

NEWSLETTER

Winter

2017

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From the President

What a strange year for the world this was. We saw some very sad events occur on a global scale, some of which impinged upon us as classicists and others even touched us as CAMWS members, while others simply affected us as citizens of the world. Yet in spite of it all, here at CAMWS central we just keep chugging along, fostering teaching, awarding grants, and encouraging scholarship. And though some who dwell stateside might joke about staying in Canada, we ultimately know that, whatever our political inclinations may be or on whichever side of the St. Lawrence Seaway and the Great Lakes we happen to dwell, the texts and artifacts and civilizations of the past that we study can offer us much not simply to delight in, but to learn from. The crisis in the Middle East might remind us, too, that the central character of Virgil's great epic was himself a refugee who persevered through his migration until he founded a city that is one of the key pieces of our continued study of antiquity.



But I allusively wax Virgilian when, in fact, I should be inclusively waxing Canadian, for with this missive I mean to welcome you all, a bit in advance, to Canada. I would here like to preview for you what should prove to be a wonderful conference. Without doubt, it will be quite exciting, for we shall be meeting in one of the most diverse cultural centers of Ontario, where a Portuguese community complements another that is rich in German heritage. Octoberfest in Kitchener is observed year in and year out. We obviously shan't be meeting there in October, but we shall enjoy the town's cultural confluence as much as our own classical conference. The variety of papers will be second to none, many of which will be presented in the warm embrace of the Waterloo campus.

Kitchener offers a wonderful meeting venue and I would like here to thank the Program Committee for their hard work in putting together a first-rate event. The program itself boasts a rich variety of scholarly papers and many special features, such as an opening WCC-sponsored panel on Grace Harriet Macurdy, a plenary lecture by the University of Toronto's Peter Bing, CAMWS Orator Jim May's ever-entertaining yet amply august *orations*, some very practical panels on topics such as testing students fairly, finding a job, and addressing the needs of graduate students. Add to all this that Ontario itself will offer its own rare opportunities. Among these are excursions that you will definitely want to consider joining on the final afternoon of the conference, including a visit to local vineyards [[Optional Saturday-Afternoon Excursions](#)].

To put together a conference of this caliber requires the labor of many. I would like to thank the entire local committee, particularly the co-chairs Sheila Ager and Andrew Faulkner, both of the University of Waterloo, for their hard work. Those who submitted the wonderful panels are also to be thanked, as are those who submitted papers for general consideration. I would be remiss not to mention the stellar folks at the Holiday Inn and the Marriot, who shall be housing the majority of the conference participants. And, though it very nearly goes without saying, I must mention here Jevanie Gillen and Tom Sienkewicz, the *sine quibus non* of this organization. Their tireless efforts make CAMWS run every day and, simply put, made this conference happen. Thank you, too, for taking the time to come to this great conference, one whose memory will surely linger well after the final excursion and last drink at the bar.

In closing, let us remember that while the Waterloo whither we shall go will have no Napoleon awaiting us or a Wellington to defeat him, that famous battle, fought just over a bicentenary ago, showed that a multi-cultural band -- for Wellington's forces were only about half from the British Isles, with others being Germans, Dutch and Belgian soldiers -- can bring about an astonishing victory. There is great strength in diversity, great hope in interdisciplinary cooperation, and a city named Waterloo might just, if only obliquely, evoke an image of cross-cultural cooperation that points toward a good

outcome. In an age that so often needs to be reminded not merely of the value of the humanities but of the value of humanity, may our meeting, the one hundred and thirteenth of the Classical Association of the Middle West and South, be a palpable demonstration of the joy of learning together, of renewing old and developing new and sincere friendships, and of challenging ourselves ever to become better people.

Yours faithfully,

Alden

From the Secretary-Treasurer



Dear CAMWS members,

This is a busy time of year in the CAMWS office as we prepare for the 2017 meeting in Ontario and process applications for the growing number of awards and scholarships offered by CAMWS. There were so many applicants, in fact, for our new excavation/fieldschool awards that the Executive Committee recently decided to make, for this year only, four awards instead of three. CAMWS has already received enough contributions to make the James Ruebel Undergraduate Travel Award a reality. The first award, designed to support undergraduate attendance at CAMWS, will be made for the 2018 meeting. Please consider making a contribution to this award at <https://camws.org/donate>.

It is rewarding to see so many of you interested in being able to access the *Loeb Classical Library* On-Line via your CAMWS membership. Please note that you can only access this benefit through the CAMWS website (not on the Loeb homepage) and that the password changes every membership year. If you have misplaced the password, please let me know and I will be happy to share it with you. Also keep in mind that those of you with access to the Loeb through your home institutions should avoid using CAMWS to access Loeb since we are charged by the number of users and would like to keep costs down so that we can continue to offer this benefit to members who would otherwise not have such access to the Loeb.

We are also pleased to have recently added another benefit of CAMWS membership, namely a 25% discount on all Classics titles offered by Oxford University Press. Access is similar to that for the Loeb. Simply go to <https://camws.org/oup-promotion> and log in with the password sent to all CAMWS members. If you are in contact with folks at OUP, please let them know how much we appreciate this benefit.

Since I last wrote you, the CAMWS Executive Committee has accepted a bid from Wake Forest University to host the 2022 meeting in Winston-Salem. Many thanks to Mary Pendergraft and her colleagues at Wake Forest for agreeing to take this on. We are now looking for a "northern" site for 2023, so if your institution is interested in hosting a meeting, please do contact me for details.

Our formidable president, Alden Smith, has been hard at work preparing an exciting meeting for us in Kitchener, Ontario, April 5-8, 2017. I am especially looking forward to his presidential address entitled "Ekphrasis and Allusions: Cicero's Path and Virgil's Pathos" at the banquet on Friday night. Then, on Saturday morning there is the presidential panel entitled [Ovid and Virgil](#), chaired by Julia D. Hejduk of Baylor University. The prestigious presenters include Carole E. Newlands of the University of Colorado ([Festive Allusions: Ovid on the Ides of March](#)), Joseph Farrell of the University of Pennsylvania ([Vergil and Ovid: Poets of Their Times, and of Ours](#)), and Peter Knox of Case Western Reserve University ([Archaeologizing Intertextuality in Virgil and Ovid](#)), with a response from James J. O'Hara of the University of North Carolina at Chapel Hill.

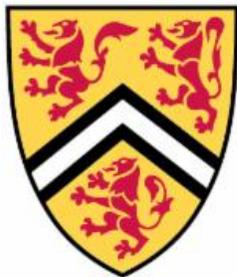
It is exciting for CAMWS to be returning to Canada after too long a hiatus. Many of our Canadian colleagues are on the program and the members of the Local Committee, chaired by Andrew Faulkner and Sheila Ager of the University of Waterloo, promise to be excellent hosts, with lots of special touches, including a complimentary lunch on campus on Friday and a special plenary lecture entitled "Playing with Time: Anachronism in Ancient Literature" by Peter Bing of the University of Toronto and sponsored by the Waterloo Institute for Hellenistic Studies on Thursday evening. If you have not yet made your plans to come to Ontario for CAMWS 2017, it is not too late to do so. For more information, go to <https://camws.org/CAMWS2017>. I hope to see you there and end with a quadrilingual version of the Canadian national anthem in honor of the occasion.

O Canada! Nostra domus et patria!
True patriot love in all thy sons command.
Car ton bras sait porter l'épée, Il sait porter la croix!
Ton histoire est une épopée
Des plus brillants exploits.
God keep our land glorious and free!
O Καναδά, σέ φυλάττομεν
O Canada, we stand on guard for thee.

Tom Sienkewicz,
Monmouth College,
CAMWS Secretary-Treasurer
stcamws@camws.org

113th Annual Meeting of CAMWS

at the invitation of



UNIVERSITY OF WATERLOO

KITCHENER, ONTARIO, APRIL 5-8, 2017

Welcome from the Local Committee

CAMWS 2017

The University of Waterloo and the Waterloo Institute for Hellenistic Studies

Sheila Ager and Andrew Faulkner
University of Waterloo



Click on the above image to open the presentation

For information about the meeting, including details about special events, hotel, travel, things to do in Kitchener, registration, and the program, follow the links below or go to <https://camws.org/CAMWS2017>.

[Holiday Inn Kitchener Waterloo Hotel and Conference Center](#)

[University of Waterloo Classics Department](#)

[The Meeting at a Glance](#)

[Preliminary Program](#)

[Registration Form](#)

[Local Committee's Guide to the Waterloo/Kitchener Area](#)

[Getting to Waterloo/Kitchener](#)

[List of Panels and Workshops](#)

[Round Table Discussion Topics](#)

[2016 Business Meeting Minutes](#)

Highlights of the meeting include:

- a special plenary panel on Wednesday evening entitled [Grace Harriet Macurdy \(1866-1946\) and Her Impact on the Study of Women's History](#) followed by a reception sponsored by the Women's Classical Caucus
- a plenary lecture on Thursday evening entitled "Playing With Time: Anachronism in Ancient Literature" by Peter Bing of the University of Waterloo, sponsored by the Waterloo Institute for Hellenistic Studies
- a Presidential panel on Ovid and Virgil
- an address on Virgilian ekphrasis by CAMWS President Alden Smith at the Friday evening banquet
- Orator Jim May's memorable *ovations*
- [Optional Saturday-Afternoon Excursions](#) to experience the special flavors of southern Ontario (There are no Saturday afternoon paper sessions this year.)
- A GSIC panel on [Finding a Job with a Graduate Degree in Classics](#)

- A CPL panel on [Testing Classical Languages and Culture in the 21st Century](#)
- Fourteen Round-Table Discussions on topics like increasing diversity among Classics students, testing and assessment of ancient Greek and Surviving and Thriving as a Small Classics Program
- GSIC Workshop on [Understanding Graduate Student Needs on Campus and Beyond](#)
- CPL Workshop on [Students as Advocates](#)
- [Paideia Teacher Training in Active Latin Program](#)
- and much, much more.

Reports from 2016 Award Winners

Najerilla Valley Research Project

by Mackenzie Davis, Monmouth College
Excavation/Field School Award Winner



Pictured with a Camino de Santiago marker

This summer I was able to work for 5 weeks with the Najerilla Valley Research Project (NVRP) in Spain. This experience was really amazing, and something I never expected to enjoy so much. In my pursuit of Roman archaeology, I had never considered Spain as a place that I would want to study; however, once I got there, I fell in love with not only the ancient culture, but the modern culture as well. NVRP has a few different sites in Northern Spain in two towns: Nájera (which is one of the towns along the Camino de Santiago), and San Vicente del Valle. In Nájera, the sites range from late Roman to a medieval Jewish site. The goal of NVRP's work in Nájera as stated on their website is "to better understand the cultural sequence in the valley and to investigate the changes in settlement and material culture in the region between the Late Iron Age and the 14th century A.D." The other site that NVRP is focusing on is a small, abandoned church in San Vicente del Valle called Iglesia de la Asunción. This

church, though not Roman in origin, was built using repurposed Roman materials, as is evident from a few of the blocks with Latin inscriptions on them.

