



NEWSLETTER

Fall

2018

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- [Winter 2018 Newsletter](#)

FROM THE PRESIDENT

Greetings from Aarhus, Denmark!

I'm this year a fellow at the Aarhus Institute of Advanced Studies, a vibrant research centre of Aarhus University in central Jylland. As we approach the solstice here, the daylight hours are rapidly decreasing, but this is hardly noticeable due to the warmth of Danish hyggelig culture and the excitement of interacting with colleagues from around the world in a wide variety of fields. The multidisciplinary nature of the institute has, among other things, been a wonderful reminder of how inherently interdisciplinary our own field of Classics is and how much we have to contribute to (and learn from) broader academic discourse!



At the end of September, Tom Sienkewicz and I visited Lincoln, Nebraska to tour the site prior to the annual meeting next April. Anne Duncan and the rest of the Local Organizing Committee entertained us in style and we had a wonderful time. The Cornhusker Hotel, which was recently renovated, offers a truly wonderful venue for the meeting, with generous conference space and well outfitted rooms. All this just a short walk to the campus, which likewise has excellent facilities for paper sessions and lunch on the Friday. Lincoln also has great restaurants, coffee shops, and (best of all) bookstores, while for those travelling with children the Local Committee has arranged for child care at the nearby Children's Museum. Thanks to Anne and the Local Committee for all their hospitality and careful planning, which promises a truly excellent meeting next Spring!

CAMWS has been busy in other ways this summer and fall, including advocacy for the future of our discipline. The Executive Committee voted to join with the SCS in protesting the proposed changes to the AP History Curriculum, which had initially excluded any history prior to 1450. And fortunately this is a case that demonstrates how principled protest and letter writing can make a difference. In July the College Board's Advanced Placement Program announced that, due to "thoughtful, principled feedback from AP teachers, students, and college faculty", AP History will now instead offer a revised modern course beginning in 1200, and also a second ancient course covering 10,000 years of human history (<https://apcentral.collegeboard.org/courses/ap-world-history/course/2019-20-changes>).

As positive as this news is, there is another cause that continues to need the attention of classicists worldwide, this time in Greece, where the education minister Costas Gavroglou announced recently that the government will no longer include Latin in the national university entrance examinations as of 2020. A [petition has been started to protest this move](#) and I would encourage you to sign it.

If you would like to support Latin teaching at the high school level in the United States and Canada, I would also encourage you to contribute to the new CAMWS Latin Teacher Training Initiative, which has been spearheaded by Prof. John Miller, Chair of the Development Committee. You can read more about this and contribute here: <https://camws.org/node/958>.

On the subject of Latin teacher training, at this year's annual meeting we will be partnering with the American Classical League to host a keynote lecture on the future of Latin teacher training by Prof. Kenneth Kitchell, followed by a reception. We're thrilled to be working together with ACL on this event and hope to see you there in Lincoln!

FROM THE SECRETARY-TREASURER



Dear fellow CAMWSians:

While our president can send you exotic greetings from Denmark, I am writing to you from Monmouth, Illinois, where the farmers are just finishing their harvests of corn and soy and the fall foliage has been brief but spectacular.

I have just returned from Winston-Salem, North Carolina, where I attended the excellent 98th anniversary meeting of CAMWS Southern Section, expertly organized by CAMWS-SS Secretary Treasurer Davina McClain of Louisiana Scholar's College at Northwestern State University with the help of Mary Pendergraft of Wake Forest University and other members of the Local Committee. This was Davina's last year in that office. She has passed that job on to out-going CAMWS-SS President David White of Baylor University and she herself is now CAMWS-SS President.

David, by the way, gave an excellent presidential talk on contingent faculty in our profession. If you missed the meeting, you can check out the program on the new CAMWS-SS website at <http://southernsection.camws.org/>.

During this CAMWS-SS meeting, the History Committee, under the leadership of CAMWS historian Ward Briggs and President-Elect Anne Groton interviewed nine members for the on-going [CAMWSCorps project](#). More than ninety members (listed [here](#)) have now been interviewed for this project. CAMWS is now looking for someone to serve as CAMWS podcaster. Please [see the call here](#).

I am happy to report that the CAMWS fiscal year ending on June 30, 2018 was a good one. For the first time since 2014 CAMWS individual memberships passed the 1500 mark and we were 1504 strong. It certainly helped that 677 members attended the 2018 meeting in Albuquerque, which is now officially the second largest CAMWS meeting ever (after Williamsburg in 2016). CAMWS also saw a record number of 130 institutional members in 2018. If you are wondering whether your school or college is an institutional member for 2018-19, you can check [the list of current members here](#).

I hope that Andrew Faulkner's report on our successful site visit to Lincoln will encourage you to attend the meeting next April. I am confident that you will find Lincoln a very welcoming city. The Local Committee is excellent and is planning lots of exciting activities to complement the program of papers. The Program Committee, by the way, is hard at work on reviewing the abstracts submitted for the meeting and the committee's decisions should be announced on or about Nov. 15th. One new feature planned for the 2019 meeting is a display of recent books by CAMWS authors. If you have had a book published in the past three years, please consider having it displayed in Lincoln. For details, [see these instructions](#). And remember: "Lincoln, Better than You're Thinkin!"

I have been writing these letters for the newsletter as Secretary-Treasurer since 2012, but I am now hoping that someone else will soon take on this pleasant task. While I retired from teaching at Monmouth College in the summer of 2017, I tell folks that I have retired from the classroom but not the profession. I continue to enjoy my work for CAMWS, but it is time to pass the torch. At my request, CAMWS has recently announced a [search for a new Secretary-Treasurer](#). I would urge you to consider the possibility of serving CAMWS in this way or encouraging others to do so. I know from personal experience that this is not the sort of job people typically seek out for themselves. They usually need a prod (as I did myself). But I have found my time as ST to be particularly rewarding, especially because CAMWS teems with so many wonderful people with whom to work. I am hopeful that my successor will be announced at the 2019 meeting.

Meanwhile, I hope you are having a happy fall and a productive semester.

Sincerely Yours,

Tom Sienkewicz CAMWS Secretary-Treasurer

UPCOMING DEADLINES

Monday, November 12, 2018

- Review of applications for [Editor of Teaching Classical Languages](#) begins.

Thursday, November 15, 2018

- Deadline for nominations for [CAMWS Teaching Awards](#).
- Deadline for nominations for President-Elect and Member-at-Large. Send nominations to nominating@camws.org.

Saturday, December 1, 2018

- Review of [applications for CAMWS Secretary-Treasurer](#) begins

Thursday, December 6, 2018

- Deadline for applications for [Faculty-Undergraduate Collaborative Research Grants](#).

Tuesday, January 15, 2019

- Deadline for receipt of nominations for a [Manson A. Stewart Undergraduate Award](#).
- Deadline for receipt of applications for [Semple, Grant and Benario Travel Awards](#).
- Deadline for receipt of copy for winter issue of CAMWS newsletter sent to newsletter@camws.org.

Wednesday, January 30, 2019

- Deadline for receipt of applications for a [Manson A. Stewart Undergraduate Award](#).
- Deadline for receipt of applications for a [CAMWS Excavation/Fieldschool Award](#).
- Deadline for receipt of applications for [CAMWS New Teacher Awards](#) (Student Loan Assistance and Start-up Funds).
- Deadline for nominations for a [CAMWS Special Service Award](#).
- Spring deadline for receipt of applications for [CAMWS Travel Grants for High School Groups](#).
- Deadline for applications for a [Manson Stewart Teacher Training Award](#) or a [Manson Stewart Travel Award](#) (to attend CAMWS 2019 in Lincoln).
- Deadline for requests for spring of [CAMWS College Greek Exam](#).

