of you know as the award-winning editor of *The Texas Classicist* and webmistress for the Texas Classical Association, there is now accessible a wealth of information, armed with which teachers of Latin and Greek can provide ready answers to those who question the relevance of Latin in the 21st century educational arena. Much of this material is familiar to us all. The great benefit, however, is that now, for the first time, we can go directly to one source to find that information which heretofore has been for many of us relegated to various file folders, none of which seem to surface immediately when needed. The URL for the NCLG site is <http://www.promotelatin.org/>.

In the remainder of this article, readers will find some of the material on that site which relates to the study of Latin and Greek, presented here, with permission, to provide readers with that information in printed form as well as to advertise the usefulness of the site.

CAMWS 2001 CONVENTION IN PROVO UTAH

The 2001 Annual Meeting of the Classical Association of the Middle West and South will be held April 19-21 in Provo, Utah, at the invitation of the Brigham Young University, in cooperation with the Utah Classical Association. The meeting will take place at the Provo Marriott Hotel. Rooms at the convention rate of \$98 will be available until March 19, 2001.

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Why Study Latin?

Parents, teachers, school administrators, and students can find on the NCLG site a resource for statements about the growth and value of the study of Latin and classical civilization for use in building and maintaining programs. There is also a page of Letters of Support and a link to CAMWS's Committee for the Promotion of Latin. Topics on the NCLG site include:

- Latin: A Key to Languages and Cultures A Message to the Parents of Spanish-Speaking Latin Students (SPANISH version included!)
- Some Reasons Why the Study Latin is Useful for All American Students
- Consider Studying Latin
- The Classical Languages & College Admissions
- Keys to Language & Cultural Awareness
- The Recent Growth & Value of Latin
- The Value of Latin for Colleges & Careers
- Why Latin in Elementary School?
- Why Latin in Middle School?
- How Students Benefit from Classical Civilization Courses
- Latin & Classics in a Global Curriculum
- Latin & SATS

- "Why Latin" by Scott Barker

And more from other websites:

- Preface to The Intelligent Person's Guide to Latin
- The Latin Advantage
- Why Your Kids Should Learn Latin
- In Defense of Latin
- No Logic in Letter Criticizing Charter School for Teaching Latin
- Why A Classics Degree Latin . . .
- Why Study It at All?
- Some Reasons Why the Study of Latin is Useful for All American Students

- **Latin: A Key to Languages and Cultures—A Message to the Parents of Spanish-Speaking Latin Students**
(Spanish version on the site as well)

If your child knows Spanish, s/he already knows some Latin!

Twenty-one centuries ago the Romans got control of what's now Spain, and brought the Latin language with them. Over time, Latin evolved into Spanish ... the same Spanish that came to Latin America, the same Spanish that your child uses.

Your child will often recognize the

meaning of Latin words by knowing Spanish words that come from them.

Examples:

Spanish	Latin	Meaning of Latin
escribo	scribo	I am writing
mudar	mutare	to change
maduro	maturum	mature
llamar	clamare	to shout, to cry out
padre	patrem	father
madre	matrem	mother
fuerte	fortem	strong

But there's more! When students learn how to connect Spanish words with their Latin parent words, they may also get a key to ENGLISH vocabulary, because thousands of Latin words came into English as well. Look at these examples:

Spanish	Latin	English Derivatives
escribo	scribo	scribe, prescribe, proscribe, inscribe
mudar	mutare	mutate, mutation, immutable
maduro	maturum	mature, immature, maturity, maturation
llamar	clamare	clamor, exclamation, reclamation
padre	patrem	paternal, paternity
madre	matrem	maternal, maternity
fuerte	fortem	fortitude, fortress, fortify

The Los Angeles School District pioneered a program of Latin in the elementary schools for the purpose of making this three-cornered connection of Spanish and English through Latin. Statistics showed a measurable improvement in students' English reading skills as a result of exposure to the Latin program.

Some Reasons Why the Study of Latin is Useful for All American Students

The study of Latin offers a unique opportunity to look at the nature of language itself. A conscious study of

Latin grammatical principles and accompanying traditional terminology (at appropriate maturity levels) will benefit students in their speaking and writing of English and in any further language study that they may undertake.

The study of Latin can result in the broadening and deepening of students' English vocabulary and can impart an understanding of word formation, a most useful tool in approaching unfamiliar words.

Latin is an excellent basis for the study of many modern languages, especially Romance languages. On an elementary level, Latin can be very helpful in improving the English reading skills of students. Because it is a phonetic language, its study, especially practice in reading aloud, often brings to students the basic understanding of the phonetic principles that they may never have mastered when first learning to read English. When students study Latin, they enter the world of an alien (and for the most part ethnically neutral) culture, in some ways quite different from ours. Studying the language, customs, and world view of society from a different time and place is a mind-expanding experience. Conversely, focusing on the similarities between our culture and that of the Romans offers the opportunity to consider the Graeco-Roman contribution to American life in the areas of government, architecture, ideals and ideas.

The classics of Latin literature have had a significant influence on European, English and American literature and are eminently worth reading for themselves. *Sally Davis, Wakefield H.S., Arlington, Virginia. Teaching Latin in American Schools, Scholars Press, 1991, p.61.*

Consider Studying Latin

Who studies Latin nowadays?

1. Students who are intelligent.
2. Students who plan to continue their schooling after being graduated from high school.
3. Students who like words.
4. Students who want to increase their ability to communicate with other people.
5. Students who like to read.
6. Students who like to know, and to know that they know.

7. Students who can analyze parts and put them into a whole that makes sense.
8. Students who like mythology.
9. Students who are interested in comparing old times with modern times.
10. Students interested in learning Spanish, French, Italian, Portuguese, Romanian, and/or other Romance languages.
11. Students considering possible careers in law, medicine, science, writing, teaching, business, banking, politics, international relations, and a host of others--even astrology!

But isn't Latin a dead language?

Although it is true that hardly anyone still speaks Classical Latin today, it is also true that virtually no one speaks Old English today. Yet both Latin and English are alive and prospering: spoken Latin became modern Spanish, French, Italian, Portuguese, Romanian, and several other languages; and Old English became modern English, with its varied dialects.

Actually, Latin is not so "foreign" a language as modern languages are, since over sixty per cent of our English vocabulary words are derived from Latin words over two thousand years old. Also, some ancient Roman laws, institutions, and customs have survived to our day: for example, we still use the calendar devised by Julius Caesar. Other ancient Roman traditions, myths, and aspects of daily life are interesting by contrast with those of today.

What do students get out of studying Latin?

1. Bigger English vocabularies.
2. Higher verbal SAT scores.
3. Higher English ACH scores.
4. Acceptance into good colleges and universities.
5. Sensitivity to language.
6. Sensitivity to people and cultures.
7. A sense of history.
8. Some students also report interest in things they had not previously considered until they studied Latin.