Working on this project was really exciting because NVRP made use of a lot of modern technology. It was really neat to see the ways modern technology could be used in the field of archaeology. I was able to use GNSS (Global Navigation Satellite System), GIS (Geographic Information System), and drones. Aside from the use of new technology, I also experienced a variety of other useful skills important to archaeology. I did some work with drawing, photography, RTI (Reflectance Transformation Imaging), and Photoshop.

Besides the archaeological work, we also got the chance to travel to a few different places in Northern Spain to learn about the history of the area. We traveled to places like Zaragoza, Pamplona, Numancia, and Burgos. It was really exciting to be able to experience not just Roman culture and history, but Spanish culture and history as well. I learned things about medieval Spain that I was able to bring back to one of my classes in the fall called "Medieval Europe."

Working with NVRP was so amazing, and I would not have been able to participate in this project and experience every-



Pictured operating the GNSS

thing I did if I had not been chosen to receive the Excavation/Field School Award. I would like to thank CAMWS for its amazing generosity, allowing me to have the best experience of my life. If you would like to learn more about NVRP, check out their website at: <http://www.najerillavalleyproject.org>.

CPL Funds in Action

Wayland Academy Italy Trip, 2016

I want to thank both CAMWS and the Vergilian Society for granting us funds so that I could keep the cost of this trip as low as possible for my students. We did a lot of walking, were frugal on our meals, and basically did all we could to enjoy as much as possible while traveling on a student budget (the graduate student mindset stays with some of us for life). We read Latin together, the students helped each other learn the history of each site while I filled in and answered questions, and those eight students spent more time in museums than shopping by a factor of ten. It was a remarkable trip, and I have already delighted my younger students by committing to another trip in March 2018. Thank you again!

I thought more detail should come from the students themselves, so the three juniors from last spring's trip agreed to make the fall of their senior year even a little busier by contributing the memories below.

Enjoy!

Keely Lake



One of my favorite memories from Italy is when we were walking around an ancient bath complex and we found an old, domed building with a hole at the top of the ceiling letting in the sunlight. There was a small path that extended from the entrance and water surrounded the little walkway. All of our words echoed when we spoke, and we had the idea to take advantage of the amazing acoustics and sing some of the songs that we sang in our a cappella chorus as we had a few members of that group together. We sang everything from ballads to Christmas songs in the dome and the echoing sounds of our voices were so beautiful that we never wanted to leave. We stayed there for quite a while and just sang; it was so nice to have that secluded, special spot to ourselves.

Another one of my favorite memories was our last day in Naples when we went to visit Paestum. We walked around the perimeter of the site and Dr. Lake gave us a personal tour. Eventu-

ally we sat on the wall outside the site and ate our amazing packed lunches from the Villa Vergiliana and just relaxed in the afternoon sun. It was so pleasant in the sun compared to some of the chillier and rainier days that we had experienced (we were there in March). We then got some gelato and played with a stray dog that we fondly referred to as Paestum. Our group relaxed outside on the patio of the café and looked around the shops all afternoon until we regrettably had to return to the Villa so we could get ready for our return home the next day. It was such a perfect way to end an incredible trip because we made it into one of the highlights of the trip just by being together.

~ Sarah Kallgren



The time I spent in Italy has already been, and will continue to be, instrumental in my life. Besides reaffirming the culture, myth, and language that I learned in class, my trip gave me experience with the current culture of Romans and Italians. The best part of the trip was the ability to visit as if it was our 8th trip rather than our first with the guidance and experience of Dr. Lake. She knew exactly what to visit, where the good restaurants were, and the perfect routes. We did not go into the Colosseum, but we had a far more intimate and valuable trip to an amphitheater outside of Rome. At that amphitheater we met a guard named Sergio who must have enjoyed listening to us appreciate his amphitheater because he decided to show us the hidden features and closed-off areas. We skipped the massive lines in Rome and got so much more out of the smaller amphitheater just by being attentive students.

Another amazing choice Dr. Lake led us to was staying at the Villa Vergiliana. Firstly, this place was close to so many different places around the Naples area. Secondly, the food was incredible. I remember sitting down around the family style table, actually laughing out loud in disbelief because the food was so delicious. Thirdly, the aesthetics of the building were gorgeous. I will never forget sitting on the balcony, laughing and telling jokes with my friends, watching the sunset over the water. Eventually we were stunned to silence by the sight, and then we let our voices ring back into the night after the sun had set. There was literally an amphitheater in their backyard in between the building and the sea! There are so many memories I can think back to now, and, as I do, I just feel happy. This opportunity has given me so many memories and experiences, and I will always be grateful for what was given to me.

~ Paul Derr



The Italy trip last Spring break with Dr. Lake and my Latin classmates was really exciting and memorable. I had the chance to visit Vatican City, Roman baths, the Colosseum, the Roman Forum, the port city of Ostia, Pompeii and Herculaneum, and many more sites. As a student from Vietnam, where my culture is different from Western culture, having a chance to visit the actual sites that I had previously read about really helped me to understand and remember them. One of my favorite memories was climbing up about 550 steps to get close to Michelangelo's Dome in St. Peter's Basilica. I also liked it when I could recognize and translate the Latin in churches or on signs when we visited places like the Roman Forum. In addition to visiting many historical and cultural sites, I had the chance to try many new Italian dishes like risotto and gnocchi, and, of course, we stopped to have some coffee and gelato many times too! On this trip, I also had more time to get to know my friends. I learned a lot of new things about Roman history and Latin from them too. This Italy trip was definitely my favorite travel trip because I could learn, experience a new culture first-hand, and get to spend time with great people at the same time.

~ Lan Chi Hoang



Regis Jesuit High School Poggio Civitate Archaeological Project

by Andrew Carroll

Thanks in part to the kind generosity of the CAMWS Summer Travel Grant, this summer was the third time Regis Jesuit High School students joined together with the Poggio Civitate Archaeological Project. Five students traveled with three of their teachers to Vescovado di Murlo in Italy to dive into all things Etruscan and experience what it is like to work on a field school.

The trip was divided into two parts. The first part was learning about who the Etruscans were through lectures and museum visits and the second part was for creating and expanding on that history through participating in archaeological excavations. After landing in Rome, it was off to the site of Cosa, where one of the chaperones (Mr. Carroll) had been working for the first part of June. The students visited the Roman town, seeing the forum, Arx and the ongoing excavations by Florida State University in the bath complex. This gave the students their first chance to see the later stages of excavating that they would miss in their own program. The following day was spent in the city of Siena. We visited the archaeological museum in Santa Maria Della Scala, where the students got to learn about the local history of the Etruscans in the *crete senesi*. We then visited the Duomo complex and learned about the medieval and Renaissance history of Siena. On Saturday, the group visited the archaeological museum of Florence. They visited the tombs in the courtyard, the chimera of Arezzo, and were treated to a temporary exhibit on Johann Joachim Winckelmann. On Sunday, we spent our first day working in the laboratory space of the excavation, helping unpack the conservation room and build new shelves. The director of the excavations, Dr. Anthony Tuck, even gave us a private tour of the museum after our hard work. On Monday the group drove to Chiusi, where the tables were turned and the students lead the chaperones through the museum and demonstrated what they had learned up to this point. On Tuesday, the group walked up to the excavation area and began clearing the brush from this year's trenches and helping use the transit to lay down the boundaries of the trenches.

It was after this that they finally began to excavate. Breaking up the soil with a pickaxe, the students would then sort through it looking for pottery, tile, or other artifacts. This year, excavations were focusing on an area west of the new monumental building, investigating a possible road packing. After removing an old dirt dump and the topsoil, they quickly came upon the stone packing of what might have been an old pathway through the forest. The students found some old iron tacks and a bronze disc but unfortunately nothing chronologically diagnostic, leaving the date of the path unknown.

After a week of working on site, they were all excited for a break and we piled back into the van to visit the medieval town of Cortona, where a traveling exhibit on Etruscan writing was being shown. The students got a kick out of their teacher (Mr. Carroll) being geeked out over seeing the Zagreb linen book for the first time. The second week of excavating proved to be just as interesting, when a packing of stones seemed to appear. The students learned how trenches were extended and how a Harris Matrix helps archaeologists keep track of the different levels of soil. Unfortunately, like many things in excavating, the stones turned out to be the result of the bedrock in the area. Still the students learned a lot about the methods of archaeology and helped further our understanding of this fascinating site.

Scottsdale Preparatory Academy University of Arizona Trip

by Jared Copeland



The entire group, along with their teacher, Jared Copeland, poses beside a wildcat statue in the University of Arizona mall.

Twenty-five 10th-grade Latin students from Scottsdale Preparatory Academy (Scottsdale, Arizona) took a field trip to the University of Arizona on October 27, 2016. The trip was funded in part by a CAMWS travel grant for high school students.

The students visited at the invitation of the UA Department of Classics and Religious Studies. During the trip they viewed the manuscripts and manuscript facsimiles in the UA Library Special Collections; visited a classical mythology class and two Latin classes; viewed classical and other art on display in the UA Museum of Art; and were treated to lunch hosted by UA Classics faculty and students.

The manuscripts were shown and explained by Professor Cynthia White. Viewing them had a great impact on the Scottsdale Prep students, who are currently reading Vergil. One student wrote, "Viewing the manuscripts added to my understanding of the wonder literature is. The handwritten texts were the most striking; imagining an actual person copying literature is amazing." Other students wrote, "The manuscripts made me appreciate our version of the *Aeneid*," and, "It greatly added to my appreciation of ancient texts because of the amount of money and work it has taken to preserve them." In addition to other classical authors as well as medieval manuscripts, there were several facsimiles of manuscripts of Vergil, and the students enjoyed attempting to read them, even recognizing a few lines they had studied in class.

Many students commented that they very much enjoyed visiting the college classes, especially the Latin classes, where they were allowed to participate alongside the college students. At the art museum, in addition to the many other works on display, the university arranged to set out several 18th-century engravings depicting archaeological sites and scenes from mythology.

Overall the trip was a great success. The students learned much about the study and impact of classics through the ages, and had fun while doing it. When asked what they would change about the

trip, some students answered, "The weather" (it was rather hot); others, "I wish we didn't have to wear our school uniforms" (of course); but many wrote that they would change nothing and that they appreciated the chance to visit the U of A. We are very grateful to CAMWS for helping to make the trip possible!