April 3-6, 2019

115th Annual Meeting of CAMWS in [Lincoln, Nebraska](#) at [The Cornhusker](#)
at the invitation of the [University of Nebraska](#).

HIGHLIGHTS OF THE 98TH BI-ANNUAL MEETING OF CAMWS-SS



WAKE FOREST
UNIVERSITY



Wake Forest College

Department of Classical Languages



For more photo highlights, visit the [WFU Classics Facebook page](#).

The 98th Anniversary Meeting of CAMWS-SS was held in [Winston-Salem, North Carolina](#), at the [Hawthorne Inn and Conference Center](#) at the invitation of [Wake Forest University](#) on October 18-20, 2018.

Workshops

Centos, Erasure, and Altered Text: Engaging the Odyssey with Found Poetry Techniques
Rebecca Resinski (Hendrix College), organizer and presiding

Role-Playing Pedagogy in the Classics Classroom
Amy Lather and Ted Gellar-Goad (Wake Forest University), organizers and presiding

Building Better Bridges: Successful Collaboration Between College and Secondary-School Programs
Christine Albright (University of Georgia), organizer and presiding

Panel Highlights

- The Poetic League: Catullus and Lucretius
- The Poetic League 2: Ovid and Statius
- It Really is all Greek to Us Is this Right?
- It's Late, It's Late, It's Very, Very Late Antiquity
- Our Classical Inheritance: Ethics, Politics, War
- Women and their Voices in Greek Epigram
- Epically Roman
- Greek Heroes: Going, Going, Gone
- Ovidian Reception in Contemporary Literature
- Roman Number, Gender, and Mood Extreme Make Over - Classics Edition
- Sex and the Cities
- We Love Wisdom and Beauty: Research by Undergraduate Members of HΣΦ



Presidential Panel Participants (L to R): David White, Jamie Banks, Laura Manning, Jackson Perry, Melissa Travis, and Jason Pedicone

Presidential Panel: Latin Pedagogy and Active Latin David J. White , Presiding

- "The Three Little Pigs in the Latin Classroom? Using Fractured Fairy Tales to Build Proficiency and Community", **Jamie Banks** (City University of New York, Graduate Center)
- "*Quidni mores maiorum docendo agamus ?*", **Laura Manning** (University of Kentucky)
- "*Orbis Sensualium Pictus* : The First Children's Book", **Jackson Perry** (University of Kentucky)
- " *Aut... aut* , Brief Candle?: SLA vs. Philology for the Teaching of Classical Languages", **Jason Pedicone** (The Paideia Institute)
- Latin as an Inclusive Language: Teaching Latin to the Special Education Student, **Melissa Travis** (Independent Scholar)

Presidential Address

Contingent Faculty: Who are they? What are they?
David J. White, Baylor University

And much, much more...

See the CAMWS-SS website (southernsection.camws.org) for the [complete program](#) .



David White with Manson A. Stewart Travel Grant Recipients for CAMWS-SS (L to R):
Nicholas Rockwell (Denver Center for International Studies CO),
Darah vann Orr (University of Houston TX),
Melanie Racette-Campbell (Memorial University of Newfoundland),
Ginny Lindzey (Dripping Springs High School TX),
Nikolaus Overtoom (University of New Mexico),
Milena Anfosso (UCLA | Sorbonne Université),
and Aaron Beek (University of Memphis, not pictured)

**2020 CAMWS-SS will be in Waco, TX
at the invitation of [Baylor University](#)**

115TH ANNUAL MEETING OF CAMWS: LINCOLN SNEAK PEAK

*Lincoln is better than
you're thinkin'!*



College of Arts and Sciences

DEPARTMENT OF CLASSICS AND RELIGIOUS STUDIES

The 115th annual meeting of the Classical Association of the Middle West and South will take place April 3-6, 2019 in [Lincoln, Nebraska](#) at [The Cornhusker](#) at the invitation of the [University of Nebraska](#).

The Local Committee has prepared this [Slideshow](#) inviting you to Lincoln as well as this [Visitor's Guide](#) and wants you to remember that "Lincoln is better than you're thinkin'!"

Information about meeting registration will be posted later this year. [Book your hotel room at group rate for CAMWS 2019 Lincoln here](#). (The contracted room rate at the Cornhusker for CAMWS will be \$129.00 per night plus taxes.)

*The Program Committee plans to announce its decisions
regarding individual paper submissions by mid-November.*

Approved Panels For CAMWS 2019

[Aequora: Outreach and Literacy at the Paideia Institute](#)

Marco Romani Mistretta, Organizer and Presider

- [Educated Citizens Needed: Curricular Development for Service Learning through Aquaria](#). Amy Norgard (Truman State University)
- [Bourbon, Horses, and Latin? Aequora in Kentucky](#). Edward Schade (University of Kentucky)
- [Teaching Latin through Aequora in Massachusetts](#). Nancy Antonellis (Brockton Public Schools)
- Response: Mallory Monaco Caterine (Tulane University)

[CPL Panel: Learning Disabilities in the Classics Classroom](#)

Krishni Burns (University of Illinois at Chicago), co-organizer

Clara Bosak-Schroeder (University of Illinois Urbana-Champaign), co-organizer and presider

- [Language Learning While Dyslexic, or, How I Made My Peace with Greek](#). Krishni Burns (University of Illinois at Chicago)
- [Institutional Responses to Classical Language Students with Disabilities](#). Francesca Tataranni (Northwestern University)
- [What Would Hercules Do? Turning Classical Myth into a Learning Opportunity for Autistic Children](#). Susan Deacy (University of Roehampton)
- [Inclusive Strategies in College-Level Classical Literature Courses](#). Reina Callier (University of Colorado)
- [Latin Pedagogy for a Secondary Cohort with Learning Disabilities](#). Laura Briscoe (St. Pius X Catholic High School)
- [Putting Dyslexia in Context](#). John Coetzee (University of California Los Angeles)

[Digital Discoveries and Collaborative Tool Development in the Classics](#)

Robert J. Gorman (University of Nebraska-Lincoln), co-organizer and presider

Vanessa B. Gorman (University of Nebraska-Lincoln), co-organizer

- [Authorship Identification of Short Texts Using Only Syntactic Features](#). Robert J. Gorman (University of Nebraska-Lincoln)
- [A Wealth of Variables: Using Syntactic Stylometry to Distinguish Signature Constructions in Herodotus and Thucydides](#). Vanessa B. Gorman (University of Nebraska-Lincoln)
- [Student, Scholar, Teacher, Software Developer: Working Together to Build Software for Engaging with Classics](#). Bridget Almas (Alpheios Project)
- [Maintaining, Preserving, and Distributing Open-Source Software for the Classics](#). Zachary Fletcher (Tufts University)
- [From Reading to Research: How the Study of the Classics with Contemporary Resources Uncovers Opportunities with Broad Implications for the Humanities](#). Harry Diakoff (Alpheios Project)
- Response: J. Michael Harrington (Tufts University)