Muriel Garcia

• **The Classical Languages and College Admissions: An American Classical League Survey (*The Classical Outlook*, Summer 1991)**
Rick LaFleur

What are the policies and attitudes of college admissions officials toward applicants who have studied the classical languages? Teachers of Greek and especially Latin (because it is so much more widely taught) have become increasingly concerned with this issue in recent years, as foreign language (FL) study in general has been rehabilitated and Latin and the Classics in particular have enjoyed a remarkable renaissance of interest and enrollment in American schools. The present article reports the results of a survey, funded by the American Classical League (ACL) and conducted between August 1990 and January 1991, which directly addresses the question of the role of classical languages in the college admissions process.

The survey suggests a continuing upward trend in FL entrance requirements for US colleges and universities, as well as a highly positive attitude toward applicants who have studied Latin or Greek in high school as equivalent to (38.4%) or stronger than (61.2%) other qualified applicants; institutions that do require FL for admission and that accept both modern and classical languages toward satisfying the requirement regard applicants with Latin or Greek as equivalent to (78.5%) or stronger than (18.8%) applicants with modern languages. Only five institutions reporting FL entrance requirements do not accept Latin and only 11 (including the five not accepting Latin) do not accept Greek; these 11 institutions are nearly all "selective" but not "competitive" colleges with 2,500 or fewer students.

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Survey Highlights

(response rate: 69.4%)

- 30.5% of the responding institutions (333 or 1,091 four-year colleges and universities) require high-school foreign language (FL) study for admission, compared with 25.8% in the MLA survey for 1987-88, and

many others strongly recommend such study.

- 12.5% of those institutions not currently requiring FL for admission are considering the implementation of such requirements.
- Most (61.2%) of the institutions reporting no FL entrance requirement regard applicants with two years of high-school Greek or Latin as either "somewhat stronger" or "much stronger" than other qualified applicants.
- 16.8% of the respondents reported adding or increasing FL entrance requirements over the past 10 years; only 2.2% had dropped or lowered requirements.
- Most (68.3%) of the institutions reporting FL entrance requirements require at least two years of the same language; another 10.1% require three years of FL study for admission.
- Very few (1.1%) of the institutions requiring FL for admission report that specific languages are required.
- Nearly all (98.6%) of the institutions reporting FL entrance requirements accept Latin to meet those requirements (only five responding institutions do not, all of them colleges with fewer than 1,200 students and most of them "selective" but not "competitive," according to College Board definitions).
- Nearly all (96.8%) of the institutions reporting FL entrance requirements accept Greek to meet those requirements (only 11 do not, most of them small, non-competitive colleges).
- 18.8% of the institutions reporting FL entrance requirements that could be satisfied by either modern or classical languages regard applicants with classical languages as "somewhat stronger" or "much stronger" than applicants with modern languages; 78.5% regard the two categories as "equivalent"; and only .3% (one college) regards applicants with classical languages as "somewhat weaker."

Latin and the SAT

Does Latin help your SAT scores? The answer once again is a definitive YES! The scores of students who took

the SAT II in various languages are listed below so that one might see a correlation between language studied and verbal scores.

The mean Verbal SAT scores for 1999 were:

All students: 505
LATIN: 662
Spanish: 590
French: 632
German: 623

Thanks to Rick LaFleur who first brought these new data to our attention and Charlene Bolchazy who provided additional data. All information is from the 1999 *College-Bound Seniors* booklet published by the College Board.

Why Study Greek?

Parents, teachers, school administrators, and students can find on the NCLG site a resource for statements about the value of the study of Greek. Topics include:

- The Greek Language
- Dear Incoming Freshman
- Why Study Greek?

And more from other websites:

- Why A Classics Degree
- Why in heaven's name are you majoring in Greek?

...plus some testimonials from high school students studying Greek (the first two from the student-designed www.promotegreek.com website):

- Who in the World Would Study Greek?
- How the Classics Affect Us Today
- Reasons to Study Greek

Also, don't forget to read *A Call for Greek in School: Recovery of a Renaissance Tradition* by Richard Evans. For more information about studying Greek, also visit the Committee for the Promotion of Greek website.

In addition, the Texas Classical Association is building a new website promoting the study of Greek in Texas and beyond called Greek Too! Take a look.

The Greek Language

The Greek language is one of the oldest written languages in the world. There are Greek texts dating to the end of the Bronze Age (called "Linear B" texts); to the Archaic Age (ca. 800-600 B.C.), called Ionic, Aeolic, and Ionian Dialects; to the Classical Age (500-300 B.C.), or Attic Greek; to the Koine, or Common Dialect (300 B.C. to A.D. 400); and to Modern Greek (A.D. 1000 to the Present).

The literature from the Archaic to the Modern Age is exceptional. It has been called the greatest literature in the Western world.

The names of various Greek authors are among the most famous in the world: Homer, Herodotus, Thucydides, Aeschylus, Sophocles, Euripides, Plato, Xenophon, Aristotle, The New Testament, Eustathios, Cavafy, Kazantzakis, Seferis, and Elytis.

The Greek people have always been among the liveliest and clear-headed people in the world. Their culture was the "cradle of western civilization." They have greatly influenced Western rhetoric, science, philosophy, sports (cf. the Olympics), fine arts, politics (particularly the forms of democracy), and theology (particularly Christianity).

There are many reasons for a student to study Greek.

Studying Greek

Usually a modern student studies Attic (or "Classical") Greek, Koine (or "Common") Greek, or Modern Greek. Sometimes he or she studies all three periods in succession.

The advantages of Classical Greek are reading the great Classical authors in their own language, reading titles on Greek vases, and reading inscriptions of archaeological importance; of Koine Greek is reading the words of the New Testament, especially of Jesus, in their original language (as reported by the authors: Jesus himself may not have known Greek); of Modern Greek, to read modern authors and to speak with the people of Greece while traveling there.

Advantages to Students

Studying Greek

College or University

- Sharpens analytical language skills

and improves knowledge of English. Introduces Greek words that have been borrowed by English, e.g. architect, athlete, Catholic, Christ, dyslexia, fancy, holistic, pedagogy, psychiatry, and sophomore.

- Many English technical vocabularies since the time of the Renaissance are based on Greek.
- Greek language and culture teaches lessons in cross-cultural communications.
- Knowledge of the varying periods of Greek helps students understand the continuity of culture, and how it changes but stays the same.
- Teaches values, style, and terminology of Latin poets (who were strongly influenced by their Greek predecessors).
- Access to the finest multi-media computer program in the world: Perseus (has 25,000 images, an atlas, complete works of 31 authors, and the intermediate version of the Liddell-Scott Greek-English lexicon).
- Required for students who plan to enter seminary, or pursue graduate studies in Western theater, history, literature, political science, or philosophy.
- Learn to read texts that deal with eternal issues like power, gender, knowledge, mortality, and divinity.

High School

- Sharpens analytical language skills and improves knowledge of English
- Improves the students' SAT scores. The Verbal average of students who take Greek and/or Latin is consistently higher than for other students.
- Smooths admission to America's and Canada's leading colleges and universities, which especially favor high-school graduates who know Greek.
- Greek language and culture teaches lessons in cross-cultural communications. Modern Greek allows students to meet and complete field studies in a vibrant, on-going culture.
- Introduces students to Greek words that have been borrowed by English, e.g. astronaut, dinosaur, hippopotamus, lycanthropy, Pan-American, Phi Beta Kappa, and

rhinoceros.