Professor Cynthia White gives preliminary instructions prior to entering the Special Collections



Intrigued SPA students probe the *Aeneid* for wisdom as they peruse a facsimile of the Vatican Vergil.



A student displays a *Book of Hours* which was painstakingly handcrafted for a medieval noblewoman. Prof. White can be seen in the background telling adventuresome stories of famous manuscripts.



Students attending this Latin 201 class listen attentively as Elizabeth Harvey channels Cicero.

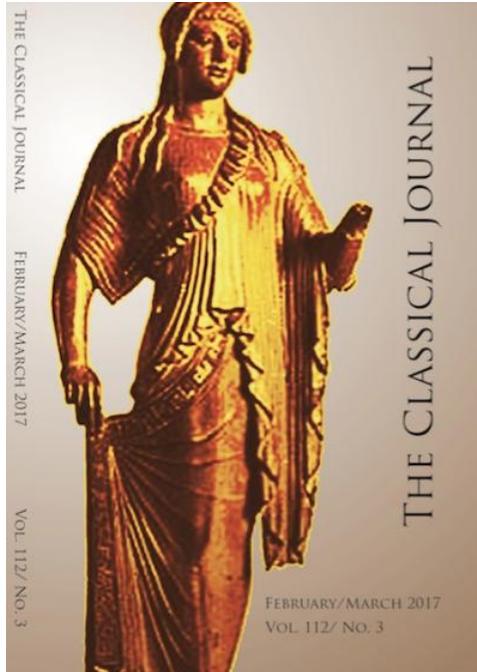


Interspersed between these undergraduates learning about mythology are SPA students trying not to look horrified as they learn about Thyestes' surprise dinner.



Puzzled: several students are trying to ascertain how the creator of these 18th-century engravings was able to achieve such a high level of detail.

New in *The Classical Journal*



VOL. 112 / NO. 3

ALEXANDER'S PERSIAN PILLOW AND PLUTARCH'S CULTURED COMMANDER

by Christopher Brunelle

Abstract: This paper investigates the famous story, preserved by Plutarch (*Alex.* 8), that Alexander kept a copy of the *Iliad* under his pillow. Given the physical properties of ancient bookrolls and pillows, the anecdote cannot be accepted at face value; instead, I argue, Alexander's "pillow" was a storeroom, reflecting a Persian idiom preserved by Chares of Mytilene and underscoring Alexander's adoption of Persian court ceremonial. Plutarch's omission of this Persian origin, however, allows the anecdote to play a notable part in the larger process by which he recasts the military general as a literary connoisseur who would be perfectly at home in the culture of the Second Sophistic.

FOUNDING COLONIES AND FOSTERING CAREERS IN THE MIDDLE REPUBLIC

by Amanda J. Coles

Abstract: During the middle Republic, boards of Roman colonial commissioners, *tresviri coloniae deducendae*, founded colonies throughout the Italian peninsula. The boards' composition suggests that there were several ways to create the commission beyond assumed senatorial appointment, including prearranged, cooperative boards or direct election of individuals. The commissioners each had a personal combination of motivations to seek a place on one of these boards, such as regional affiliations or the hope of increased clientele, political favor or economic resources. The combination of these prerequisites establishes the colonial commission as a valuable, if optional, tool in aristocratic competition during the middle Republic.

THE EXILED OVID'S RECEPTION OF GALLUS

by Jo-Marie Claassen

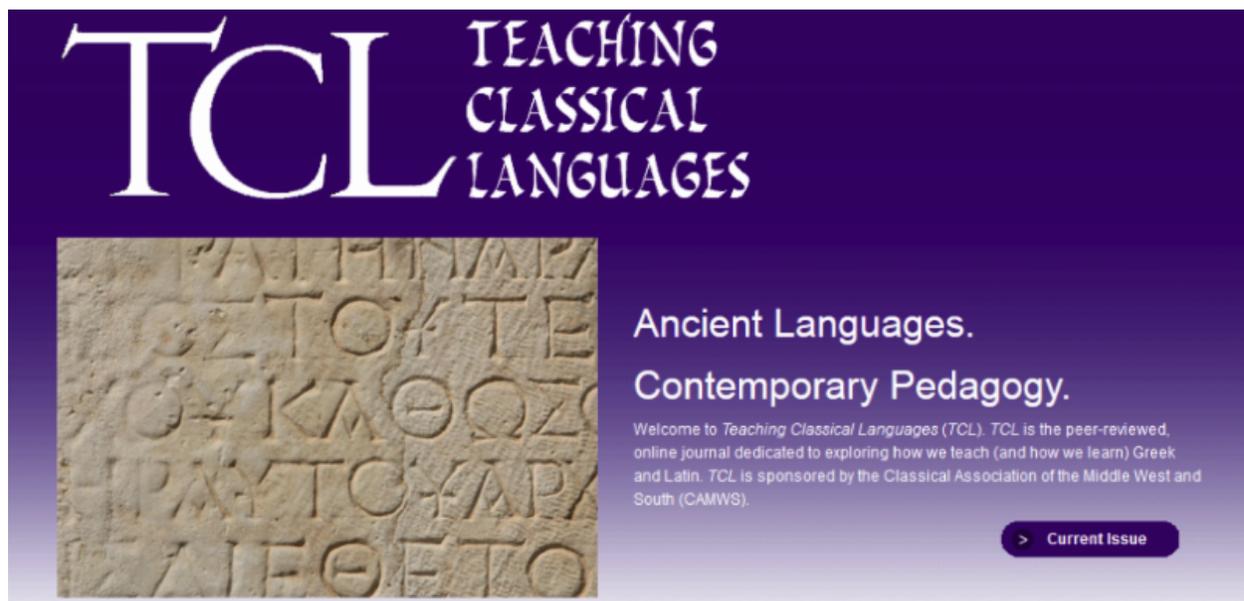
Abstract: The poet Cornelius Gallus may be termed the "first exiled poet" of the Augustan regime, although his banishment from Augustus' circle of friends (between 29 and 26 BCE) was probably political. He subsequently committed suicide and possibly underwent *damnatio memoriae*. In exile, Ovid appears to be consciously featuring allusions to Gallus. This paper examines some examples of such allusion that throw light on Ovid's relationship with Augustus. Most of what Gallus wrote is lost, so that sources available for comparison are relatively slight. Yet Ovid's exilic reception of Gallus, as far as it can be ascertained from comparison of his exilic *oeuvre* with the small Gallan corpus, casts an interesting light on the poet-prince relationship.

THE APPARATUS CRITICUS IN THE DIGITAL AGE

by Tom Keeline

Abstract: In this paper I describe a new model for the apparatus criticus in the digital age, one which eliminates many of the limitations of the traditional print apparatus and allows readers to take an active role in constituting their own texts. In addition to discussing the prospects and possibilities for the apparatus criticus, I make a broader case for a new approach to editing texts and try to explain in an accessible way some of the benefits of digital scholarship. These issues are particularly important to think through as the SCS develops their Digital Latin Library and similar projects are underway elsewhere.

New in *Teaching Classical Languages*



TCL TEACHING
CLASSICAL
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Ancient Languages.
Contemporary Pedagogy.

Welcome to *Teaching Classical Languages (TCL)*. TCL is the peer-reviewed, online journal dedicated to exploring how we teach (and how we learn) Greek and Latin. TCL is sponsored by the Classical Association of the Middle West and South (CAMWS).

> Current Issue

In Teaching Classical Languages 7.2

Quomodo Dicitur? The Importance Of Memory In Language Learning

by Jacqueline Carlon, University of Massachusetts, Boston, pp. 109 - 135

Second language acquisition (SLA) research results have substantially transformed the way languages are taught in the classroom, with a significant shift away from rote learning toward the creation of a communicative classroom environment. Yet communication is impossible without lexical and morphological competency. SLA researchers have begun to investigate the role of working memory in language acquisition, a field largely left previously to cognitive psychologists and neuroscientists. Much of SLA research in this area thus far has focused on the learning of English as a second language, but the findings have clear implications for the Latin classroom. This article provides a survey of recent research results, particularly as they pertain to learning vocabulary, and offers some ways in which Latin instructors can modify their pedagogy in order to optimize for their students both the acquisition and the retention of vocabulary. Also included are some activities with which teachers may begin to incorporate learning strategies that have proven to be effective.

Latin At The Middle School Level: Who Are Our Students? How Do We Reach Them?

by Barbara Hill, University of Colorado, Boulder (retired), and Rickie Crown, National Louis University, Chicago, pp. 136 - 167

An additional co-author is Tyler Leach, Baker Demonstration School, Wilmette, Illinois.

"Latin at the Middle School Level: Who Are Our Students? How Do We Reach Them?" is the result of collaboration among three experts in the theory and practice of Latin pedagogy. Barbara Hill, Latin Program Coordinator at the University of Colorado Boulder (now retired), provides explanations of important cognitive factors, which influence language learning, and offers general suggestions for teachers. Phonological processing is the focus of the first section of this article, and memory, especially working memory, takes center stage in the second section. Following the exposition of each cognitive attribute comes models of classroom activities to intrigue and educate middle school students. Rickie Crown, National Louis University, Chicago, contributes a wealth of multisensory classroom activities designed to enhance the phonological and working memory of students. Tyler Leach, Baker Demonstration School, Wilmette, takes the lead in the final section of the article and adds a valuable assortment of digital exercises and assessment measures designed to engage and instruct the active, independent-minded students, who inhabit America's middle schools.

Veni, Vidi, Vicipaedia: Using The Latin Wikipedia In An Advanced Latin Classroom

by David Oosterhuis, Gonzaga University, pp. 168 - 197

Vicipaedia, the Latin Wikipedia, offers instructors an easy and flexible way to integrate composition assignments into a course. The high profile and immediacy of the site makes it uniquely attractive to students while the collaborative nature and complete transparency of the editing process recommend it to instructors. This paper documents the way Vicipaedia was incorporated into one advanced Latin class as a rich learning experience that resulted in better translation and increased understanding of the language. The students' enthusiastic engagement with a broader, digital community also generated significant outcomes beyond those related to Latin language acquisition, ones that benefited not only the students themselves but also the instructor, the department, and the discipline.