Disputed Piety: Intersections of Religion and Gender in Ancient Discourse

Joshua Reno (University of Minnesota), co-organizer and presider

Nicholas Wagner (University of Minnesota), co-organizer

- Clodius' Monument to Licentia in Cicero's Orations. **Nicholas Wagner** (University of Minnesota)
- A Satirist's Muse: Lucian's Peregrinus as a New (Christian) Socrates. **Joshua Reno** (University of Minnesota)
- Thecla, Female Martyrs, and Markers of Masculinity: The Gender, Martyrdom, and Authority of the Protagonist in the Acts of Thecla. **Jenna Kokot** (Boston College)

Female Protagonists in Troy: Fall of a City (2018)

Antony Augoustakis (University of Illinois Urbana-Champaign), organizer and presider

- Pussy Politics: Women and Power in Troy: Fall of a City (2018). **L. Kirsten Day** (Augustana College)
- "I Choose You": Aphrodite and Paris in Troy: Fall of a City (2018). **Monica S. Cyrino** (University of New Mexico)
- The Odyssean Helen as Anti-Hero in Troy: Fall of a City (2018). **Meredith E. Safran** (Trinity College)
- Agamemnon, Chryseis, and the Politics of Abuse: Violation of Women and Gods in Troy: Fall of a City (2018). **Meredith D. Prince** (Auburn University)

GSIC Panel: Magnas inter opes inops?

Finding Funding: Three Perspectives on Grant Writing

Samuel L. Kindick (University of Colorado Boulder), organizer and presider

- Finding Funding as a Graduate Student. **Debra Trusty** (University of Iowa)
- Judge and Jury: A Committee Member's Perspective. **Andrew Alwine** (University of Charleston)
- A Reader's Response: Perspectives and a Roadmap. **Carole Newlands** (University of Colorado Boulder)

Presidential Panel: Aphrodite: Literary Representations and Transformations

Andromache Karanika (University of California Irvine), organizer

Monica S. Cyrino (University of New Mexico), presider

- The Temporality of Aphrodite in Early Greek Epic: Sexuality, Maternity, Mourning. **Lorenzo Garcia, Jr.** (University of New Mexico)
- Aphrodite in Apollonius' *Argonautica*. **James J. Clauss** (University of Washington)
- Theocritean Aphrodite(s). **Ivana Petrovic** (University of Virginia)
- Lucian, Homer, and "Golden Aphrodite." **Lawrence Kim** (Trinity University)
- Receiving Aphrodite. **Sophie Mills** (University of North Carolina - Asheville)
- Response: **Andromache Karanika** (University of California Irvine)

Teaching Beginning Ancient Greek: New and Improved

Wilfrid E. Major (Louisiana State University), organizer and presider

- Don't Be Passive! Stay in the Middle!: Teaching Voice in Beginning Greek. Wilfrid E. Major (Louisiana State University)
- College Greek Exam: Past and Future. Mary Pendergraft (Wake Forest University) and Antony Augoustakis (University of Illinois Urbana Champaign)
- Middle Voice and Deponent Verbs: Reordering the Topics. Byron Staysal (Western Washington University)
- Spring into Accents: Innovating in a Greek Program. Rob Sobak (Bowdoin College)
- Lessons from a Competency-Based Online Greek Course. Robert Groves (University of Arizona)

Time in Augustan Literature

Ursula M. Poole (Columbia University), co-organizer

Ashley A. Simone (Columbia University), co-organizer and presider

- History or Horoscope?: Competing Approaches to Time Measurement in Propertius IV.1. Jeffrey Ulrich (Rutgers University)
- Phaethon's Fall in the Augustan Campus Martius: Myth, Monuments, and Muddled Time in Book 2 of Ovid's *Metamorphoses*. Stephanie Crooks (New York University)
- Materna tempora: Compression and Delay in Ovidian Gestation Narratives. Caitlin Hines (Wake Forest University)
- Time in Counterpoint: A Study of *Tristia* 1.3. Ursula M. Poole (Columbia University)
- Response: Richard Thomas (Harvard University)

Women's Classical Caucus Panel: *Ovidius a nostris temporibus ad futurum*

Daniel Libatique (College of the Holy Cross), organizer

Nandini Pandey (University of Wisconsin Madison), presider

- *Scelus est pietas: The Oresteia in Ovid's Metamorphoses*. Ian Nurmi (Boston University)
- Visualizing Speech and Speaking about Vision: Focalization in Ovid's *Metamorphoses* 1 and 6. Daniel Libatique (College of the Holy Cross)
- Revisiting the *Metamorphoses* from Exile: Reception of Deucalion and Pyrrha's Prayer (*Met.* 1.377-80) in *Tristia* 2. Megan Bowen (University of Virginia)
- Breasts are Best? Translation and the Ovidian Female Body. Stephanie McCarter (Sewanee - The University of the South)

Workshops For CAMWS 2019

Beyond the Gloss: A Conversation about Translation in Classics

Laura Moser (University of Iowa), organizer and presider

Echo Smith (University of Iowa), presenter

Sara Hales-Brittain (University of Iowa), presenter

Hana Aghababian (University of Georgia), presenter

Adrienne K.H. Rose (University of Iowa), presenter

CPL Workshop:

Mentoring New Teachers, Promoting the Profession

Keely Lake (Montclair State University), organizer and presider

Robin Anderson (Phoenix Country Day School), presenter

Mark Haynes (Creighton Preparatory High School), presenter

Daniel Stoa (West Des Moines High School), presenter

Critical Digital Classics Pedagogy

Amy Pistone (University of Notre Dame), organizer and presider

Hamish Cameron (Bates College), presenter

GSIC Workshop:

Creativity in the Classroom: Strategies for Engaging Undergraduates

Samuel Hahn (University of Colorado Boulder), organizer and presider

Shannon Flynt (Samford University), presenter

NCLG Workshop:

Advocacy at All Levels

Keely Lake (Montclair State University), organizer and presenter

Mary Pendergraft (Wake Forest University), presider

CAMWS Authors Book Display in Lincoln

CAMWS is planning a display of recent books by CAMWS authors at the 2019 meeting in Lincoln. If you have had a book published in the last three years and would like your book included, you are welcome to bring along a copy to add to the display or have a copy mailed from the press in advance to the CAMWS office at the following address: CAMWS Author Book Display, c/o Monmouth College, 700 E. Broadway, Monmouth IL 61462. The covers of those books received at least a month in advance of the meeting will also appear in the program as part of the advertisement for this display. You do not have to attend the meeting to have your book displayed.

2018-19 CAMWS AWARD AND SCHOLARSHIP OPPORTUNITIES

Book Prizes for Authors

Ladislaus J. Bolchazy Pedagogy Book Award

The [CAMWS Subcommittee for the Bolchazy Pedagogy Book Award](#) announces an annual call for nominations for the Award. The recipient of this \$500.00 award will be announced at the annual CAMWS business meeting, where the recipient is encouraged to accept the award in person. This prize has been named in memory of Ladislaus J. Bolchazy in recognition of his long career promoting classical scholarship and pedagogy. The subcommittee asks for your help in identifying distinguished works of pedagogy, including textbooks, handbooks, anthologies or other works primarily intended for the classroom in the field of classical studies (including, but not limited to, the languages, literatures, history, religions, philosophy, art, architecture, archaeology, economy, and reception of Greek and Roman antiquity) published by CAMWS members in the past three years.

Preference will be given to language-based textbooks. The author of the nominated work shall be a member of the association in good standing in the year of the nomination and for at least the previous year. Nominations may be made by any publisher or by any member of CAMWS in good standing, including the author.