- Introduces students to Greek mythology, one of the best-known and most popular systems of myth in the world.
- Because many English technical vocabularies since the time of the Renaissance are based on Greek, the language is valuable for those students who plan to enter the professions, e.g. scientific (particularly anatomy, anthropology, astronomy, biology, botany, chemistry, entomology, mathematics, psychology, and zoology--all of which have Greek names), legal, and medical professions.
- Teaches the basics of Greek rhetorical methodology (i.e., how to use a language effectively and persuasively) and improves students' ability at English speech-making and writing.

Questions Answered by Knowledge of Greek

- Why does the Persian Language have many Greek words? Frequent cultural contact between Greeks and Persians.
- Who was the first urban planner? Hippodamus of Miletos.
- Who was the first great doctor in Western civilization? Hippocrates of Cos.
- Who was the Greek king who expanded, through conquest, Greek culture as far as northern India? Alexander the Great.
- Who first measured the circumference of the world? Eratosthenes of Cyrene.
- Who was the Greek explorer who first sailed around Britain? Pytheas of Marseilles.
- What non-Greek people preserved Greek literature, particularly scientific and philosophical works? The Arabs.
- What was the name of the Gospel Writer who is thought to be Greek by birth? St. Luke.
- What was the name of the medieval Greek hero whose story is preserved in Greek and Russian manuscripts? Digenis Akritas.
- Who wrote the modern Greek national anthem, Hymn to Liberty? Dionysios Solomos.
- What twentieth-century author wrote a version of the Odyssey? Nikkos Kazantzakis.

✶ An Open Letter to Incoming Freshman at Ohio University

Dear Incoming Freshman:

Among the most important choices you will make is the one concerning your foreign language requirement. The easiest thing, of course, is to treat the whole matter as a bit of a nuisance, a bureaucratic requirement. Put in your time in Spanish or French and be done with it; you might even shorten the time of the requirement if you present some high school credit. Frankly, that's what most students do.

Specifically, I want to call your attention to the fact that you can learn to read some of the most important authors of the Western tradition in the original Greek: Homer, Plato, Aristotle, the New Testament. I know that we are in difficult economic times, and the tendency of most people is to be as practical as possible: I can't afford the luxury of doing anything weird, they say. I've got to be pragmatic and goal directed, preparing myself for a high-paying job. I think that is a mistake for two reasons. First, that is precisely how most students feel. Consequently, at graduation they will find themselves part of a huge herd, scarcely distinguishable except by a few tenths of a point on their GPAs.

The better personal strategy, I would suggest, is to sharpen and stretch your mind as much as possible, to prepare yourself to be a self-motivated, imaginative and thoughtful person--a graduate with unique interests and views. My personal bias is that learning to read from Homer, Plato, and the New Testament in the original Greek will stretch your intellectual vistas in a way that learning to discuss the weather or dining options in a modern language is not likely to. And you will be introduced not only to the roots of Western historical, political, philosophical, and theological thought, but to the roots of English academic vocabulary. Greek thought kindled the spirit of the Renaissance, and the Greek language provided the bases for many modern technical vocabularies, including the vocabularies of most of the sciences. As a consequence, students of Greek have a great advantage in learning scientific

and medical terms, and they tend to do very well indeed on such pre-graduate and professional exams as the GRE (grad school), MCAT (med school), and LSAT (law school).

The second reason that a pragmatic educational strategy is misguided concerns our need for wise leadership (corporate, political, family, ...) in the coming decades. We are not facing difficult times in this country because our current leaders paid too much attention to clear and accurate thought about complex issues. Our problems arise instead from the recent tendency to ignore questions of historical depth and intellectual complexity in favor of short-term simplistic pragmatism. Modern leaders have left a monumental mess for your generation to clean up--if you can. Your generation will need hard thinkers--disciplined, accurate, big-minded dreamers--to set things right. People tend to forget it, but that is why our country initiated public education: to provide for a smart, informed, intellectually energetic citizenry. You cannot become an energetic and imaginative thinker by making cautious, predictable, bureaucratically serviceable decisions. So, why not decide to make the most of your language study?

For a few of you there are very specific pragmatic reasons that you definitely should study Greek. If you entertain even the remotest possibility of attending seminary after college or of pursuing an academic career in such fields as history, philosophy, or literature, gaining proficiency in Greek in your undergraduate work can be an enormous benefit. Students who enter seminary knowing Greek can begin advanced New Testament study immediately. Students who enter graduate programs in history, philosophy, or comparative literature can do serious research from their first day in the program rather than spending two or three years developing their language skills. In the past two years students prepared in Greek at OU have been accepted to graduate study at Yale Divinity School, Ohio State, the University of California at Berkeley, Chicago, Toronto, Kentucky, and the University of North Carolina at Chapel Hill--and all have been awarded large grants, fellowships, or teaching

assistantships. A faculty member at Chapel Hill, commenting on an OU grad who accomplished a double major in History and Classics, noted that the student's fine preparation in the languages made him one of the top five candidates in the nation in ancient history, and he urged us to send him "all the students you've got who are similarly prepared to do research in the original sources."

By the end of the first quarter, students are able to read virtually unedited passages from Herodotus, "the father of history," who wrote almost 2500 years ago. By the end of the spring quarter students have read passages from Aristophanes, Plato, Euripides, and Demosthenes, and are able to read from the gospels on their own. It's not just Greek that they've learned, you see. They discover something about themselves: that with steady effort and patience they can learn to read the actual words of the founders of the Western intellectual tradition. They come to know themselves not just as kids from Welleston or Pittsburgh who hope to find a job someday, but as people who have engaged Herodotus, Plato and St John in conversation. Studying Greek may not in itself equip you for the kind of thinking and leadership our world needs. You will more likely be on the right track, however, if you choose to study the foundation texts of Western civilization in Greek than if you choose to take whatever course offers the easiest way to fulfill your language requirement.

With best wishes for a superb language experience,

Steve Hays, Ohio University

✶ Why Study Greek? (from Andrea Craig, La Jolla H.S.)

You're a busy high school student loaded down with classes, clubs, sports and a social life. So why would you want to study GREEK???

Only for the following reasons...

Are you interested in doing well on the SAT's?

Most people know that Ancient Greek is one of the roots of English language. However what most people don't know is that Ancient Greek (along with Latin)

is the major building block of SAT vocabulary. After you have studied Greek, you can figure out words like:

myriad
lexiphanes
eudemonism
polyglot
patronymic

even if you've never seen them before!

Thinking about being a Biology Major in college or going to Medical School?

What goes for vocabulary building on the SATs goes double for medical terminology. Check out the following gems that studying Greek will give you.

Medical word: *anhypnia*: an/hypn/ia

Greek breakdown:

an - not, without, lacking, deficient

hypn - sleep

ia - state or condition

Meaning: the state of lacking sleep.

Medical word: *macrodactylia*:

macr/o/dactyl/ia Greek breakdown:

macr - (abnormally) large or long

o - connecting vowel

dactyl - finger, toe

ia - state or condition

Meaning: state or condition of having abnormally large or long fingers or toes.