Recent and Forthcoming Articles

- Kristina Meinking, "Competency and Collaboration: An Approach to the Second Semester Latin Course"
- Matthew Panciera, "An Old Teaching Dog Tries Some New Tricks: Changing a Traditional Latin Classroom"
- Georgia Irby, "Reading Science in the Greek Language Classroom"
- Rebecca Harrison, "Learning (and Teaching) Latin Verb Tenses"
- Rachel Ash, "Teaching Vocabulary with Movie Shorts"
- Paul Nitz, Review of Díaz Ávila and Rouse, Alexandros, *to Hellenikon Paidion*"
- Special Issue: "Perspectives on the Revised Standards for Classical Language Learning"
- Articles from teachers, methods course instructors, and authors of the Standards

Teaching Classical Languages welcomes articles offering innovative practice and methods, advocating new theoretical approaches, or reporting on empirical research in teaching and learning Latin and Greek. Contact John Gruber-Miller, Editor, *Teaching Classical Languages*, Cornell College, Mount Vernon, IA 52314, jgruber-miller@cornellcollege.edu.

CAMWS News and Announcements



CAMWS Member Save with Oxford!

Oxford University Press is offering a 25% discount on its entire Classics list to all CAMWS members. Go to <https://camws.org/oup-promotion> to take advantage of this promotion. Please note that only CAMWS members can access this page with their personal email address and a password which has been sent to all current members.

Semple, Grant, and Benario Award Winners

The Semple, Grant and Benario Awards Committee of CAMWS is pleased to announce the recipients of the 2017 awards. The competition for these awards was very strong. Congratulations to the winners and thanks and best wishes to all who applied.

Semple

American School of Classical Studies at Athens Program

Winner: Molly Harris, University of Wisconsin-Madison (msharris2@wisc.edu)

Runner up: Emelen Leonard, University of Toronto (emelen.leonard@mail.utoronto.ca)

Grant

American Academy in Rome Program

Winner: Michael Tae Woo, University of Kansas (mtwoo@ku.edu)

Runner up: Susan Meyer, Culbreth Middle School (susan.meyer@chccs.k12.nc.us)

Benario

Andrew Carroll, Regis Jesuit High School, Denver, CO (acarroll@regisjesuit.com)

Skills in Archaeology:

AAR/Gabii Summer Program in Digital Documentation of Archaeological Collections

Sarah Hilker, University of North Carolina at Chapel Hill (slhilker@live.unc.edu)

British School at Athens: Postgraduate Course in Linear B & Mycenaean Greek

Faculty-Undergraduate Collaborative Research Grant Winners

The Stewart Undergraduate Awards Sub-Committee of CAMWS is pleased to announce the recipients of the first Faculty-Undergraduate Collaborative Research Grants. The abstract for each successful proposal follows.

Hoi Polloi Logoi App

Dr. Christina Vester and Elizabeth Tennant
University of Waterloo

Hoi Polloi Logoi is an educational game for students of ancient Greek in digital format; its purpose is to improve students' recall and creation of verbal forms. The app will be developed for free distribution on Apple (iPhone, iPod, iPad) and Android devices.

The Faces of Pompeii and Herculaneum: A Study of Graffiti Drawings Project

Dr. Holly M. Sypniewski and Brittany Hardy
Millsaps College

A better understanding of figural graffiti in Pompeii and Herculaneum can provide a more comprehensive picture of the epigraphic culture of these ancient cities. The editors of the *Corpus Inscriptionum Latinarum* (CIL) and other major epigraphers of the 20th century were primarily interested in textual inscriptions, and, as a result, figural graffiti have not received adequate scholarly attention. Further, figural graffiti are typically only referenced through vague and often misleading descriptions in the introductory notes to textual inscriptions. Our project aims to compile all extant images of graffiti drawings of heads and faces from Pompeii and Herculaneum and to compare these images to their published descriptions. Through our research, we will assess the reliability of the published descriptions which often make assessments of age, gender, and social status when they describe. We will then re-evaluate the relationship between the graffiti drawings and the textual graffiti with which they were published. Finally, we aim to provide a standardized vocabulary that may be used to describe these graffiti in future publications and databases.

From Our Institutional Members

Ohio University: Greek in Greece returns

After a seven-year hiatus, the Ohio University Department of Classics and World Religions this summer will again offer its Greek in Greece program (Greek in Greece 2.0, if you will). Those familiar with the program that we offered beginning in the 1990s will recall that we required at least one year of prior study of ancient Greek and an interest in learning some modern Greek to go with it. That has not changed in the program's redesign. But as a result of our recent collaborations with our outstanding colleagues at the University of Patras, a bit of the pedagogy and a great deal of the circumstantial arrangements are new. Please click on the link for further information:

www.ohio.edu/global/goglobal/programs/upload/Announcement-of-GinG-to-Classicsdepartments.pdf

Please note that we will begin reviewing applications on **February 20**.

Call for Papers: "Performing Problem Plays"

CAMP Panel, 2018 SCS Meetings in Boston

Organizers: James F. Patterson (james_patterson@utexas.edu) and Michael Mignanelli (mmignanelli@utexas.edu)

From comic elements and happy endings in Euripides to potential mass murder in Aristophanes' *Clouds* (Kopff) and rape in Terence, problematic scenes in plays challenge generic categorization. In turn, prescribed dramatic conventions and generic constraints lead to the belief that, for instance, Seneca's *Oedipus* simply could not have been performed (Hutchinson, Fitch). Meanwhile, logical inconsistencies in dialogue and narrative discontinuities encourage textual emendation: Willink, for instance, excises *Orestes* 554 on the grounds that the line "contributes nothing to, indeed gratuitously weakens, Or[estes]' argument" (175), and Rutenberg removes the choruses from his adaptation of Seneca's *Oedipus* because they "tend to hold up the action" (14). But perhaps these and other problems are not inherent in plays. Perhaps, instead, they derive from preconceived notions about how drama should and should not work. Perhaps, then, these problems may be resolved if performance, rather than theory, guides interpretation.

This panel seeks papers that explore ways in which performance helps us resolve textual, dramaturgical, and generic problems in plays. If, for instance, the convoluted argument of Orestes' speech is successful qua bad rhetoric when performed, then perhaps we need not emend the text after all. If the extispicy scene in Seneca's *Oedipus* works on stage with a dancer dressed as a bull (Dodson-Robinson), then perhaps conceptions about genre should be deduced from, rather than dictate, its performance. Thus we invite abstracts that use performance to resolve issues concerning such things as (though not limited to):

- textual emendation (e.g. the excision and/or reordering of lines; the identification of lacunae and interpolations)
- jumping, transitions, and breaks in narrative continuity
- entrances and exits; openings and conclusions
- the composition and/or relevance to plot of choruses
- characterization
- actors playing multiple roles
- logic and rhetoric (e.g. disappointing and/or unexpected turns in speeches and argumentation)
- staging, costuming, sets, props
- generic incongruities (e.g. instances in which performance and genre are at odds)

We invite proposals on any play, Greek or Latin, tragedy, comedy, or other, whether traditionally identified as a problem play or not.

Please send abstracts that follow the guidelines for individual abstracts ([see the SCS website](#)) by email to Timothy Wutrich (trw14@case.edu), not to the panel organizers. Review of abstracts will begin 1 March 2017. The deadline for submission is 15 March 2017. Please do not identify yourself anywhere in the abstract, as submissions will be blind refereed.

Lynchburg College Announces Online Summer Medieval Latin Course

Online Summer Latin Course LATN 470 Medieval Latin for Teachers (3 credits)

This online course shows how the Latin language and genres of writing such as legends, biographies, letters, and poetry developed during the period 500-1500 CE, following the fall of Rome in 476 CE. Thus, it provides continuity from the study of ancient Roman culture, prose, and poetry, which spread throughout the empire, was preserved in manuscripts and printed books, and developed in new forms. The course includes reading and translation, an introduction to paleography or handwriting styles in manuscripts, and lesson plans for teaching. It is designed especially for students planning to teach or teachers seeking certification credits in Latin.

Objectives:

- Gain understanding of the differences between Classical and Medieval Latin;
- Expand knowledge of genres of writing and their cultures in the Middle Ages;
- Practice reading a variety of styles of Medieval Latin;
- Explore the development of handwriting from Roman capitals to later hands, from inscriptions to manuscripts;
- Develop lessons for teaching in a high school classroom.

Prerequisites: Latin 201 (Intermediate I) or equivalent.

Dates Offered: Summer 2017, for six weeks, June 12-July 21, as an online course.

Enrollment Limit: 15

Instructor:

Elza C. Tiner, Professor of Latin & English, teaches in the Modern and Classical Languages and English Departments at Lynchburg College, where she has been developing the General Education and Minor programs in Latin since 2007. She received her M.A. and Ph.D. degrees in Medieval Studies from the University of Toronto and the Licentiate degree in Mediaeval Studies from the Pontifical Institute of Mediaeval Studies, Toronto, where she has also been a Visiting Fellow, Summers 2012-2014 and 2017 for research on Latin textual traditions. Her research interests include Latin textual traditions that have contributed to the development of today's professions.

In 2012 she received the [James A. Huston Award for Excellence in Scholarship](#) and in 2014 the [Shirley E. Rosser Award for Excellence in Teaching](#) at Lynchburg College. For 2016-2019, she has been appointed a Faculty Fellow at the Teaching and Learning Center, Lynchburg College. In October 2016 she was named Employee of the Month for the School of Humanities & Social Sciences, Lynchburg College, for her work in developing the Latin program.

For More Information:

For application and admission information please contact the Lynchburg College [Office of Enrollment Services](#), 434.544.8300. For information about summer tuition, please contact the Student Accounts Office, studentaccounts@lynchburg.edu or Tonya Huslack at 434.544.8217.

Dr. Elza C. Tiner (Tiner@lynchburg.edu)
Professor of Latin & English School of Humanities & Social Sciences
Lynchburg College
Lynchburg, VA 24501



LIVING LATIN IN NEW YORK CITY



THE PAIDEIA
INSTITUTE

in partnership with



FORDHAM UNIVERSITY
THE JESUIT UNIVERSITY OF NEW YORK

February 18-19, 2017

Program Description

Living Latin in New York City is a two-day Living Latin conference in the heart of Manhattan hosted jointly by The Paideia Institute and the Fordham University Department of Classics. It is designed to allow teachers and students of Latin to explore and practice the active use of Latin in the classroom. In the beautiful setting of Fordham University's Lincoln Center Campus, the program includes lectures on various aspects of Latin language and pedagogy and smaller sessions in which participants practice spoken Latin techniques themselves. Daily coffee hours and one optional group dinner allow for informal contact and exchange with other teachers. Professional development credit is available.

This event is hosted by [Matthew McGowan](#), associate professor of Classics and director of the Honors Program at Fordham University. Prof. McGowan was the guest professor for The Paideia Institute's Living Latin in Rome program in 2015.



View the video at <https://youtu.be/V6gJV6gRBKc>

Guest Speakers

Justin S. Bailey, Elizabeth Butterworth, Jacqueline Carlon, Jim Dobreff, Alexis Hellmer, Nancy Llewellyn, Matthew McGowan, Milena Minkova, Luigi Miraglia, Patrick M. Owens, Jason Pedicone, Alex Petkas, Daniel Pettersson, Christophe Rico, Keith Toda, Terence Tunberg

Location

Living Latin in NYC is held at Fordham University Law School, located at 140 W 62nd St, New York, NY 10023.