Criteria:

- appropriateness for the target student audience
- clarity of presentation
- excellent quality
- effective pedagogical practice and design
- potential for broad impact

Nominations of pedagogical books should be sent to the chair of the subcommittee on the Ladislaus J. Bolchazy Pedagogy Book Award at pedagogyaward@camws.org. Nominations for 2019 closed on September 1st, but **the committee welcomes early applications for 2020**. The subcommittee may, at its sole discretion, retain an unsuccessful nomination for consideration in the following year. The winning book is announced at the annual CAMWS business meeting.

CAMWS First Book Award

The [Subcommittee on the CAMWS First Book Award](#) asks for your help in identifying distinguished first scholarly books (or digital equivalents) in the field of classical studies (including, but not limited to, the languages, literatures, history, religions, philosophy, art, architecture, archaeology, economy, and reception of Greek and Roman antiquity) published by CAMWS members in 2016, 2017, or 2018. Self-nominations are encouraged. Please note that nominated authors must be members of the Association in good standing and for at least the previous year and that CAMWS has a separate award for pedagogical books (see [Bolchazy Book Award](#)). In the case of co-authored books, all authors must meet "first book" and membership eligibility requirements.

Please send nominations, including titles and publishing information, to the [committee chair](#) by email (firstbook@camws.org).

The Committee closed its list for the 2019 award on September 1, 2018. **Books published after that date may be considered for the 2020 award.**

The current committee's guidelines for awards include:

- excellent quality
- wide significance within its genre
- awareness of international trends in its field

All other factors being equal, the committee is looking for something that shifts the conversation substantially in the area covered by the book.

Recipients are encouraged to accept this award in person at the annual CAMWS business meeting.

Grants and Awards for Classroom Activities

CPL Promotional Activity Award

To support programs and activities in primary and secondary schools, the [CAMWS Committee for the Promotion of Latin](#) (CPL) annually recognizes with a plaque and a certificate the group which develops the most outstanding and effective activity for promoting Latin in CAMWS territory during each academic year (including the preceding summer). The winner of this award is announced every spring at the annual CAMWS meeting.

Projects supported by CPL grants are automatically eligible for this award.

Any other group wishing to compete for this award must be sponsored by a current CAMWS member and must submit a letter of application to the [CPL chair](#) at cpl@camws.org by **January 30, 2019**. The application letter must include a 100-word summary of the project and a more detailed project description not to exceed 500 words in length. Applicants are encouraged to attach supporting materials such as photographs, flyers, pertinent newspaper articles, etc.

Recipients are encouraged to accept this award in person at the annual CAMWS business meeting.

CAMWS Travel Grants for High School Groups

CAMWS Travel Grants for High School Groups are designed for high school teachers who want to take their students on a trip to an excavation, exhibit or historic site(s) that both enhances their learning experience and furthers their interest in Classical Studies. The grant supports both domestic and international travel.

Requests for funds up to \$2000 may be submitted, but every effort will be made to share these resources in smaller amounts among as many schools as possible.

Proposals should include a budget, the dates of the projected trip and a detailed description of the planned activities, including a time line; proposals for support of participation in an excavation should include a letter from the excavation director detailing the students' responsibilities.

The proposals will be judged by [Committee for the Promotion of Latin](#). Questions pertaining to the preparation of a proposal should be directed to the [committee chair](#) at cpl@camws.org.

Upon their return recipients of a CPL Travel Grant are required to provide documentation of their participation in the originally proposed activity, a brief report on the outcomes of the travel, including issues that may have occurred and that may be considered by the grant committee in the future, and a summary of this activity, including photographs, for publication in the CAMWS newsletter and on the website for the grant.

Applications for the CPL Travel Grant for High School Groups may be submitted by high school teachers who hold a current individual membership in CAMWS.

Applications will be reviewed in two groups. The deadline for consideration for fall requests is **September 30, 2018**, and the deadline for spring and summer requests is **January 30, 2019**.

Teacher Training and New Teacher Grants

Manson A. Stewart Teacher Training Awards

Designed to provide some financial assistance to those who wish to obtain certification to teach Latin at the primary through the secondary level, whether the specific courses are needed in Latin or in Education. The award is not intended to cover all costs of the training, and the size of the award varies according to the actual costs (primarily tuition and travel), the size of the committee's budget, and the number of applications. Previous awards have been as high as \$2050. Applicants must be current CAMWS members.

Note that CAMWS also provides other grants and awards for teachers:

- [Travel Awards to attend CAMWS meetings](#)
- [CAMWS New Teacher Awards](#)

To apply for a Teacher Training Award, please fill out this [on-line application](#). Deadline for receipt of applications is **January 30, 2019**.

Manson A. Stewart Travel Awards

Manson A. Stewart Travel Awards are designed primarily to assist K-12 teachers with cash awards to offset the costs of attending CAMWS meetings, including the cost of a substitute teacher. Graduate students and contingent faculty are also eligible for these awards, which are not intended to cover all costs of the travel. The size of the award varies according to the actual cost the travel will entail, the size of the committee's budget, and the number of applications. Preference will be given to individuals who have not previously received this award. Awards for travel to meetings have ranged from \$150-700; for travel to a Southern Section meeting, somewhat less. Applicants must be current CAMWS members.

To apply for a Travel Award, please fill out this [on-line application](#).

Deadline for grant applications for Manson A. Stewart Travel Awards to attend the 2019 CAMWS meeting in Lincoln is **January 30, 2019**.

Recipients are **expected** to accept these awards in person at the business meeting held at the conference.

For questions about this award, please contact the [chair](#) of the [Subcommittee for the Manson A. Stewart Teacher Training and Travel Awards](#), at stewartteacher@camws.org.

CAMWS New Teacher Awards

CAMWS invites new K-12 teachers of Latin and ancient Greek to apply for the following awards, administered by the [Subcommittee on the Manson Stewart Teacher Training and Travel Awards](#).

Student Loan Assistance for New Teachers Award

The Student Loan Assistance for New Teachers award, worth up to \$1000.00 which may be awarded to one or more successful applicants, is designated to offset student loan debt for recent baccalaureate or M.A.T. recipients who are entering the teaching profession. This award is designed to ease the transition into employment and to enable young teachers to perform effectively despite financial constraints. Eligible candidates will be Latin teachers at the primary or secondary school level with student debt from a recent B.A. or M.A.T. degree. Applicants must be within the first five years of teaching and be teaching at least two sections of Latin or ancient Greek. Applicants must be members in good standing of CAMWS and must supply proof of student debt along with a letter of application, a CV providing information of education and relevant employment history, a statement (no more than 500 words) detailing the applicant's accomplishments within the field of classics, a statement (500 words) detailing the applicant's teaching aspirations at his or her teaching institution and a letter of recommendation from the school.

This award can only be received once. The award will be granted on both merit and need-based factors. Merit will be evaluated on the basis of the applicant's graduation GPA, major field GPA, narratives of achievements in classics and teaching aspirations and the strength of the principal's recommendation. Need will be evaluated on the basis of total student debt. Preference will be given to an applicant with greater debt when other factors between applicants are evaluated equally.

Apply [here](#) on-line.