Medical word: *arachnoidea encephali*:

arachn/oid/ea en/cephal/i Greek

breakdown:

arachn - spider, web, (membrane)

oid - resembles

ea - forms noun ending

en - within, inside

cephal - head

i - of the

Meaning: the arachnoidea of the encephalon (the part of the arachnoid membrane enclosing the brain.)

Again many scientific terms derive from Classical Greek such as:

zoophyte	glauous
tetrapterous	hectare
odontoid	nanotechnology
leucodermatous	Gaia Hypothesis
Pteranodon	
Triceratops	
Chronobiology	

Do you like two for the price of one?

With Greek roots you not only get the word you needed to know, but you also

get a myriad of other words! For example:

Greek Root:

rhin = nose

keras = horn

together = rhinoceros

Gift words:

Keratotomy Keratoid

Keratoses Keratose

Keratin Keratode

Greek Root:

neur/neuro = having to do with nerves

logos = the study of

together = neurology

Gift words:

neuron neurotic

neurosis neurology

neuroma neuropod

Need some more reasons? How about School Pride?

While you surely realize that taking Ancient Greek is a rare subject, here are the national stats about Greek classes.

- There are currently 18 out of the 50 states that offer Ancient Greek to their students at the high school level.
- There are 63 schools in the entire nation that offer Ancient Greek.
- Out of these schools, 13 are public institutions.
- Only one of these public schools is in California. That school is La Jolla High.

If you think about your future of applying to colleges, you surely realize that you need to find ways to distinguish yourself from the other applicants. The Classics is a way to set yourself apart from the rest.

Greek is a challenging language. However, the rewards will reap from it are well worth your effort. After you study Greek you will have mastered some of the most important skills you could ever learn in high school. By studying Greek you will gain:

- a clear understanding of English grammar
- how to evaluate information
- how to problem solve
- how to be organized and methodical
- how to think logically

Study Ancient Greek and never get that confused look on your face again when your teachers say the dreaded

words:

Split infinitive

Direct object

Prepositional phrase

Indirect object

Gerund

Dependant clause

Finally, study Ancient Greek and gain the most valuable thing you could from it: An understanding and an appreciation for its myths, its history and its culture-- a culture and a tradition that has remained a part of Western Civilization for over 2500 years; a culture and a tradition that you can explore and someday pass down to a new generation; a culture and a tradition that is already your own.

Additional Resources from the CAMWS Committee for the Promotion of Latin

Visit the CPL website for a complete listing of materials for the promotion of Latin, including:

- "Latin for Students with Learning Disabilities": CPL has produced a flyer entitled "Latin for Students with Learning Disabilities" based upon a presentation by Barbara Hill, Coordinator of the Latin Program at the Department of Classics of the University of Colorado at Boulder. The flyer includes eight reasons why Latin is a good choice for LD students, describes the organizational characteristics of an ideal Latin class and one appropriate for students with learning disabilities, and provides a bibliography. This flyer is available free of charge in quantity to CAMWS members. For further information, please contact Prof. Tom Sienkewicz, CPL Chair at Monmouth College, Monmouth, Illinois 61462. (309) 457-2371 toms@monm.edu.
- Sue Shelton, "Breathing New Life into a Dead Language: Teaching Latin Online," *THE Journal* (March 2000) 64-66: THE = Technological Horizons in Education. Available at <http://www.thejournal.com/magazine/vault/A2720>. cfm A subscription to the hardcopy of the journal is free for educators. Contact them through their web site.

SCHOLARSHIPS AND AWARDS FROM CAMWS

CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH SCHOOL AWARDS LATIN TRANSLATION CONTEST 2001

Application Deadline: January 10, 2001

The Classical Association of the Middle West and South will offer \$250 cash prizes, book awards, and letters of commendation to writers of the best examinations in its 2000 School Awards Latin Translation Contest.

The competition, now in its third year as a reformulation of the long-standing CAMWS College Awards competition, is open to advanced Latin students enrolled in secondary schools in the 31 states and 3 provinces of CAMWS. Their teachers must be members of CAMWS, or their school libraries must subscribe to Classical Journal. Following an annual alternation of prose and poetry, the one-hour exam will this year offer Latin prose as exemplified by Caesar, Cicero, and Livy. Contestants should translate as literally as possible without violating English idiom, and they should know the relevant vocabulary presented in Colby's Latin Word Lists (published by Longman/ Addison-Wesley), which serves as the guide for glossing unfamiliar vocabulary. The examination is intended for students who have had at least three years of Latin, but is also open to superior second-year students. It must be administered by a school official other than the Latin teacher during the week of February 12-16, 2001.

Writers of the ten most outstanding papers will each receive a \$250 cash prize (without the condition of college study of Latin of past College Awards competitions). An additional 20 outstanding contestants will receive books relevant to classical antiquity. Other writers of meritorious examinations (10-20) will receive letters of commendation.

Latin teacher _____

School _____

School address (street, city, state and ZIP) _____

Administrator's name _____

Administrator's title _____

School telephone _____

(E-mail address, personal or institutional) _____

Name and full address of the newspaper (metropolitan, neighborhood, daily, or weekly) most likely to publish news of your school's awards

Teacher's signature _____

Please circle one: CAMWS member OR School library subscription to CJ

Number of examinations needed: _____. A \$2 non-refundable fee underwriting the costs of the examination is required for each contestant. Please return this form and a check made payable to CAMWS to Geoff Bakewell, Classical and Near Eastern Studies, Creighton University, Omaha NE 68178 (bgakewe@creighton.edu or 402-280-5526) for a postmark date no later than January 10, 2001. For an acknowledgment of application receipt or for copies of examinations from the last five years, please enclose a self-addressed stamped envelope.

CAMWS TEACHING AWARDS 2001

1. Kraft Award for Excellence in Secondary School Teaching:

Named for CAMWS benefactress Eunice E. Kraft, this award recognizes outstanding teachers of Latin in public or private schools (middle schools included) within our area. In each of the next three years, the honoree will receive \$500, air-fare to the annual meeting at the Saturday stay-over rate, and two nights accommodation at the convention hotel. On Saturday of the meeting, the recipient will give a brief talk. Nominees must teach in the CAMWS area and will be eligible for consideration for three consecutive years. Nominations should be accompanied by the following supporting data (not to exceed ten pages):

- Information about the school(s) in which the nominee teaches;
- Levels of Latin courses and enrollments;
- Success of students in competitions and further study;
- Information about any special courses or forms of instruction developed by the teacher;
- Testimonials from school administrators, fellow teachers and/or students.

2. Award For Excellence In College Teaching

The winner of this award will receive \$500. The nominee must be a member in good standing of CAMWS, teaching classical subjects full-time at a college or university. Nominations should be accompanied by such evidence of teaching excellence as:

- student course evaluations or other student comments (which may include alumni comments), and
- at least two letters of support from the recipient's teaching colleagues at the same or other institutions.

These letters should normally include one from the nominee's department or program chair.