Housing

The Paideia Institute has reserved a block of single rooms at the [Holiday Inn Midtown-57th Street](#), available to conference participants at a reduced group rate of \$185 per night. The hotel is conveniently located within walking distance of the Fordham Lincoln Center Campus. Guests must spend at least two nights at the hotel to receive the group rate. Participants indicating interest in Holiday Inn housing on our registration form will receive instructions and a group code for reserving a room.

Schedule

The conference runs 9am - 5pm on Saturday February 18th and Sunday February 19th. An optional Cena Latina is held on Saturday night. More precise scheduling information will be made available in the weeks leading up to the event.

Following the conference, on Monday, February 20th, Paideia will offer an Active Latin with Justin Slocum Bailey teacher training session also at Fordham University Law School. You can read more about what will be provided during that session [on this webpage](#). Please indicate on the registration form whether you would be interested in participating. More precise scheduling information will be made available in the weeks leading up to the event.

Prerequisites

This conference is most appropriate for undergraduate or graduate students in Latin, high school teachers, and Professors of Classics. Well-qualified and mature high school seniors with a strong background in Latin also welcome. **No experience speaking Latin is required!**

Fees and Deadlines

Registration Fee for Living Latin in New York City is \$125. This fee includes all program materials as well as breakfast and coffee hour daily.

Scholarships

Thanks to the support of our donors and sponsors, the registration fee may be reduced or waived for students and teachers who would like to attend the conference, but cannot do so for financial reasons. Requests for scholarships should be sent by email to info@paideia-institute.org.

Acknowledgements

Living Latin in New York City is made possible in part thanks to a Leadership Initiative Grant from the [Classical Association of the Atlantic States](#) and to support from the [New York Classical Club](#).



Teacher Training: Active Latin with Justin Slocum Bailey

**The Classical Association of the Middle West and South
Saturday, April 8, 1:30-5:30 pm**

Description

Latin teachers are invited to attend Active Latin with Justin Slocum Bailey, a teacher training session, hosted by the 113th Meeting of CAMWS at the University of Waterloo. Justin is a second language acquisition expert, an innovative Latin teacher, and an experienced teacher-trainer, who specializes in boosting joy and success in language learning. Justin has mentored and advised hundreds of teachers and learners while consulting for schools, districts, publishers, software developers, and non-profits. His presentations and classes are characterized by glee, discovery, camaraderie, and adaptability to the interests, needs, and gifts of those present. At Paideia's Active Latin training workshops, Justin provides hands-on training for Latin teachers interested in experiencing and learning more about teaching Latin via active methods in their classrooms. At this workshop, teachers will get...

- practical techniques for helping students process increasingly complex Latin in real time
- a variety of activities for working with Latin texts, including activities for building up to and following up on reading
- a refined understanding of the relationship between explicit linguistic knowledge and reading proficiency
- ways of capitalizing on students' interests to maximize buy-in and long-term learning
- tools for designing lessons that help students interact not only with Latin, but also in Latin
- the opportunity to hear classical Latin spoken -- useful both for "activating" teachers' own Latin and as a model for speaking Latin with students
- guided practice in many of the techniques Justin models

You can find testimonials from past workshops on [his website](#).

Details

This Active Latin training workshop will be in conjunction with the [113th Meeting of CAMWS](#) in [Kitchener, Ontario](#). The training session will begin at 1:30 pm and finish at 5:30 pm.

CAMWS

For those attending the CAMWS conference, this training workshop serves as a nice complement to the weekend's sessions. Please [visit this page](#) to learn more about CAMWS.

The Revised Standards for Classical Learning

The American Classical League, the Society for Classical Studies, and regional classical associations are collaborating to develop thoroughly updated [Standards for Classical Language Learning](#). Although they are still in draft form, it is clear that the revised Standards will take seriously the power of research-informed practices that include the active use of classical languages during the learning process. Justin's workshops are an ideal source of training in implementing these new Standards.

The Need for Teacher Training in Active Latin

Latin instructors at all levels have become increasingly convinced of the power of language teaching and learning practices informed by research in applied linguistics -- witness the booming of online support groups for teachers implementing such practices and the increasing percentage of job postings for Latin teachers that emphasize active use of the language -- but many instructors have not had the benefit of training in these practices, and training events can be hard to find. These workshops have been specifically developed to fill that gap.

CEU's and Certification

The Paideia Institute is a certified provider of Continuing Education Units (CEU's). All registered participants at active Latin training events earn CEU's. The specific number of CEU's awarded will depend on the length of the event. The Paideia Institute will also issue an Active Latin Certificate to all participants. This certification will document to potential employers of formal training in the active approach.

Professional Development Grants

Participants are encouraged to apply for professional development grants in order to fund the cost of attending this teacher training session. Available grants include those offered by [CAAS](#) and the [National Latin Exam](#), among others.

Registration

The registration fee for the CAMWS teacher training session is \$50 and is due by Monday, March 20, 2017.

LIVING LATIN IN ROME

June 10-July 16, 2017



Course Description

Living Latin in Rome is an intensive Latin experience set in the city of Rome. Participants read selections of the most important texts from across the history of the Latin language, including the late antique, Patristic, medieval, Renaissance and modern periods. Each text selected is linked to an important physical monument or place in the city of Rome, which the program visits on scheduled weekly site visits. The program's goal is to provide an intensive and continuous period of study of Latin while helping participants form strong emotional connections with Latin literature and culture.

Living Latin in Rome lasts for five weeks in June and early July. It has five different kinds of classes: classroom sessions in air-conditioned, wifi-enabled classrooms, informal conversational Latin *sub arboribus*, interactive visits to important historical and literary sites in Rome, lectures in English on different aspects of Latin and its literature, and weekend trips to important sites outside of Rome.

Classroom and Housing

Classes for Living Latin in Rome take place in modern, air-conditioned classrooms in the Prati neighborhood of Rome. Housing is available through the Institute in double rooms in shared apartments of four to six students. Institute apartments are in easily commutable distance from class and have a shared kitchen and bath. All apartments have wireless internet. Students are free to seek their own housing in Rome, but due to the difficulty and expense of finding suitable short-term housing in the summer, applicants are encouraged to seek housing through the Institute.

Living Latin in Rome Staff

Justin S. Bailey, Daniel Gallagher, Erin McKenna, Jonathan Meyer, Andrew Siebengartner, Leah Whittington

Tuition and Fees

The cost of Living Latin in Rome is **\$3850**.

This amount includes tuition, housing, site visits, course materials, and transportation to and from Rome's Fiumicino airport. Airfare is not included.

The Paideia Institute is able to offer a number of full and partial scholarships to students with financial need. Please visit our [scholarships page](#) to learn more.

Academic Credit

Academic credit is available for Living Latin in Rome on an optional basis through Brooklyn College. Students taking Living Latin in Rome for credit enroll as students at Brooklyn College, take a final exam and pay an additional Brooklyn College tuition of **\$2400** (\$800 / credit) for non-residents of New York State and **\$1140** (\$380 / credit) for New York residents directly to Brooklyn College. All students seeking credit should indicate this on their application. The Paideia Institute will support students admitted to Living Latin in Rome through the Brooklyn College application and enrollment process.

LIVING LATIN IN ROME HIGH SCHOOL July 2-18, 2017



Course Description

Living Latin in Rome High School offers a holistic immersion experience in the Latin language and the city of Rome that is specifically designed for high school students. The program brings Latin to life both by reading ancient texts at the historical sites where they happened and through a variety of student-centered approaches spanning both traditional and spoken Latin methodologies. Readings are drawn from the entire history of the Latin language and therefore include medieval and Renaissance Latin, to which students are rarely exposed in typical high school curricula.

The program lasts for two weeks in July. It includes traditional classroom sessions, informal conversational Latin sessions, interactive visits to important historical and literary sites in Rome, the production of a Latin skit to be performed in an assembly of fellow students and friends of the Paideia Institute, and weekend trips to important sites outside of Rome.

Prerequisites

Students should have a command of the basics of Latin grammar and be at a stage where they can read passages of unadapted Latin text either with or without the assistance of a glossary provided on the page. This usually means at least two years of Latin. The program is most appropriate for rising or graduating seniors, though rising juniors or sophomores are also encouraged to apply and have been admitted in previous years of the program's history.

Classroom and Housing

For the duration of the course, students and teachers live together in a beautiful convent in the center of Rome on the historic Largo di Torre Argentina. Classes take place in the same facility where students are housed and also on site in the city. Students eat together daily for breakfast, lunch and dinner where they are provided these meals either at our housing facility or at local restaurants.

Living Latin in Rome Staff

Christopher Cochran, Elizabeth A. Hestand, Laurie Hutcheson, Catherine Lambert, John Scurfield, Skye Shirley, Gregory Stringer, Bryan Whitchurch, Logan Wren

Transportation

The Institute will coordinate a group flight accompanied by a Paideia staff member, from New York City's John F. Kennedy Airport to and from Rome. Students may also travel directly to Rome, where they will be met at the airport by Paideia staff.

Tuition and Fees

The cost of Living Latin in Rome (High School) is **\$3450**. This amount includes tuition, housing, meals, site visits, course materials, and transportation to and from Rome's Fiumicino airport. Airfare is not included.

The Paideia Institute is able to offer a number of full and partial scholarships to students with financial need. Please visit our [scholarships page](#) to learn more.

CAESAR IN GAUL July 22-August 5, 2017



Program Description

Caesar in Gaul is a two-week seminar designed to enhance participants' appreciation of Julius Caesar and the *Bellum Gallicum*. Developed specifically with the new AP curriculum in mind, the program includes lectures and seminars led by top scholars who are reshaping the field of Caesar studies today, as well as visits to key sites of the Gallic Wars and other important monuments of Gallo-Roman culture. The first week of the program, focusing on Caesar as a man of letters and the monuments of the Roman *provincia*, takes place in Aix-en-Provence. In the second week, participants will travel to Lyon and Burgundy for a closer look at Gallic culture and battle sites from the *Bellum Gallicum*.

Prerequisites

This program is designed with high-school teachers of the AP curriculum in mind, but any interested reader of Caesar is welcome to apply. Professional development credit is available upon request.

Accommodation and Classrooms

Participants are housed in hotel rooms shared with another participant. Single rooms may be available at an increased cost. A welcome and departure dinner in Paris is included in the cost of tuition. Lectures and seminars will be held in conference centers in Aix-en-Provence and Lyon or on site.