New Teacher Start-Up Funds Award

The New Teacher Start Up Funds Award is a start-up grant for new teachers designed to offset the costs of materials and supplies purchased for classroom instruction. Funds from the Award may be used to reimburse purchase of texts and research materials, classroom supplies, or classroom technology (including computer software or subscription fees for online materials) to be used in classroom instruction; the award may not be used for purchase of computer or tablet for personal use. The total amount of this award is \$500 which may be awarded to one or more successful applicants. Eligible applicants are new primary and secondary school Latin teachers within the first five years of their profession. Applicants must be members in good standing of CAMWS and must submit a receipt of purchase for classroom materials, a letter of application that details the use of said materials for classroom instruction, and the educational goals to be met by classroom utilization of these materials, a letter of support from the principal, and a current CV providing information of education and relevant employment history. This award can only be received once.

- Award for reimbursement of pedagogical and classroom materials.
- May not include computer or tablet for personal use. Books, promotional materials, art supplies for class enrichment activities, software or database subscriptions with clear classroom applicability.
- Must be for durable goods, not consumable items (e.g., refreshments for a party).
- Award will be given on basis of merit and need; merit will be evaluated on
 - strength of narrative of how resources will be used (statement in letter of application uploaded as PDF or cut and paste)
 - strength of educational goals to be met with resources (statement in letter of application uploaded as PDF or cut and paste)
 - strength of the principal's recommendation.

Apply [here](#) on-line for Start-Up Funds.

Deadline for grant applications is **January 30, 2019**. For questions about these awards, please contact the [chair](#) of the [Subcommittee for the Manson Stewart Teacher Training and Travel Awards](#), at stewartteacher@camws.org.

The recipients of this award are announced at the annual business meeting.

Teaching Awards for K-12 and College/University Teachers

Kraft Award for Excellence in Secondary School Teaching

Named for CAMWS benefactor Eunice E. Kraft, this award recognizes outstanding teachers of Latin in public or private schools (middle schools included). The honoree will receive \$500, airfare to the Annual Meeting, and two nights' accommodation at the convention hotel. The honoree is encouraged to accept the award in person at this meeting. The nominee must be a member in good standing of CAMWS. Both full- and part-time teachers (who teach at least half-time with a minimum of five years teaching experience) are eligible for this award. Nominees will be eligible for consideration for three consecutive years, provided that CAMWS membership remains current in each year of consideration. No previous winner of the Kraft Award is eligible to apply for it a second time.

See below for the Subcommittee's Criteria for Excellent Teaching.

To Apply: The nomination deadline is **November 15, 2018**. The deadline for receipt of all application materials is **December 20, 2018**. If you would like to nominate someone for the award visit the [Online Nomination Form](#). When this form is submitted, the nominee will receive an email informing him or her of this nomination and explaining the application process. Only one nomination is needed. Multiple nominations do not affect a candidate's evaluation.

If you have any questions, please contact the [chair](#) of the [Subcommittee on Teaching Awards](#) at teaching@camws.org.

CAMWS Award for Excellence in College Teaching

This award recognizes outstanding college and university teachers of Classics. The honoree receives \$500 and is encouraged to accept the award in person at the annual CAMWS business meeting. The nominee must be a member in good standing of CAMWS and teach classical subjects at a college or university. Both full- and part-time teachers (who teach at least half-time with a minimum of five years teaching experience) are eligible for this award. Nominees will be eligible for consideration for three consecutive years, provided that CAMWS membership remains current in each year of consideration. No previous winner of the award is eligible to apply a second time.

See below for the Subcommittee's Criteria For Excellent Teaching.

To Apply: The nomination deadline is **November 15, 2018**, and the deadline for all application materials is **December 20, 2018**. Nominees who have not already been recognized through a national teaching award will be given preference. No sitting member of the CAMWS Executive Committee or of the CAMWS Subcommittee on Teaching Awards is eligible for this award. If you would like to nominate someone for the award visit the [Online Nomination Form](#). Upon submission of this form, the nominee will receive an email message informing him or her of the nomination and explaining the application process. Only one nomination is needed. Multiple nominations do not affect a candidate's evaluation.

If you have any questions, please contact the [chair](#) of the [Subcommittee on Teaching Awards](#) at teaching@camws.org.

CAMWS Sub-Committee on Teaching Awards Criteria for Excellent Teaching

These criteria are presented in no particular order, and represent in broad terms some of the most important ways in which excellent teaching can be identified.

1. **Excellent teachers leave something of themselves with their students**, demonstrate to students the importance of life-long learning, and serve as important role models.
2. **Excellent teachers are viewed** by their peers and by junior faculty **as leaders** in finding and promoting best practices in pedagogy, course logistics, field trips, or other extramural activities and course content.
3. **Excellent teaching presumes** and is demonstrated through **careful course design, clearly articulated goals, and diligent class preparation**; continual course development to enhance learning; thoughtful and effective development of curriculum; self-critique and personal pedagogical development.
4. **Excellent teaching is based on a demonstrated expertise** in the languages and cultures of classical antiquity and on a recognizable commitment to the craft of teaching.
5. **Excellent teachers are able to engage a broad range of students** and to adopt classroom practices designed to achieve this goal. They convey excitement about the value of studying classical languages and cultures, as well as about learning in general.
6. **Effective teachers provide honest and constructive feedback** to enable students to be successful in learning the languages and cultures of classical antiquity, and they encourage students to develop the habits of critical thinking.

Travel Grants for Students and High School Teachers

Semple, Grant, and Benario Awards

These three awards offer graduate students and teachers of Classics (Greek, Latin, Classical Art & Archaeology and Ancient History) at the pre-collegiate (primary, secondary, or high school) level the opportunity to advance research and/or pedagogical interests abroad in Athens, Rome, or other appropriate ancient site. Award amounts cover program costs (tuition, basic room and board) as per the [AAR](#) and [ASCSA](#) summer school or other program web sites. Airfare is excluded.

The **William T. Semple Award** is a full fellowship for attending the summer session of the [American School of Classical Studies at Athens](#) only. (Applicants for ASCSA summer seminars should apply for the Benario Award.) This award is named in honor of [William T. Semple of the University of Cincinnati](#).

The **Mary A. Grant Award** is a full fellowship for attending the summer session of the [American Academy in Rome](#). This award is named in honor of [Mary A. Grant of the University of Kansas](#).

The **Janice and Herbert Benario Award** is a fellowship that the recipient may apply to the summer travel (not fieldwork or conference) program of his or her choice. Amount is contingent upon program cost, up to \$3000. An applicant for the Benario Award must submit an itemized budget of program costs at the time of application. This award is named in honor of Herbert and Janice Benario of Emory University.

To be eligible for a Semple, Grant, or Benario Award, one must be a current member of CAMWS who either:

- holds a teaching position in Greek or Latin in an elementary or secondary school within CAMWS territory (camws.org/about/map.php); or
- is enrolled as a graduate student in a degree-granting Classics program within CAMWS territory (camws.org/about/map.php).

CAMWS members teaching at or students at a school outside CAMWS territory are eligible to apply for these awards if their schools are current institutional members of CAMWS (<https://camws.org/institutionalmembership>). Preference will be given to applicants who have not received one of these travel awards in the past four years (teachers) or two years (graduate students).

Priority for the **Benario Award** will be given to applicants interested in summer programs other than those of the American School of Classical Studies at Athens and the American Academy in Rome, which are normally funded by the **Semple** and **Grant Awards**. Many other programs can be funded with this award. [Here is a list of programs which the Benario Award has supported in the past.](#)

An individual cannot accept a **Semple, Grant or Benario Award** from CAMWS if (1) he or she receives any other award or scholarship for the same summer program and the combined amount of these awards would be more than the cost of the program and airfare, or (2) he or she receives another CAMWS summer travel award, such as the Excavation/Field School Award. Winners of the **Semple, Grant and Benario Awards** are free to apply for external funding to cover their airfare, which is not covered by the award.