Other evidence of teaching excellence, such as pedagogical publications, is also welcome. Professional service may be considered as a tie-breaking factor. Nominees who have not already been recognized through a national teaching award, will regularly be given preference. No sitting member of the Subcommittee on Good Teacher Awards or of the CAMWS Executive Committee is eligible for this award.

Nominations: For each award, send one complete dossier to the Chair of the Selection Committee:

William K. Freiert
Gustavus Adolphus College
800 W. College Av.
St. Peter, MN 56082
507-933-7639
wfreiert@gac.edu

Deadline: February 15, 2001

Presentation: The Teaching Awards will be presented at the CAMWS annual meeting in Provo, Utah.

MANSON A. STEWART SCHOLARSHIPS FOR 2001-2002

The Classical Association of the Middle West and South will award scholarships of \$1000 to a limited number of undergraduate students majoring in Classics at the sophomore or junior level at a CAMWS college or university. Nominees should be planning to take a minimum of two courses in Latin or Greek (normally at least one per quarter or semester) during the junior or senior year in which the scholarship is held.

Students are to be nominated by a department or program; no institution may nominate more than two students per year. Each nominee will be asked to fill out an application form, write a brief essay, and submit a college or university transcript and two letters of recommendation from teachers who are members of CAMWS.

The chair or other representative of the department or program should request application forms by **January 19, 2001** (postmark date). All necessary documents for a complete dossier must be sent no later than **February 19, 2001** (postmark date).

Results of the competition will be announced during the Business Meeting at the CAMWS meeting in April.

For application forms, please write to:

Helena Dettmer, Chair
Stewart Scholarship Committee
Dept. of Classics
202 Schaeffer
University of Iowa
Iowa City, IA 52242
E-mail: helena-dettmer@uiowa.edu

❖ MANSON A. STEWART TEACHER TRAINING AND TRAVEL AWARDS 2000-2001

The Classical Association of the Middle West and South sponsors two awards for primary-, middle-, and secondary-school teachers under the Manson A. Stewart Awards. Recipients must be members of CAMWS.

Teacher Training Awards: Designed to provide some financial assistance to those who wish to obtain certification to teach Latin at the primary through the secondary level, whether the specific courses are needed in Latin or in Education. The award is not intended to cover all costs of the training, and the size of the award varies according to the actual costs (primarily tuition and travel), the size of the committee's budget, and the number of applications. Previous awards have been as high as \$700. Deadline: postmarked by February 2, 2001.

Travel Awards: Designed specifically to assist teachers of Latin with a cash award to offset the costs of attending the annual CAMWS meeting, or the Southern Section meeting. The award is not intended to cover all costs of the travel, and the size of the award varies according to the actual costs the travel will entail, the size of the committee's budget, and the number of applications. Awards for travel to annual meetings have ranged from \$300 to \$500; for travel to the Southern Section, somewhat less. Deadline: postmarked August 1, 2000 for the Southern Section meeting; postmarked February 2, 2001 for the CAMWS meeting in Provo, Utah.

For further information and appropriate forms, please write or e-mail:

Prof. Timothy S. Johnson
Manson A. Stewart Teacher Awards Committee, CAMWS
Department of Classics
University of Florida
3-C Dauer Hall
PO Box 117435
Gainesville, FL 32611
Phone: 352-392-2075, ext. 270
Fax: 352-846-0297
E-mail: tjohnson@classics.ufl.edu

❖ SEMPLE, GRANT, AND BENARIO TRAVEL AWARDS

The CAMWS Teaching Awards Subcommittee is pleased to announce a competition for the 2001 Semple, Grant, and Benario Awards.

- The Semple Award is a \$2,500 fellowship for attending the summer session of the American School of

Classical Studies in Athens.

- The Mary A. Grant Award is a \$2,500 fellowship for attending the summer session of the American Academy in Rome.
- The Janice and Herbert Benario Award is a \$1,000 fellowship which the recipient may apply to the summer travel program of his or her choice.

Recipients of these awards must be current members of CAMWS who either:

- currently hold teaching positions in Greek or Latin in an elementary or secondary school in the CAMWS territory, or
- are currently enrolled as graduate students in a degree-granting program in Classics.

Applications, including official transcripts and three letters of recommendation, must be received **no later than February 1, 2001** by the chair of the subcommittee. For a complete application packet, please contact:

Susan L. Bonvallet
The Wellington School
Columbus, Ohio 43220
E-Mail: secunda@qn.net

PRESIDENTIAL AWARD FOR OUTSTANDING GRADUATE STUDENT PAPER AT THE ANNUAL MEETING OF CAMWS

Each year since 1996 CAMWS has offered the Presidential Award for the Outstanding Graduate Student Paper at the Annual Meeting. Eligible are graduate students whose papers are accepted for the program and who will not have received their Ph.D. by the time it is read. The text of the oral talk is submitted at least one month in advance of the meeting, and an ad hoc committee selects the winner. The award (with a prize of \$200) is presented at the annual business meeting, even though the winner might not yet have read it by the time of that session.

There are two criteria for evaluation: (1) the quality of the scholarly argument, the originality of the treatment, and the quality of mind displayed; (2) the effectiveness for oral presentation, including the quality of the writing, good organization, and interest to an audience.

Any graduate student whose abstract has been accepted by the Program Committee may submit a complete text for consideration for the award, along with any handout that is to accompany the oral presentation. Omit the presenter's name from the materials submitted. All submissions for this award must be **postmarked by March 4** and sent to the President of CAMWS:

Christopher P. Craig
Department of Classics
The University of Tennessee
Knoxville, TN 37996-0413 USA
Tel.: (423) 974-2723
Fax: (423) 974-7173
E-mail: ccraig@utk.edu
<http://web.utk.edu/~cpcraig>

CAMWS COMMITTEE QUESTIONNAIRE

Each year vacancies fall open on most CAMWS appointed committees. The CAMWS President is eager to hear from those who are interested in serving on one or more of these committees. Please photocopy this page or detach it from your newsletter, indicate in order of preference (1, 2, 3, etc.) those committees on which you would be willing serve, and include a brief cover letter outlining any relevant information.

- ___ College Awards
- ___ Committee on Merit
- ___ Committee for the Promotion of Latin
- ___ Good Teacher Awards
- ___ Manson Stewart Education and Travel Committee
- ___ Membership Committee
- ___ Program Committee
- ___ Resolutions Committee
- ___ School Awards
- ___ Semple, Grant, and Benario Travel Awards

In addition to the committee assignments at left, the CAMWS President is eager to hear from individuals who desire to be considered for State or Regional Vice-Presidents. Please check one of the boxes below, return this form, and include a brief letter outlining any relevant information.