Caesar in Gaul Staff

Elizabeth Butterworth, Luca Grillo, Christopher Krebs, Jason Pedicone

Transportation

Participants should plan to fly in and out of Paris. All transportation within France is included.

Tuition and Fees

The cost of Caesar in Gaul is \$3500. This amount includes tuition, housing, site visits, course materials, ground transportation within France and some meals. Airfare is not included.

The Paideia Institute is able to offer a number of full and partial scholarships to students with financial need. Please visit our [scholarships page](#) to learn more.

Academic Credit

Academic graduate credit is available for Caesar in Gaul on an optional basis through Hunter College. Participants taking Caesar in Gaul for credit must enroll as non-degree graduate students at Hunter College, take a final exam and pay a slightly increased tuition to cover Hunter College graduate tuition and fees. The total cost of program participation for non-residents of New York State seeking Hunter College credit is \$4705. The total cost for New York residents is \$3640.

All participants seeking credit should indicate this on their application. The Paideia Institute will support participants admitted to Caesar in Gaul through the Hunter College application and enrollment process.

Paid Daycare

For a supplemental fee, the Paideia Institute will organize daycare for children of participants during class sessions and trips upon request.

LIVING GREEK IN GREECE August 5-20, 2017



Course Description

Living Greek in Greece is an intensive introduction to spoken Attic Greek. In two seminar-style meetings every day, participants read and discuss ancient Greek literature and philosophy in Attic Greek. Each year, readings are organized around a set theme. This year's theme is Inspiration and texts will include selections from Hesiod's *Theogony* and *Works and Days* as well as passages from the LGiG Anthology of Greek passages in prose and verse. In addition to the daily seminar sessions, Living Greek in Greece includes a variety of optional fun activities designed to build one's facility in speaking and understanding Greek, as well as lectures both in English and (ancient) Greek on topics relating to classical as well as modern Greek culture. Every year the program also features a trip to an important site in Greece that is relevant to the year's theme. In 2017, the course will visit Delphi and Mt. Parnassus.

Prerequisites

Participants should have a basic reading knowledge of Attic Greek. This is usually the equivalent of at least one year of Greek at the university level.

Classroom and Housing

Living Greek in Greece is held at the Hellenikon Idyllion, a hotel and Hellenic cultural center located in the charming seaside village of Selianitika on the north coast of the Peloponnese. Classes take place outdoors in a lush garden, just a few meters from the beach.

Accommodation at the Idyllion in shared bungalow apartments is included in the cost of the course. All apartments have a full bath, kitchen access, and air conditioning. Groceries can be purchased in the village and there are numerous seaside tavernas within walking distance. The garden also has fruit trees available to the program's participants.

Living Greek in Greece Staff

Claire Catenaccio, Joseph Conlon, Anna Conser, Richard Hutchins, Darrel Janzen, Jason Pedicone, Alex Petkas, Barbara Vlneck

Tuition and Fees

The cost of Living Greek in Greece is **\$2750**.

This amount includes tuition, housing, course materials, and site visits. Airfare and transport to and from the airport is not included.

The Paideia Institute is able to offer a number of full and partial scholarships to students with financial need. Please visit our [scholarships page](#) to learn more.

Academic Credit

Academic credit is available for Living Greek in Greece on an optional basis through Brooklyn College. Students taking Living Greek in Greece for credit enroll as students at Brooklyn College, take a final exam and pay an additional Brooklyn College tuition of **\$2400** (\$800 / credit) for non-residents of New York State and **\$1140** (\$380 / credit) for New York residents directly to Brooklyn College. All students seeking credit should indicate this on their application. The Paideia Institute will support students admitted to Living Greek in Greece through the Brooklyn College application and enrollment process.

Eidolon High School Essay Contest

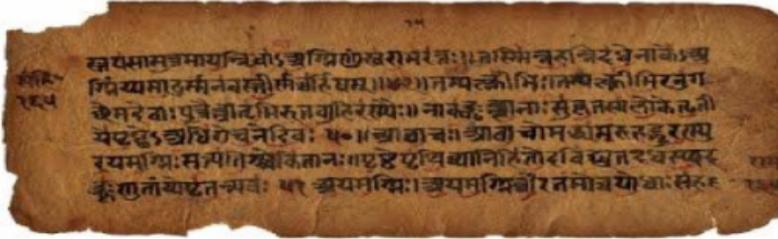
The *Eidolon* editorial board is happy to announce the second year of *Eidolon's* annual high school essay contest. Like last year, the winning submission will be published in *Eidolon*, and the writer will be awarded a full scholarship to the Paideia Institute's [Living Latin in Rome High School program](#).

The topic for the contest is:

If you could bring back one figure (historical or mythical) from classical antiquity as a counselor/adviser to our politicians, who would it be and why?

Submissions are due by March 1, 2017. They should be between 500 and 1000 words. Please send all essays in .pdf format to eidolon@paideia-institute.org. Submissions should include the student's name, the name of their high school, their grade level, and the name of their Latin teacher. To win the scholarship, students need to meet the [prerequisites](#) for the Living Latin in Rome High School program. Essays will be judged by a panel consisting of *Eidolon* editorial board members.

Learn Sanskrit Online! through St. Catherine University



This 2-credit, fully-online, asynchronous course was designed to bring convenient and comprehensive Sanskrit instruction to interested parties at any level of their academic careers.

For more information, go to:

<https://sites.google.com/a/stkate.edu/online-sanskrit/>

"For thirty years I have wanted to take Sanskrit, and this past summer (2016) On-line Beginning Sanskrit allowed me to do so. It was a great summer! Students could move at their own pace; retake quizzes and rewatch on-line videos on grammar, vocabulary, and other forms. Professor West was wonderfully supportive (and quick) in responding to questions about the material and the exercises. This on-line course is an ideal option for someone who is motivated and loves languages."

*James V. Morrison, H.W. Stodghill, Jr.
and Adele H. Stodghill Professor of
Classics, Centre College of Kentucky*

Teach the Teachers Workshop

Tufts University Boston MA August 14-16th, 2017

The Perseids Project in conjunction with the Department of Classics at Tufts University is calling for participants in the second Teach the Teachers workshop.

This three-day workshop aims to showcase the Perseids platform and explore the uses of these tools in a classroom setting. Registration for this workshop will be free and financial support for travel and lodging will be provided. We are looking for participants who teach at the High school or secondary school level, as well as Ph.D. candidates and graduate students.

Treebanks are large collections of syntactically parsed sentences. Although originally designed to improve computational linguistic analysis, treebank annotations have proven to be valuable tools for pedagogy and traditional philological pursuits. Treebanking projects have also proven to be valuable tools for students because they provide targeted assessment and feedback. In addition, treebanking allows students to contribute to a growing collection of ancient language treebanks.

The workshop will contain seminars on how to use the tools available via Perseids, in particular the Alpheios Alignment editor and the Arethusa Treebank editor. These seminars will include comprehensive guidelines so that any user at any level of digital literacy will be able to use the tools to their full potential. This will include:

- Use of [translation alignments](#) for language and non-language students
- Use of [treebank annotations](#) in the classroom, including Prof. Matthew Harrington's treebanks of the AP Latin Curriculum

The purpose of this workshop is to facilitate the exchange of new ideas for the implementation of the Perseids Platform in the classroom. We encourage you to experiment with our tools before attending the workshop, so that you can bring your own ideas about implementations in the classroom for discussion.

Participants should submit a statement of up to 500-700 words in length.

We have extended the deadline to March 17th.

Statements should demonstrate that an applicant has a strong desire to work with new and experimental teaching techniques. No experience with digital methods is required, but those with experience will be supported at their own level. Although we work primarily with Greek or Latin teachers, we encourage educators who work with other ancient languages to apply. An ideal candidate needs to be willing to approach teaching these subjects in new ways and should be prepared to implement them in the classroom. Send submissions in the form of a pdf to teachtheteachers2016@gmail.com.

Other Professional News

Proposed Revisions to SCS Statement on Professional Ethics

The SCS invites members to comment on a proposed revision of the Working Conditions section of the society's Statement on Professional Ethics. You can view the current Professional Ethics statement, including the current Working Conditions language, by [clicking here](#).

If you have comments on the proposed revision, please email the Executive Director at helen.cullyer@nyu.edu between February 1 and March 1, 2017.

Hesperia Editor Wanted

The American School of Classical Studies at Athens is searching for the next Editor of *Hesperia*, the official journal of the ASCSA. The successful candidate will work full-time, preferably out of the Princeton office, beginning on or around June 1, 2017. This is a five-year appointment with the option to renew.

Each candidate should upload a cover letter, CV, and contact information for three references here: <https://ascsa.wufoo.com/forms/editor-of-hesperia-position-application>.

Questions should be directed to the Chair of the Search Committee, Lynn Roller, at leroller@ucdavis.edu.

Application: Review of applications by the *Hesperia* Editor Search Committee will commence on March 1st with phone interviews to be scheduled soon thereafter. Short-listed candidates will be interviewed in the Princeton office later that month. The position will remain open until filled.

Job Objectives: The Editor is responsible for all aspects of publication associated with maintaining *Hesperia* as one of the leading publication venues for scholarship in the fields of Greek archaeology, art, epigraphy, history, materials science, ethnography, and literature, from earliest prehistoric times onward.

List of Duties:

- Oversee the editing, production, and mailing of four issues of *Hesperia* a year.
- Solicit and develop articles for the journal.
- Oversee the review process, consulting the *Hesperia* Advisory Board when appropriate.
- Write acceptance and rejection letters, and check that revisions are satisfactory.
- Supervise and provide feedback to freelance editors and proofreaders.
- Edit and proofread manuscripts.
- Help authors in the revision stage, both for texts and artwork.
- Work closely with the Production Manager in typesetting articles and designing covers.
- Work with the printer and shipper to ensure a smooth production process.
- Monitor (with the Director of Publications) costs and the status of the subscriber base.
- Write an occasional editorial, as needed.
- Administer the Friends of *Hesperia* fundraising program.
- Attend the AIA/APA Annual Meetings in order to represent *Hesperia* and solicit new material.
- Work occasionally on other projects as requested by the Director of Publications.

Job Requirements:

- Ph.D. or equivalent in archaeology, Classics, or a related field.
- Editorial experience, which could include freelance work, in an academic publishing environment.
- Advanced knowledge of Microsoft Office (Word and Excel).
- Familiarity with Adobe Creative Suite 6 (or higher) and Adobe Acrobat Professional strongly desired.

Description of Relationships and Roles: For administrative purposes, the Editor of *Hesperia* reports directly to the Director of Publications. For matters relating to the strategic direction and editorial quality of the journal, the Editor works closely with the Chair of the Publications Committee.