On-line [Application Form](#) must be received by **January 15, 2019**. Please note that files must be complete (including all letters of recommendation) for candidates to receive an award. The subcommittee may read and rank incomplete files, but no incomplete file may receive the award.

If a recipient cannot accept the award by March 31, the award will be given to the runner-up.

Recipients of these awards are encouraged to accept them in person at the annual CAMWS business meeting and are expected to submit a written, illustrated report for the CAMWS Newsletter.

Questions regarding the application may be directed to the [chair](#) of the [Semple, Grant and Benario Subcommittee](#) at sgb@camws.org.

Excavation/Field School Award

The Classical Association of the Middle West and South annually awards three \$2000.00 scholarships for participation in summer excavation or field school at an archaeological site in the Greco-Roman world. These awards may support individuals engaged in any stage of the work, including physical excavation, illustration, digital recording, faunal and ceramic analysis. One of these awards is named in honor of former CAMWS president Peter Knox of Case Western University. Generally, one award will be made to at least one graduate student and another to an undergraduate, but teachers at all levels of instruction are also eligible for this award. Professional archaeologists are not eligible for this award.

To be eligible for this award, one must be a current member of CAMWS who either

- holds a teaching position in Greek or Latin in an elementary, secondary school or university within CAMWS territory (camws.org/about/map.php); or,
- is enrolled as an undergraduate or graduate student in a degree-granting program in Classics or who is enrolled in a program in History, Art History, Anthropology or Archaeology with a primary academic focus on the Greco-Roman world.

While priority will be given to applicants who have not had previous excavation experience in the Greco-Roman world, applicants returning to the field are also encouraged to apply.

This award is administered by the [Subcommittee on the Excavation and Field School Award](#).

To apply for the award please submit this [On-line Application Form](#) by **January 30th** of each year. Please note that this application requires letters of recommendation. It would be wise for applicants to discuss this with prospective recommenders early and warn them about this due date.

Recipients are encouraged to accept the award in person at the annual CAMWS business meeting and are expected to submit a written, illustrated report for the CAMWS Newsletter.

Note: An individual who wins this archaeology fieldwork award cannot also receive a **Sem-ple**, **Grant**, or **Benario Award** from CAMWS in the same year.

Please note that an individual cannot accept this award from CAMWS if he or she receives another award or scholarship for this fieldschool and the combined amount of these awards would be more than the cost of the fieldschool.

For further information, contact the [chair](#) of the [Subcommittee on the Excavation and Field School Award](#) at archaeology@camws.org.

Undergraduate Student Awards

Faculty-Undergraduate Collaborative Research Projects

The [CAMWS Undergraduate Awards Sub-Committee](#) annually awards up to two research grants supporting collaborative research between a faculty member and an undergraduate. These awards can be for up to \$1,000 each. Applications are due by **December 6th** every year.

Guidelines:

These awards are intended to support faculty research collaborations in Classics (any sub-discipline) with undergraduate students. Faculty-student pairs may be from institutions with graduate programs, but the student involved must be in an undergraduate.

Applications should include statements from the faculty and student researchers outlining the nature of the project, giving a prospective timeline for the project, an account of the respective responsibilities and intellectual contributions of faculty member and student, as well as a budget indicating how the money will be spent (the award covers such expenses as books, supplies, and travel for the student but not honoraria). The application should also indicate whether the project is receiving support from the applicant's home institution. Finally the application should describe what the research pair envisages the

nature of the final product to be, and what contribution it is intended to make to the field. We encourage presentation of the projects at a future CAMWS meeting. The faculty member participating in this project must be a current CAMWS member at the time of application. The undergraduate does not. If awarded the grant, the undergraduate will receive a complimentary membership in CAMWS for the year of the grant.

A final report is due to the CAMWS office at the end of the project (no later than a semester after the receipt of the award). The report is to include statements by both student and faculty as well as a summary report about the money spent. Any funds remaining are to be returned to CAMWS after the final report is submitted.

The award of up to \$1000 will be paid to the Department or a suitable institutional office. The contribution of the faculty member will also be recognized by CAMWS (on CAMWS website, program, and by a letter sent to the faculty member's chair).

[Application Form](#)

[Promotional Flyer](#)

For further information, contact the [chair](#) of the [CAMWS Undergraduate Awards Sub-Committee](#) at undergraduate@camws.org.

Manson A. Stewart Undergraduate Award

Teachers of undergraduate students are invited to nominate their most outstanding young Classicists for the CAMWS Manson Stewart Undergraduate Award. Every year CAMWS makes \$1,000.00 awards (accompanied by a one-year membership in CAMWS) to a limited number of undergraduate students majoring in Classics at the sophomore or junior level at a CAMWS college or university. Nominees are expected to take a minimum of two courses in Latin or Greek (normally at least one per quarter or semester) during the junior or senior year in which the award is made.

Students are to be nominated by a department or program; no institution may nominate more than two students per year. The individual who fills out the nomination form on behalf of the department must be an individual member of CAMWS. Each nominee must fill out an application form, write a brief essay, and submit a college or university transcript and two letters of recommendation. Those who write the two letters of recommendations do not need to be CAMWS members. Applicants will indicate on their application the academic purpose for which they intend to use this award money (e.g., tuition, books, academic travel, etc.).

Nominations must be received by **January 6, 2019**.

If you represent a department wishing to nominate a student, you can do so by completing this [on-line nomination form](#).

Applications must be received on-line by January 30, 2019.

Please note that a student can receive this award only once.

If you have any questions, please contact the [chair](#) of the [CAMWS Undergraduate Award Committee](#) at undergraduate@camws.org.

The recipients of this award are announced at the annual business meeting.

Outstanding Accomplishment in High School or Undergraduate Classical Studies

Recipients of this award are nominated by their school, college or university and receive a complimentary one-year membership in CAMWS for the following academic year, including an electronic subscription to [The Classical Journal](#) and access to the [Loeb Classical Library On-Line](#) and a subscription to [Greek Keys](#). To nominate students for this award, please use this [Award Designation Form](#). Nominators must be current [institutional members](#) of CAMWS. CAMWS congratulates all these fine scholars. For a list of previous recipients of this award, see [Institutional Members Of CAMWS 2000-Present](#).

James Ruebel Undergraduate Travel Awards

James Ruebel Undergraduate Travel Awards are also available for undergraduate students to attend the annual CAMWS meeting (not CAMWS-SS). These awards honor James Ruebel of Ball State University (and CAMWS President in 2001-2002) who was especially dedicated to undergraduate education. The size of the award varies according to the actual cost the travel will entail, the size of the committee's budget, and the number of applications. Priority will be given to students with experience in the ancient languages who are specifically planning to teach languages at the secondary school level over students who are non-language track students (e.g., Classical Civilization majors or other majors with minimum language requirements). Priority will also be given to students currently enrolled in a B.A. granting program over a recent graduate of a B.A. program. Preference will also be given to individuals who have not previously received this award. Applicants must be current CAMWS members.

To apply for a Travel Award, please fill out this [on-line application](#).

Deadline for grant applications for Undergraduate Travel Awards to attend the 2019 CAMWS meeting in Lincoln is **January 30, 2019**.

Recipients are **expected** to accept these awards in person at the business meeting held at the conference.

For questions about these awards, please contact the [chair](#) of the [Subcommittee for the Manson A. Stewart Teacher Training and Travel Awards](#), at stewartteacher@camws.org.