- ☐ State Vice-President
- ☐ Regional Vice-President

Return this form at your earliest convenience to:

Christopher P. Craig
 Department of Classics
 The University of Tennessee
 Knoxville, TN 37996-0413 USA
 Tel.: (423) 974-2723
 Fax: (423) 974-7173
 E-mail: ccraig@utk.edu
<http://web.utk.edu/~cpcraig>

CAMWS Committee for the Promotion of Latin

Committee Members:

Chair: Thomas J. Sienkewicz, Dept. of Classics, Monmouth College, 700 East Brdwy, Monmouth, Illinois 61462 [OF 309-457-2371; HM 309-734-3543; FAX 309-457-2310; toms@monm.edu]
 Janet Colbert, Webb School of Knoxville, 9800 Webb School Dr., Knoxville TN 37923 [OF 423-693-0011; HM 423-691-9627; jgcol@webbschool.org]
 Owen Cramer, Colorado College, Classics, 14 East Cache La Poudre, Colorado Springs, CO 80903-3294 [OF 719-389-6443; HM 719-634-3392; FAX 719-389-6179; ocramer@cc.colorado.edu]
 Stanley A. Iverson, Classical Studies, Concordia College, 901 8th St. South, Moorhead MN 56562-0001 [OF 218-299-4155; HM 218-233-3103; FAX 218-299-3947; iverson@cobber.cord.edu]
 James Lowe, John Burroughs School, 755 S. Price Rd, St. Louis, MO 63124-1899 [OF 314-993-4045 ext. 338; HM 314-963-9099; FAX 314-993-6458; jlowe@jburroughs.org]

CPL Goals 2000-2001

- identifying Latin programs in each state and anticipating openings
- developing contacts between CAMWS members and state foreign language coordinators
- creating a list of master high school teachers willing to speak to college students about careers in high school Latin teaching, sponsoring such events, putting testimonials on the CPL website
- identifying the Latin teacher programs and their coordinators in CAMWS territory and obtaining statistical information about their graduates
- developing and distributing information about Latin to high school administrators and counselors

Announcements

**THE AMERICAN CLASSICAL LEAGUE
INSTITUTE 2001
TRINITY UNIVERSITY
SAN ANTONIO, TEXAS JUNE 28-30, 2001
CALL FOR PAPERS**

Papers and Workshops are invited from teachers at all levels, from Elementary School through College and University. Papers are normally 20 minutes in length, workshops 60-90 minutes. Consideration will be given to longer proposals, especially panels of papers or workshops focusing on one topic.

Themes: *Topics from all areas of interest are invited. Topics of special interest are:*

- Teaching and Assessing with Standards in Mind
- Innovative Uses of Technology
- Integrating Authentic Latin in the Lower Levels
- Classical Rhetoric
- The Influence of Classical Authors on Western Literature
- Interdisciplinary Lessons
- Vergil, Catullus and Ovid

Deadline: Submissions must be postmarked or submitted online by December 15, 2000.

Online Submission: <http://www.aclclassics.org/Institute>

Official Submission Form/registration Information:

Geri Dutra, American Classical League, Miami University,
Oxford, OH 45056 (513) 529-7741 info@aclclassics.org

Program Information:

Sherwin Little, ACL Vice President, 3727 Cornell Rd.
Cincinnati, OH 45241 (513) 563-5090 little@ih.k12.oh.us

**ANNOUNCEMENT OF NEW ON-LINE SURVEY
OF AV RESOURCES FOR CLASSICS**

Topics covered include Roman and Greek history, philosophy, religion, mythology, culture, art, archaeology, language and literature in the original Latin or Greek as well as in translation, and its reception, influence and study in ages subsequent to antiquity. The URL is <http://www.drjclassics.com>.

Product media include all types except the traditional printed book: av websites, instructional cd-roms, cd-rom games, audio cds, computer diskettes, laser/video discs, instructional videos, lectures on video, films on video/DVD, books on audio cassette, lectures on audio cassette, filmstrips, slides, slide lectures, transparencies, maps, posters, comic books, songbooks, kits, activity books, flashcards/reference cards, coloring books, board/parlor games etc.

There is a separate section devoted to the specific needs of Elementary and Middle School Teachers, and a Miscellaneous

category features Classics-related apparel, stationery, art reproductions, and more.

The On-Line Survey provides complete product information, prices from various distributors, and hyperlinks to available on-line reviews, audio and video previews, screenshots of software, and with a click of a mouse viewers are transported to the specific on-line catalog page of every distributor of every product.

Please e-mail me with questions or suggestions at drj@drjclassics.com.

Janice Siegel (aka Dr. J), Editor
On-Line Survey of Audio-Video Resources for Classics
Intellectual Heritage Program
1114 W. Berks Street
Anderson 214
Temple University
Philadelphia, PA 19122
215-204-1770
<http://nimbus.temple.edu/~jsiegel>
<http://www.drjclassics.com>

**AUSTIN PEAY STATE UNIVERSITY
STUDY ABROAD TO GREECE**

Professor Timothy F. Winters will be leading a study abroad program to Greece this summer through Austin Peay State University. The program is scheduled to run from the 28th of May to the 30th of June. Students will earn 7 credit hours for course work in Greek Art and Archaeology and Modern Greek. We will spend about half of the 5 week program on Crete and the other half traveling on the mainland. Prof. Winters has led numerous study abroad programs to Greece, including directing the American School of Classical Studies summer session. For more information, please contact

Timothy F. Winters
Austin Peay State University
Dept. of Lang. and Lit.
P.O. Box 4487
Clarksville, TN 37044
e-mail: winterst@apsu01.apsu.edu
tel.: 931-221-7118

NEW LIST OF INTEREST

There is a new announcement-only style email listserv called Atrium-Scrinia. The raison d'être of this list is to divulge the contents of just-published journals, festschriften, and monographs in the fields of Ancient History, Classics and Classical archaeology. It's primary audience is (obviously) scholars and grad students in the above fields and it is hoped the service will help our ever-specializing (or perhaps ever-generalizing is closer) profession to stay current even as library budgets shrink.

Contributions are solicited from editors of classics-oriented journals to submit tables of contents (and ideally, an associated

website address or similar contact address) to the address below, from which they will be forwarded to those who have subscribed to the list (229 subscribers as of this writing). If your journal is the sort which prints brief abstracts of articles, such things would also be welcome. This is a free service and obviously also provides journals with a bit of free publicity to an obviously-interested audience. I'm sincerely hoping that some of the less-widely-known journals will especially take advantage of this.

Ideally, the TOC submission would take the following form (this is an edited version of something which has already appeared on the list):

=====

Argos (Revista de la Asociación Argentina de Estudios Clásicos) 22 (1998)

ARTÍCULOS

MARCOS ALBINO, *Vedisch sóbhari*-, 5-9.

M. ESTELA ASSIS DE ROJO, *La matrona romana: su significación en el programa cultural de Augusto a través de la Elegía iv.11 de Propertio*, 11-25.

LUIS Á. CASTELLO, *La oración nominal en griego antiguo: caracterización y significación*, 27-32.

PABLO A. CAVALLERO, *Querer-Poder-Deber en el Dyskolos de Menandro. La trascendencia política de la ética familiar*, 33-49.

MARÍA JOSÉ COSCOLLA, *Themis versus Dike en Aristófanes*, 51-68.

CLAUDIA N. FERNÁNDEZ, *Significados del espacio en la escritura escénica de Plutos de Aristófanes*, 69-92.

DIANA LEA FRENKEL, *La dimensión visual en la escenografía de Sófocles*, 93-101.