Salary and Benefits: Commensurate with experience. The ASCSA offers a generous benefits package. The ASCSA's Princeton office is located in a residential neighborhood one block from the Princeton University campus and two miles from the Institute for Advanced Study. ASCSA employment includes access to the university libraries. The offices are within easy walking distance of restaurants and shopping, and are served by the New Jersey Transit rail line. It is one hour to either New York City or Philadelphia by train. The successful candidate will work side by side with an experienced *Hesperia* production manager as well as a team of friendly book editors.

EOE: The ASCSA does not discriminate on the basis of race, age, sex, sexual orientation, color, religion, ethnic origin, or disability.

For a PDF of the position add, see http://www.ascsa.edu.gr/pdf/uploads/PositionAd_EditorOf_Hesperia.pdf

Professor Lynn Roller
Chair, Committee on Publications and Chair of the Search Committee
leroller@ucdavis.edu

Carol A. Stein
Director of Publications
castein@ascsa.org

American School of Classical Studies at Athens
6-8 Charlton Street
Princeton, NJ 08540

Tusculum Virginianum

[Tusculum Virginianum](#) is the only event of its kind offering a week-long total immersion in an environment and schedule crafted for teenagers. The program is scheduled for July 31st to August 5, 2017, in McDowell, Virginia. Tusculum Virginianum brings the powerful experiences of the *Conventiculum* or *Rusticatio* to high school students in order to encourage their continued study of the Classics through high school and college.

Vergilian Society Summer Tours 2017

Monument lists are subject to change based on closings for restoration and other factors outside our control. Every attempt is made to see that we visit as many of the sites listed as possible. Vergilian Society tours are designed to appeal to the needs of a wide range of travelers including high school and college students and instructors; they are particularly suitable for instructors bringing a group of students. We specifically welcome nonprofessionals interested in the ancient Mediterranean.

[A Journey through Roman Times:](#)

[From Mantua, Birthplace of Vergil, to Diocletian's Palace in Croatia](#)

July 1 - 13, 2017

Director: Beverly Berg

Cisalpine Gaul and Istria were beyond the pale when Vergil was born, but in the Augustan era both were integral parts of Italy, and in later Roman times the area included several of the empire's largest and most thriving cities. We study the process of Romanization from earlier cities such as Verona, Brescia, and Pula to late antique and early Christian sites such as Aquileia, Porec, and Split. Highlights include Verona, a lovely city of pink marble with an amphitheater, the arch of the Gavii and theater, and Split with Diocletian's magnificent palace and basilica, one of the great architectural complexes of late antiquity, and Mantua, the birthplace of Vergil. Our day includes homage to statues of Vergil, Roman-inspired Renaissance churches, the Palazzo Te with its frescoes picturing Ovidian themes, and the museum of San Sebastiano. Inquire from the director about a pre-tour visit to Ravenna.

Price: \$2,595, Single Supplement \$300

[Latin Authors in Italy: A Study Tour for Teachers](#)

July 8 - 19, 2017

Directors: Steven L. Tuck, Miami U.; Amy Leonard, Grady High School

This tour is designed for high school teachers to provide experience reading Latin authors *in situ* and to explore pedagogical techniques while on the sites where Latin authors lived and wrote in Italy. Classroom sessions and thematically relevant site visits will illuminate the lives and works of authors commonly taught in advanced Latin classrooms including but not limited to the AP curriculum: Caesar, Vergil, Martial, Cicero, Pliny the Younger, Ovid, Catullus, Statius, and the *Res Gestae*. Authors will be drawn from the most commonly used Latin texts: *Ecce Romani*, *Cambridge Latin Course*, *Latin for the New Millennium*, as well as the poetry and prose authors recommended in the AP Latin curriculum guide. We anticipate that this broader design will appeal to all teachers of intermediate and advanced Latin courses.

Price: \$2,795

[Roman Villas and Gardens: A Vergilian Society Tour of Roman Britain](#)

July 17 - 29, 2017

Directors: Phil Stanley and George Perko

This two-week tour of Britain traces the culture, art, and history of this Roman province through the extant remains. With Julius Caesar's first expedition to Britain in 55 BC and his second in 54 BC, Britain was brought into Rome's sphere of influence. However, it was not until Claudius' invasion in 43 AD that this island became a Roman province. The first provincial capital was at Colchester. Later the

capital was moved to Londinium (London). For the next two centuries Rome's power expanded over the entire island and Roman customs and art were introduced into the Celtic world of Britain. We will visit several Celtic sites, such as Badbury Rings, the Cerne Giant, and Maiden Castle in Dorchester. One of the major accomplishments of Rome in Britain was the urbanization of the island. They set up a hierarchy of habitation centers: the provincial capital, Londinium; four *coloniae* [Colchester, Gloucester (colonia Nervia Glevensium), Lincoln (colonia Lindum), and York]; and a number of towns throughout the island like Verulamium (St. Albans) and Caerwent. Wherever the Romans went, they introduced their bath structure. At Bath, significant portions of the extensive Roman bathhouse have been found and preserved. They also introduced the villa system which thrived especially in southern Britain during the 3rd and 4th centuries AD. An important element in any villa was its gardens. Pliny the Younger in his letter to Gallus described his seaside villa at Laurentum. His description of the grounds was used by several gardeners in 18th and 19th century England to lay out the estates of the nobility. In these gardens, elements of the Roman garden are present. Several gardens especially embody this Roman quality: Hidcote Manor Garden, and Hever Castle Garden. Stourhead Garden was developed with Vergil's *Aeneid* in mind and is described in a *Vergilius* article ("Henry Hoares' Virgilian Garden," *Vergilius* 42[1996] 3-13). A significant part of Roman life in the provinces was focused on the legions and auxiliaries stationed there. In the north there is Hadrian's wall with its forts and mile stations. Suggested reading for this tour is the Internet outline at <http://userwww.sfsu.edu/~pstanley/clar530.htm>, Tacitus' *Agricola*, and Pliny the Younger's *Letter to Gallus*. Cost includes hotels, breakfasts, ground transportation in England, entrance fees to museums and sites, one lunch and 4 dinners.

Price: \$3,882, Single supplement \$420

Gladiators and Roman Spectacle: Rome, Pompeii, Cumae and Beyond

July 23 - August 5, 2017

Director: by Steven L. Tuck, Miami University

In many ways the Roman world was organized around the concept of the spectacular. Public spectacle and grand spectacle entertainments are critical to understanding ancient Rome. These spectacles include the lavish feasts, funerals of elite Romans, and triumphal processions as well as the spectacle entertainments that occurred in the amphitheaters, circuses, and theaters of the Roman world. These reinforced Roman identity, created a sense of belonging and served as an outlet for imperial generosity. Even Roman houses exploited the desire for spectacle to create stages for Roman elites to perform for audiences. This twelve day study tour explores the fascinating concept of spectacle in the Roman world. It includes the topics of gladiatorial combat, animal hunts, prisoner executions and other spectacles, the spaces where they occurred, their origins and uses in the Roman world. Days will include lectures, reading of ancient sources on site (and in translation), firsthand investigations of the spaces and objects of spectacle, and some free time to explore on your own. After explorations in Rome we move to our headquarters for this tour at the Villa Vergiliana, the overseas center for the Vergilian Society located in the heart of Campania, where gladiatorial combat and amphitheaters originated. The tour begins and ends in Rome.

Price: \$2,795

An Invitation to the 2017 ACL Summer Institute

Dear university colleagues,

One thing that I have heard over and over again since I became the American Classical League Vice-President is that the folks that attend our annual Summer Institute would like to see and interact with more college and university faculty at the Institute, to hear presentations about what's new in the field, to explore new approaches to ancient texts, and to develop relationships between K-12 and university faculty. In short, they (and I) invite you to attend the 2017 ACL Summer Institute in Grand Rapids, MI, hosted by Grand Valley State University, June 29-July 1, 2017. See [attached flyer](#).

If you have never attended a Summer Institute, it is an experience unlike any other Classics conference, one that enables Latin teachers and Classicists to mingle, interact, and genuinely get to know each other. Presentations at Institute range from 30 to 60 to 90 minutes so that everyone there has a

chance to let a new idea really take root and to give plenty of time for everyone to ask questions or truly to do a workshop. In between sessions, there are frequent opportunities to see others in the break rooms and gathering spaces. Pre-Institute workshops are scheduled for either three or six hours (divided between two days), encouraging participants to delve more deeply into a topic and offering them a hands-on experience to learn a new skill or develop a new teaching unit. If one chooses to stay in the residence halls, there is ample opportunity for people to sit down at a meal with a new group and just begin to get to know colleagues across the country and close to home. And every evening there is a reception for more mingling, toasting, and unwinding after a full day. Best of all, you live within driving distance of this year's Institute. In addition, we have special registration rates for grad students and undergrads.

If you would like to build your own Classics program, there is no better way than forging bonds with the teachers who can send you their students. If you want to see innovative ways to teach Latin and make the ancient world come alive, Summer Institute is an excellent way to get a short course in pedagogy. And if you have new research to share that would appeal to a wide spectrum of our profession, Summer Institute is the place. I encourage you to submit an abstract, either for a Pre-Institute workshop or an Institute presentation. The Institute is organized in part around themes that attempt to capture critical discussion in the profession. Proposals connected to these themes are very welcome. For more information, feel free to contact me or visit the 2017 ACL Summer Institute website at <https://www.aclclassics.org/events/2017-acl-institute>.

I look forward to seeing you in Grand Rapids this June.

Best wishes,

John Gruber-Miller

Vice-President, American Classical League
Classical and Modern Languages
Cornell College
Mount Vernon, IA 52314
319-895-4326
www.tcl.camws.org

Financial Contributors to CAMWS for 2016-17

The following reflects donations through early February.

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Total Donation Amount: \$7174.00

Membership

Individual Membership

Individual membership in CAMWS for the fiscal year July 1 through June 30 may be purchased for \$55 (\$30 for student, retiree, first-time teacher, or new CAMWS member). Joint spouse/partner membership is available for \$80, retired spouse/partner membership for \$50. A life membership costs \$1000 for an individual and \$1400 for joint spouse/partner.

A membership includes a one-year subscription to *The Classical Journal* as well as on-line access to the *Loeb Classical Library*. Please indicate on the membership form whether you would prefer to receive *CJ* electronically (via JSTOR) or in print. For an extra \$5 you may receive the journal in both formats. Please note that membership in CAMWS provides electronic subscription only to the current volume of *CJ*. CAMWS members wishing to have access to back issues of the journal can do so at a special rate through JStor. Please contact Tom Sienkewicz at stcamws@camws.org for additional information.

The CAMWS Newsletter is sent electronically to all members with e-mail addresses. If you would like to receive a print version in addition, you may indicate that on the membership form.