Language Awards

CAMWS College Greek Exam

XAIPE! The College Greek Exam (CGE) is the first and only nationally standardized exam for assessing students in their first year of college-level Greek (normally in their second semester). In addition to the standard exam for first-year students, CAMWS offers an Attic Tragedy exam.

The syllabus and information about previous exams are posted at camws.org/cgehistory. The grammatical material is not geared toward any specific textbook but is based on frequency of forms and constructions, chosen with the idea that these are fundamental concepts for any beginning reader of ancient Greek (Attic or Koine). Similarly, the vocabulary is chosen on the basis of frequency across a wide variety of texts and with the idea that the list will constitute a useful core for readers of diverse interests. The syllabus, previous exams, reports, and more are posted as well. The Attic Tragedy Exam results from a collaboration with the [National Greek Exam](#). The syllabus and format ([linked here](#)) are the same. This exam should be administered to undergraduates at the intermediate or advanced.

Medals and ribbons are awarded as prizes. In addition the [Ed Phinney Award](#) is awarded to any student earning a perfect score (or the highest score) on the exam.

Please submit [this form](#) to request exam administration materials. Requests for spring administration should be received by **January 31**. Those schools teaching Greek 102 in fall instead of spring should request administration materials by **October 31**.

For questions about this exam, please contact the CGE Chair at cge@camws.org.

Phinney Book Prize (College Greek Exam)

The Classical Association of the Middle West and South has established the Edward Phinney Book Prize, to be awarded to any student receiving a perfect score (or coming closest to a perfect score) on the College Greek Exam.

After receiving his PhD from the University of California Berkeley (1963), Phinney joined the Classics department at the University of Massachusetts in 1969, where he became an important advocate for

educational technology and distance learning. With Patricia Bell he was the author of the Cambridge Latin Course. He died in 1996.

Since 2008, the College Greek Exam (CGE) has been providing a national exam for college students in Beginning Greek courses. The exam is administered in fall and spring to students enrolled in the second semester of elementary Greek. For information, reports and previous exams, visit www.dramata.com. In addition to the Phinney award, students compete for medals and ribbons. To participate in the exam, contact the Chair of the CGE Committee at cge@camws.org.

Other Awards

Presidential Award for Outstanding Graduate Student Paper

The Presidential Award for the Outstanding Graduate Student Paper is given at the Annual Meeting. Eligible are graduate students whose paper is accepted on the program and who will not have received their PhD by the time it is read. The full text of the oral talk is submitted in advance of the meeting and an *ad hoc* committee selects the winner. The award (with a prize of \$200 plus a one-year membership in the [Society for Classical Studies](#)) is presented at the annual business meeting.

There are two criteria for evaluation: (1) the quality of the scholarly argument, including the importance of the topic, the originality of the treatment, and demonstrated familiarity with scholarship; (2) indication of an effective oral presentation, based on the quality of the writing, overall organization, and interest to an audience. Any graduate student whose abstract has been accepted by the program committee may submit a complete text of the paper for consideration for this award.

The paper submitted for this award should be in the form actually to be delivered at the meeting (not a longer seminar paper on which the CAMWS paper is based). The paper should include a cover page with the following information: title of the paper, name of graduate student, academic affiliation and email address. Please do not submit a handout. All quotations should be included in the body of the paper and a bibliography provided at the end.

Those wishing to be considered for this award at the upcoming CAMWS meeting should submit their completed paper electronically to the [CAMWS President](#) at president@camws.org by **February 28, 2019**.

Special Service Award

The CAMWS Award for Special Service formally acknowledges exceptional promotion of classics and/or accomplishments for the profession in CAMWS territory. The award is given *pro re nata*.

Eligibility: CAMWS membership is not required. Recipients can be classicists or non-classicists who have made special contributions to the promotion of Latin and Classical studies, especially at the state and local level, in CAMWS territory. Ideal candidates include people involved in our field who do much for their local communities or classics in general, but do not interact frequently, if at all, at large meetings. Nevertheless, these people make MORE than a difference. Suitable candidates for this award also include parents or community members who support local Latin programs in notable ways; companies that donate money or other resources for the promotion of Latin; school administrators who help Latin teachers by giving access to school rooms or supplies or extra funds; newspapers or magazines that give free advertising for events; benefactors who give money for books or scholarships; or students who have promoted Latin in an original manner.

Nomination and selection process: Please submit a signed statement of nomination, 500-600 words in length, that describes the nominee and his/her work. Nominations for the award can be emailed to specialservice@camws.org (or mailed to CAMWS, 700 E. Broadway, Monmouth, IL 61462) but **must be received by January 30**. Supporting documents are not required, but they may be solicited if questions arise. The chair of the Steering Committee on Awards and Scholarships with advice from the five sub-committee chairs will then determine the winners. Announcement of the results will be made at the spring CAMWS meeting. If you have any questions about this award, please contact the [Chair](#) of the [Steering Committee on Awards and Scholarships](#) at steering@camws.org.

Ovationes

Each year since 1950 the Classical Association of the Middle West and South has awarded *ovationes* (honorary citations written in Latin and delivered at the CAMWS Annual Meeting) to members for their service to CAMWS and the Classics profession. The Latin texts are subsequently published in *The Classical Journal*. A list of CAMWS orators is available [here](#).

PREVIOUS CAMWS AWARD WINNERS

Christopher Wood, 2018 Semple Award Winner

" Perched on a rock on the edge of the sapphire waters, I reflected on the island's economic centrality to the development of culture in the Aegean, but most importantly, as ships drifted into the harbor, how a modern society has to find ways of brokering connections between modern needs and ancient culture."

~ Personal Journal, June 11, 2018.



The Lion Gate at Mycenae

Through the generous support of CAMWS and the William T. Semple Award, I joined twenty of the best and brightest students from all fields in the Summer Session of the American School of Classical Studies at Athens (ASCSA). For six intensive weeks we toured ancient sites, museums, and engaged with leading scholars on topics relating to our respective fields, studying the rich palimpsest of ancient and modern historical traditions. The experience was wholly rewarding, as we not only had a chance to study monuments in context, but we were able to see how modern Hellenes interact with and negotiate ancient space.

Our journey began in Athens with an intensive study of the development of the agora with John Camp, where my eyes were trained to recognize the subtle details in architectural adornment of "traveling temples," and where we could compare visually the spaces of the Greek and Roman agoras. For me the experience was particularly illuminating in light of my research on euergetism in Augustan and Hadrianic Athens. An afternoon trip to Sounion brought tears to my eyes as I found the inscription of Byron scribbled into the stone at the temple of Poseidon - we were walking in the footsteps of giants. We were then off to Crete on a whirlwind tour of the Bronze Age sites of Kato Zakro, Sitia and the gorge of the dead, Knossos and its labyrinthine palace, and Phaistos. I presented on the seaside town of Kommos at the edge of the Messara plain and its interaction with Phaistos, but nothing quite prepares you for the experience of actually "being there," and trying to find the features of a site, buried deep beneath a sea of shifting sands.