LIDIA GAMBÓN, *Aspectos relevantes de la Héuresis en el agón de Medea de Eurípides*, 103-116.

ADRIANA MANFREDINI, *Algunas cuestiones de utilería en Eurípides*, 117-129.

PATRICIA SALZMAN, *Actividad y pasividad en el paraclausithyron latino*, 131-147.

ALICIA SCHNIEBS, *Foedus amoris y organización espacial en Tibulo*, 149-161.

EMILIO ZAINA, *Aspectos del tratamiento del cuerpo humano en la Eneida*, 163-170.

RESEÑAS

FOXHALL, L. ; LEWIS, A. (eds.) *Greek law in its political setting: justifications not justice* (María del Carmen Cabrero de Suardiaz), 171-174.

REHM, R. *Marriage to death. The conflation of wedding and funeral rituals in Greek tragedy* (Lidia Gambón), 174-177.

FOX, M. *Roman historical myths. The regal period in Augustan Literature* (Ana Cecilia Miravalles), 177-179.

PÉREZ MARTÍN, I. *El Patriarca Gregorio de Chipre (ca.1240-1290) y la transmisión de los textos clásicos en Bizancio* (Pablo A. Cavallero), 179-181.

LISI y BERETERBIDE, F. ; UREÑA BRACERO, J. ; IGLESIAS ZOIDO, J.C. (eds.), *Didáctica del griego y de la cultura clásica* (Marisa G. Divenosa), 182-184.

GOOLD, G. P. (ed.) *M. Manilii Astronomica* (Martín Pozzi), 184-187.

FEENEY, D. *Literature and religion at Rome: cultures, contexts and beliefs* (Gustavo Alfredo Daujotas), 187-190.

HABINEK, Th. *The Politics of Latin Literature, Writing, Identity, and Empire in Ancient Rome* (María Eugenia Steinberg), 190-196.

Argos website: <http://www.retina.ar/aadec/argos.html>

Submitted by

Prof. María Eugenia Steinberg

Prosecretaria de Redacción

de la revista ARGOS

(AADEC)

Should you have a recent Table of Contents to submit, please send it to:

<mailto:editor@atrium-media.com>

or

<mailto:dmeadows@idirect.com>

Submit as a simple text message or as an attachment in any of the usual wordprocessor formats.

If you'd like to subscribe to atrium-scrinia yourself, please send a blank email message to:

<mailto:atrium-scrinia-subscribe@egroups.com>

David Meadows

(listowner)

THE AMERICAN SCHOOL OF CLASSICAL STUDIES AT ATHENS ADMISSIONS AND FELLOWSHIPS FOR STUDY IN GREECE 2001/2002

Regular Students. Open to graduate students in classical and ancient Mediterranean studies and related fields (e.g., history of art, anthropology, prehistory, studies in post-classical Greece, etc.), who, preferably, have completed at least one year of graduate work. **Up to Eleven Ascsa Fellowships Are Available** with a stipend of \$8,840 plus room, board, and fees. Competition is on the basis of transcripts, recommendations and examinations. **Deadline: January 8, 2001.**

Student Associates. Open to the same group of students as above. Associates typically are advanced students who plan to pursue independent research projects, and who do not wish to commit to the full regular program. **Several fellowships are available** (see below). **Deadline: January 8, 2001.**

Senior Associates. Open to postdoctoral scholars with suitable research projects. **No Deadline.**

OTHER FELLOWSHIPS AVAILABLE FOR STUDY AT ASCSA.

The following fellowships offer a stipend of \$8,840 plus room, board and fees, unless otherwise noted.

The Oscar Broneer. Recent alumni/ae of the American Academy in Rome or ASCSA are eligible for study at the opposite institution. **Deadline: January 8, 2001.**

CAORC Regional Research Fellowships. To provide support for Ph.D. candidates and senior scholars whose research has regional significance and requires travel to several countries, one of which hosts an American overseas research center. Applications at CAORC's web site: www.caorc.org. **Deadline: December 31, 2000.**

The Anna C. and Oliver C. Colburn. Awarded by the AIA to a Ph.D. candidate or recent Ph.D. whose field is classical archaeology. Terms: Stipend of \$ 14,000 with a maximum time period of one year. Awarded every other year. Not available until 2002-2003. **Deadline: February 1, 2002.**

The M. Alison Frantz. Open to Ph.D. candidates and recent Ph.D.'s who demonstrate a need to work in the Gennadius Library. Fields of study include late antiquity, Byzantine or modern Greek studies. **Deadline: January 8, 2001.**

Fulbright Fellowships. Those who wish to pursue a Fulbright grant *must make a separate application to the School, as well*, for either Regular Student or Student Associate status. ASCSA applications are available at the web site below. **The Jacob Hirsch.** Awarded to a Ph.D. candidate from the U.S. or Israel writing a dissertation, or to a recent Ph.D. completing a project such as revising a dissertation for publication, requiring a lengthy residence in Greece. **Deadline: January 8, 2001.**

The Samuel H. Kress Joint Athens-Jerusalem. U.S. citizens, permanent U.S. residents and foreign nationals at U.S. institutions who are Ph.D. candidates in art history, architecture, archaeology, or classical studies. A ten-month tenure is split between ASCSA and the Albright Institute in Jerusalem. Terms: Stipend of \$8,300 plus room, board, and fees. **Deadline: November 15, 2000.**

NEH Fellowships. Two to five awards for postdoctoral scholars and professionals who are U.S. citizens or foreign nationals who have been U.S. residents for three years immediately preceding application deadline. Applicants must have completed their professional training but do not have to hold the Ph.D. Terms: Maximum stipend of \$30,000. **Deadline: November 15, 2000.**

Summer Sessions. Two six-week sessions open to graduate and undergraduate students and to high school and college teachers. The fee of \$2,950 includes tuition, travel within Greece, room and partial board. Five School scholarships plus a number of outside scholarships are available. **Deadline: January 8, 2001.**

For Detailed Information and Application, Contact:

The American School of Classical Studies at Athens
6-8 Charlton Street
Princeton, NJ 08540-5232
Tel: (609) 683-0800 Fax: (609) 924-0578 E-mail:
ascsa@ascsa.org
or visit our website at: www.ascsa.org

FORDYCE MITCHEL MEMORIAL LECTURE SERIES

Department of History
University of Missouri-Columbia

Through the generous endowment of Mrs Marguerite Mitchel, widow of Fordyce Mitchel, who was Professor of Greek History at the University of Missouri-Columbia until his death in 1986, the Department of History is proud to announce the biennial Fordyce Mitchel Memorial Lecture Series.

Every two years a scholar of the highest international standing will be a guest of the History department for one to two weeks and deliver a series of original and scholarly lectures on an aspect of Greek history. These will then be revised and published by the University of Missouri Press within, it is hoped, two years. The resulting publication will be a significant addition to scholarship in the field. The lecturer will also deliver a public lecture on a related topic and meet informally with the graduate students in the departments of History, Classical Studies, and Art History and Archaeology, who are engaged in all areas of research on the ancient Greek and Roman world.