As part of your CAMWS membership, you are automatically subscribed to *Classical Journal On-Line* from which you will receive frequent reviews of new books in the classical field, unless you indicate on the membership form that you opt out of this subscription.

Membership in CAMWS also includes on-line access to the *Loeb Classical Library*. (Please note that it may take two or more weeks following payment to process this on-line access.)

Please note: Individual memberships or subscriptions to *CJ* sent to an address outside the United States or Canada are subject to a \$20 postage surcharge. Individual subscriptions automatically include membership in CAMWS.

You may use the CAMWS membership form to join ACL or SALVI, subscribe to any of eight other scholarly journals, order a copy of Herbert Benario's *CAMWS: A History of the First Eighty Years*, purchase various CAMWS merchandise (including 6-inch 'Roman' rulers, a CAMWS YoYo, shot glasses or koozies) and/or make a tax-deductible contribution to CAMWS.

An individual must be a current member of CAMWS in order to 1.) submit panel, workshop or individual paper proposals for the annual meeting, 2.) register for the annual meeting; 3.) apply for any CAMWS awards or scholarships, including CPL awards; or 4.) hold a CAMWS office or serve on a CAMWS committee.

If you are already a CAMWS member and wish to order CAMWS memorabilia or subscribe to other journals, please use this [Miscellaneous Order Form](#).

How to Join or Renew Your Membership

Please use this electronic membership form: www.camws.org/membership/memberinfo. Payment by credit card is possible through the CAMWS web site (A \$3 processing fee will be added to each credit-card transaction.) or you can print out this membership form and mail it to CAMWS with a check or money order drawn on a U.S. bank or a bank that uses U.S. routing codes to:

CAMWS
Monmouth College
700 E. Broadway
Monmouth, IL 61462

Institutional Membership

If your institution or organization becomes a member of CAMWS, it receives the following benefits:

- One CAMWS award for an outstanding student to be chosen by your institution. The student receives a congratulatory certificate stating that your school has designated the student as a recipient of a CAMWS Award for Outstanding Accomplishment in Classical Studies for the current academic year, plus a free membership in CAMWS for the following academic year. As CAMWS members, these students would have full access to the on-line *Loeb Classical Library*. To designate your student honoree(s), please complete the [on-line award designation form](#) and submit it no later than May 1st for each academic year. For a list of previous recipients, see [CAMWS Award For Outstanding Accomplishment in Classical Studies](#).
- The option to choose up to two additional student award recipients (\$30 each). Payment required by May 1st of each academic year.
- A certificate stating your institution's support of CAMWS
- Eligibility for your students to compete in the CAMWS Sight Translation Contests (required for colleges and universities)
- Publication of institutional announcements free of charge in the CAMWS Newsletter and on the CAMWS website.
- 20% discount on ads in the annual meeting program and in *The Classical Journal*.
- For K-12 Institutional Members, one complimentary registration at the CAMWS Annual Meeting (not including the banquet)
- Inclusion on the list of CAMWS Member Institutions, which will be
 - printed in the program of the CAMWS Annual Meeting (if membership is received prior to the printing of the meeting program)
 - printed in the CAMWS Newsletter (if membership is received by May 1st)
 - posted on the CAMWS Website (with hotlinks to the websites of institutional members)

Institutional membership also supports CAMWS awards and scholarships and efforts to promotion Classics in the CAMWS region.

Becoming an Institutional Member

Any educational institution or organization can become a member of CAMWS by paying an annual fee of either \$60 (for a K-12 school or a college or university offering a B.A. in Classics), \$75 (for a college or university offering a M.A. only in Classics) or \$110 (for a university offering a Ph.D. in Classics). The cost of additional student honorees is \$30 per student (maximum two).

To become an institutional member (and/or to order up to two additional student honorees), you can use this on-line form: camws.org/membership/institutionform.php.

Payment can be made by check via ground mail or online by credit card or Paypal account A \$3 processing fee will be added to each credit-card transaction.

You may also become an institutional membership of CAMWS by printing this Institutional Membership Form and sending a check or money order to:

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Monmouth College
700 E. Broadway
Monmouth, IL 61462

CAMWS Members in the News

Geoff Bakewell

CAMWS congratulates Geoff Bakewell of Rhodes College, who has been named a Whitehead Professor at the American School of Classical Studies in Athens for 2017-2018.



Andromache Karanika

CAMWS congratulates [Andromache Karanika](#) of the University of California Irvine who has just been named by the Society for Classical Studies as the [next editor of TAPA](#).

Patricia Craig

CAMWS congratulates [Patricia Craig](#) of the Catholic University of America as a recipient of the 2016 [CAMWS Excavation/Fieldschool Award](#).



Hannah Maddy

CAMWS congratulates [Hannah Maddy](#) of the University of Richmond as a recipient of the 2016 [CAMWS Excavation/Fieldschool](#).

Manson Stewart Travel Awards for CAMWS-SS 2016

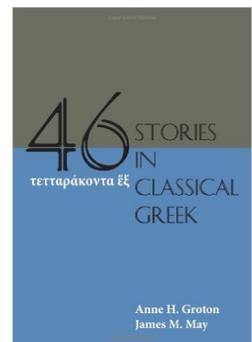


CAMWS congratulates the following recipients of Manson Stewart Travel Awards to attend CAMWS-SS 2016: Shaina Anderson (University of Florida); Chris Dobbs (University of Missouri); Mary Hamil Gilbert (University of Virginia); Mark Joseph Hogan (Boston College); Kristine Mallinson (Texas Tech University); Maria Marable (Meigs Academic Magnet School); Stephen B. Ogumah (The Graduate Center, CUNY); Crystal Rosenthal (The Episcopal School of Dallas); and Brett Stine (Texas Tech University). Pictured here with CAMWS-SS President Julie Langford (University of South Florida).



Anne Groton and James May

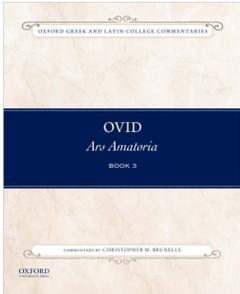
CAMWS congratulates Anne Groton and James May of St. Olaf College as recipients of the 2016 Bolchazy Pedagogy Award for their book *Forty-Six Stories in Classical Greek* (Hackett Publishing, 2014).





Marty Abbott

CAMWS congratulates Marty Abbott, Executive Director of the American Council on the Teaching of Foreign Languages (ACTFL)., for her appointment by President Obama as a member of the Member, National Security Education Board.



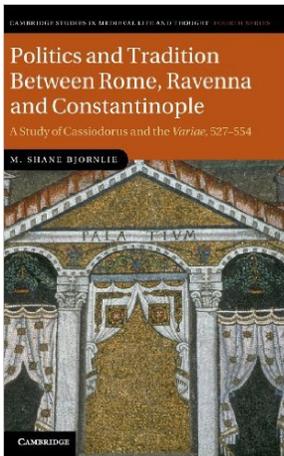
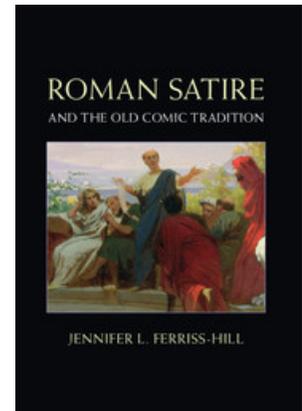
Chris Brunelle

CAMWS congratulates Chris Brunelle of St. Olaf College as a recipient of the 2016 Bolchazy Pedagogy Award for his book Ars Amatoria Book 3 (Oxford University Press, 2014).



Jennifer L. Ferriss-Hill

CAMWS congratulates Jennifer L. Ferriss-Hill of the University of Miami as the recipient of a 2016 CAMWS First Book Prize for Roman Satire and the Old Comic Tradition (Cambridge University Press, 2015).



M. Shane Bjornlie

CAMWS congratulates M. Shane Bjornlie of Claremont McKenna College as the recipient of a 2016 CAMWS First Book Prize for Politics and Tradition Between Rome, Ravenna and Constantinople: A Study of Cassiodorus and the Variae, 527-554 (Cambridge University Press, 2015).





Michael R. Halleran

CAMWS Recognizes [Michael R. Halleran](#), Provost at the College of William and Mary, as the recipient of a 2016 [CAMWS Special Service Award](#).

Daylin Lee Oakes

CAMWS recognizes Daylin Lee Oakes of the University of Arizona as the recipient of a 2016 [Manson A. Stewart Teacher Training Award](#).



Classics in the News

Early February brought news of a Roman inscription unearthed in... New York. See [the Smithsonian Magazine](#) for the unlikely (but not uncommon) tale of its survival.

In January, the [Smithsonian Magazine](#) featured the work of our members Sharon Stocker and Jack Davis on the incomparable Griffin Warrior Tomb, recently excavated from the Pylos excavation conducted under our auspices. The finds in the tomb suggest that early Mycenaean culture may have developed through a process of conscious fusion with Minoan culture to a far greater degree than previously thought.

In December, Haaretz covered a new underwater archaeological find, [an inscribed stone off the coast of Tel Dor](#) dating from before the Bar-Kochba revolt. The Greek inscription identifies Gargilius Antiquus as the governor of Judea and Syria. Previously, the governor's name was known, but not his area of governance.

In November, a month otherwise dominated by election coverage and images of ancient sites destroyed by ISIS, the New York Times was kind enough to offer a lighter (though not in the caloric sense!) story on the recent [fad of cuneiform cookies](#).

Obitus Recentis

Abierunt Ad Maiores

- [Andrew Rawson](#), University of New Mexico December 28, 2016
- [James Ruebel](#), Ball State University, October 9, 2016
- [Rudy Masciantonio](#), Philadelphia Public Schools, September 22, 2016
- [Elaine Fantham](#), University of Toronto, July 10, 2016
- [Ernst Fredricksmeier](#), University of Colorado Boulder, January 16, 2016
- [George Labban Jr.](#), Davidson College, July 19, 2015
- [John W. Rettig](#), Xavier University, October 12, 2012

Listed here are those individuals whose deaths have come to the attention of CAMWS since the last Business Meeting. A full listing of deceased members may be found on our [Necrology of CAMWS Members page](#). You are invited to leave comments, anecdotes, and other loving remembrances of these CAMWS members on the [CAMWS Necrology Blog](#).

Submissions

The CAMWS Newsletter is published three times per year, in the fall, winter, and spring/summer. Owing to the late date of the annual meeting, the deadline for the this year's spring/summer edition will be April 15, 2017 (rather than March). Send submissions by email: Timothy_Heckenlively@baylor.edu or newsletter@camws.org. Send submissions by regular mail to:

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If you have questions, email or call 254-710-1399.