The series will begin in October 2000. The first guest lecturer will be Professor Mark Golden, Department of Classics, University of Winnipeg. Professor Golden's work on social history is widely known and held in the highest regard. He is currently

working on a project titled Sport and Social Status in Ancient Greece which will form the core of his Mitchel Memorial lectures.

For further information on the Fordyce Mitchel Memorial Lecture Series, please contact Ian Worthington (WorthingtonI@missouri.edu).

HOGAN PRIZE AT WILLIAM AND MARY

The Department of Classical Studies of The College of William and Mary expects to be able to continue for another year the Hogan Prize in Classical Studies, made possible by a bequest by William Johnson Hogan, distinguished alumnus of the College. For the academic year 2001-2002, there will be available a grant of \$1000. for an entering student who will have completed with distinction at least three years of Latin or Greek at the time of high school graduation. Application forms and further information can be requested, after December 1, 2000, from:

James R. Baron, Chair
Department of Classical Studies
The College of William and Mary
Williamsburg, VA 23187-8795

Deadline for receipt of completed applications is 1 March, 2001. The successful applicant will be notified around 1 April, 2001. This award is, of course, contingent upon successful admission to the College. The grantee will be expected to enroll during his or her freshman year in at least three courses offered by the Department of Classical Studies (two of these must be in Greek or Latin). The grant may be continued during the sophomore year and beyond if the student earns a grade of "A" or "B" in courses taken in the freshman year and elects to continue the study of Greek or Latin after that. Preference will be given to applicants who contemplate a concentration in the Department of Classical Studies.

NEW LANGUAGE PROGRAM

The University of Michigan is pleased to announce that the Residential College (RC), in cooperation with the Department of Classical Studies, has added Latin to its curriculum. A small, degree-granting, four-year liberal arts college within the university, the RC is particularly known for the strength of its proficiency based language programs. At the RC students will have the opportunity to do intensive Latin study as they complete in one year the material typically covered in four collegiate level language courses. The semi-immersion format of the curriculum includes eight hours of instruction each week as well as daily language tabulae mensae and weekly convivia.

For further information, contact

Gina Soter
The Residential College
East Quad
The University of Michigan
Ann Arbor, MI 48109-1245
Tel.: (734) 763-0176
Fax: (734) 763-7712
E-mail: soter@umich.edu.

LATIN TEACHER TRAINING IN MIDDLE ATLANTIC STATES

The Classics Department of Loyola College in Maryland, in cooperation with the Maryland Junior Classical League, is compiling information on Latin teacher training in Middle Atlantic colleges and on teaching positions in Maryland schools. Please feel free to send job listings (below the college level), resumes, questions, and comments to:

Mary H.T. Davison
Department of Classics
Loyola College in Maryland
4501 N. Charles Street
Baltimore, Maryland 21210-2699
410.617.2933
e-mail: mdavison@loyola.edu

Job listings and other information will be posted at
www.loyola.edu/classics/jcl.htm.

FOURTH E.T. SALMON/ROMAN FAMILY CONFERENCE McMaster University SEPTEMBER 28-29, 2001 Roman Family IV: Italy and Beyond

The next Roman Family conference, to be held as the fourth E. Togo Salmon conference at McMaster University, will take place September 28-29, 2001. The scholarship on the family which has emerged in the past twenty-five years has made it a central concern of Roman social and cultural history, and has changed significantly our understanding of the ancient world. Among the most seminal contributions have been the three volumes that emerged from conferences on the Roman Family organised by Beryl Rawson at the Australian National University. This fourth Roman Family conference seeks to continue the standard of quality and integrity established by those gatherings.

We are seeking papers which address the following issues, preferably not with a narrow methodological focus, but utilising a synthetic approach, and adopting where appropriate epigraphic, literary, cross-cultural, and archaeological evidence.

- Most of the work which has appeared thus far has focused on Italy, and more particularly on Rome, leaving the provinces largely neglected. This conference, subtitled 'Italy and Beyond', seeks to present a set of regional studies on the Roman provinces, in which local evidence for family organisation and activity is examined, as far as is possible from the extant material. Greg Woolf (St. Andrews) and Jonathan Edmondson (York) will consider Gaul and Spain respectively, and other speakers are sought for other regions within the empire.
- Further exploration will be made of the interior lives within the Roman familial context, the nature of parent/child relations, and the tenor of other affective relationships which are shaped by family structure and circumstance. Keith Bradley (Victoria) will speak on aspects of Roman childhood. Papers in this section should not be confined to the provinces, but adopt a thematic approach.

Abstracts of 300 words (maximum), with a single page CV,

should be sent to:

Dr. Michele George
Department of Classics
McMaster University
Hamilton ON Canada L8S 4M2
e-mail: georgem@mcmaster.ca

The deadline for receipt of abstracts is July 14.

The American Classical League

ACL Membership includes

- a subscription to *The Classical Outlook*, which is published quarterly
- 20% discount when purchasing items from the ACL Teaching Materials and Resource Center
- a Fall, Winter, and Spring Newsletter
- reduced registration fee — ACL Institute
- eligibility to apply for the ACL Scholarships
- eligibility to sponsor a chapter of the National Junior Classical League
- eligibility to participate (for a minimal fee) in the ACL Teacher Placement Dossier Service
- membership in Excellence Through Classics for Elementary/Middle Levels
- support for the Classics at all levels of education

To join, send \$35.00 dues to*

Name _____

Address _____

City _____ State _____ Zip _____

School _____

The American Classical League
Miami University
Oxford, Ohio 45056
(513) 529-7741 • Fax (513) 529-7742

Canadian members, please add \$2 to membership for postage; members outside of U.S. and Canada add \$5. Remit in U.S. currency

*First-time ACL members — 2000-2001 dues waived if membership is requested in writing before January 1, 2001

CAMWS MEMBERSHIP RATES REDUCED FOR NEW MEMBERS

The special introductory offer for new members, which provides regular membership for on \$15 during the first year of membership is available again this year. Potential new members should contact the CAMWS Office for a form. Current members who received the form in previous mailings are encouraged to distribute them to colleagues or interested parties.

Publication schedule for 2000-2001:

Volume 10.2: Deadline for submissions, **December 15, 2000** Should reach readers in late January
 Volume 10.3: Deadline for submissions, **April 1, 2001** Should reach readers in late May/early June

Send submissions to G. Edward Gaffney
 CAMWS Newsletter
 Montgomery Bell Academy
 4001 Harding Road
 Nashville, TN 37205

or by e-mail to gaffnee@montgomerybell.com

Electronic Publication of the CAMWS Newsletter and Announcements

The electronic version of the *CAMWS Newsletter* is posted to the CAMWS Home Page as soon as the camera-ready copy is sent to the CAMWS office at Randolph-Macon 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 same site as soon as they are received, making it possible for the membership to meet important deadlines which might otherwise appear late because of the delay in printing and mailing the hard copy. The URL is <http://www.rmc.edu/~gdaugher/camwshp.html>.

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Dr. Gregory N. Daugherty
 Secretary-Treasurer, CAMWS
 Department of Classics
 Randolph-Macon College
 115 N. Railroad Ave.
 Ashland, VA 23005