The Lion Gate
at Mycenae

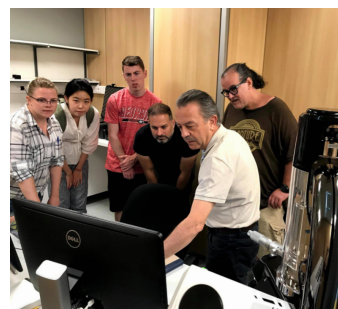
After returning briefly to Athens, we were off again to the Peloponnese for ten days where we began at the beginning, hiking to the Paleolithic site of Franchthi cave. From there we toured the Helladic sites of Lerna, Mycenae, Sparta, and Tiryns. We also visited the sanctuary sites of Isthmia, and Nemea where we strapped on our sandals and reenacted an ancient footrace. From there we wound our way to sandy Pylos and the palace of Nestor, where we were given a tour of the modern excavations before visiting the wind swept heights of Bassai and the temple of Apollo. On our return to Athens, we attended a performance of Aeschylus' *Persians*, in the theater of Herodes Atticus, a wonderful production that still stirs intense emotions in Athenians today.

Our northern trip took us to the southwestern slopes of Mount Parnassus and Delphi, home of the Pythian oracle, where we practiced our knowledge of ancient Greek by reading inscriptions and reflected on the importance of pilgrimage, both ancient and modern, while taking in the stunning views of coastal plain and valley of Phocis. By far one of the most memorable experiences was exploring the Corycian cave, and geeking out when discovering an ancient inscription to Pan and the Muses. An unexpected pleasure was our journey to Meteora, winding our way up those ancient steps to monasteries frozen in time. Our travels then took us to Macedonia - to Aigai, Vergina, and Pella. This was a destination I had longed for. As a young boy, I distinctly remember my parents dragging me to an exhibition on Alexander the Great...and falling in love with all of it. Now, I had the chance to look upon the many splended marvels of that traveling exhibition again, and now the tombs from which they came. I had, in a sense, come back to where I began, the long way around, rekindling a connection with my own past and my passion for the study of ancient Greek culture.



The Lion Gate at Mycenae

At the American School of Classical Studies Athens, you are never quite sure where the journey will lead. In addition to the many splendid sights, we met a host of incredibly creative and supportive individuals, particularly our director Daniel Levine. We had attended pottery workshops with Kathleen Lynch and learned how to identify tool marks on marble sculptures with Andy Stewart in the stoa of Attalos, walked with John Camp through the ancient Agora, listened to the story of forgotten bones in a well with Maria Liston, and ascended the steps of the Acropolis with Meg. We had toured the Malcolm Wiener Lab with Dr. Panagiotis Karkanas and Dr. Dimitris Michailidis and watched scientists actively making stones and bones speak. We had visited the Panathenaic stadium with Georgia Tsouvala and Lee Brice, walked in the footsteps of Nestor with Jack Davis and Shari Stocker, and ascended the steps of the Parthenon with Margie Miles. We tackled difficult issues of interpretation and repatriation of the Parthenon marbles with Jennifer Neils and Kathy Schwab.



Dr. Panagiotis and our group at the Wiener Laboratory, Athens
Photo: ASCSA

The list of experiences is endless, and the friends we made while studying in Greece will hopefully last a lifetime. To those who have climbed the steps of the Acropolis and looked upon the city sprawled out under it, the weaving of ancient and modern glories is an experience unlike any other. It is a blend of transcendental tranquility and overwhelming awe, but the one pervading feeling I came away with after my experience at the Summer Session at the American School of Classical Studies Athens was family. The collegiality I experienced was unlike any other, and our eclectic mix of hopeful academics came together to explore Greece in the spirit I believe most Hellenes would want: with open hearts and open minds. When reflecting on my time with the American School, I am often reminded by those immortal words of Byron "If I am a poet...the air of Greece has made me one."

Lindsey Hullinger, 2018 Grant Award Winner

University of Massachusetts at Amherst Class of 2019

(MAT Program in Latin and Classical Humanities)



With Constantine's foot at the Capitoline Museums

Thanks to the generosity of CAMWS and the Mary A. Grant Award, I spent the summer in Rome as a student at the AAR summer school. Anyone who studies ancient civilizations and has been lucky enough to travel knows how profoundly different it is to see an archaeological site in person than merely to read about it (no matter how obsessively one reads about it). No topographical map can compare to the experience of walking up the slopes of the Aventine hill and looking out over the city from the very spot from which ancient Romans believed Remus performed his augury. No photograph of the Pantheon can replicate that magical moment when, wandering the narrow streets of Rome, a little bit lost, I rounded the corner, and was staring straight at the Pantheon, its façade sparkling in the sun.

Because of the Mary A. Grant Award and the amazing leadership of Gretchen Meyers and Liana Brent, I learned the topography of Ancient Rome by walking the modern city. I attended lectures about Palatine Hill, the Forum, the Flavian Amphitheater, the Via Appia, and dozens of other essential archaeological sites, *in situ*, combining my sensory experience of the place with Professor Meyers' and many guest lecturers' expert knowledge, and benefitting greatly from the questions and reactions of the other scholars in the program. Part of the magic of the AAR summer school is learning in context. For example, I had seen pictures of Roman funerary inscriptions in books, but I gained a much richer understanding of burial practices by viewing funerary plaques in catacombs. Pictures in a book simply can't compare to descending into the Vatican necropolis. Because of this amazing opportunity to attend the AAR summer school, I saw funerary inscriptions in a real burial context, and learned how to read the iconography of the tombs themselves.



Touring Herculaneum



With Trajan's column

There are many unique advantages to studying at the AAR. Besides the incredible opportunity to study Roman culture and history in Rome, I also got to learn from some of the best scholars across several different disciplines within Roman studies. The collective knowledge and expertise of people the AAR brings together in one place is astounding and inspiring. Gretchen Meyers, a brilliant Etruscologist, led my classmates and me through the painted Etruscan tombs at Tarquinia. We learned about Roman coins and how they were minted with Dr. Katherine Geffcken, studied the inscriptions in the AAR cortile with Dr. John Bodell, and toured Ancient Ostia with Dr. Joanne Spurza, who is so influential at the site of Ostia that we were granted special *permesso* to enter not one but two *mithraea*. The only thing better than studying culture and history *in situ*, is studying culture and history *in situ* with the leading experts in the field!

I am in my third year of teaching Latin and plan to continue teaching Latin to grades 6-12. One of the things I love most about teaching Latin is that my students constantly ask questions about Roman history and culture. Every week at the AAR, we used the in-house study collection as a launching off point to discuss strategies for using material culture in our teaching. Over the summer, I learned a tremendous amount about Roman material culture, and I plan to use more material culture in my classroom in the future in order to give students a richer context for language learning. But most importantly, this summer reminded me how essential it is to bring Latin to life for my students - to show them that Latin was a real language, spoken by real people, who left behind not just literature, but tangible evidence for how they lived.

Gabrielle Bouzigard, 2018 Benario Award Winner

Crockett Early College High School
Austin ISD

I was privileged to have received the Benario Award in support of my first-ever trip to Rome. I attended the Paideia Institute Living Latin in Rome program to gain exposure to the Living Latin movement and to explore Rome.



The Coliseum at Sunset

I spent five weeks in Rome reading Latin while exploring the city. Our first weekend, we traveled to Sperlonga where we spent the day enjoying the beach, visiting the museum, and exploring Tiberius' villa. After lunch, we visited the Grotto of Tiberius and read Tacitus' description of Sejanus' rescue of Tiberius when the rocks above collapsed.



Exploring the Grotto of Tiberius at Sperlonga

Our apartment was near the Vatican and we attended daily classes at St. John's University. On weekends, there were visits to important sites at locations such as Florence, Naples, and Tivoli. I spent my free time writing and exploring the city.



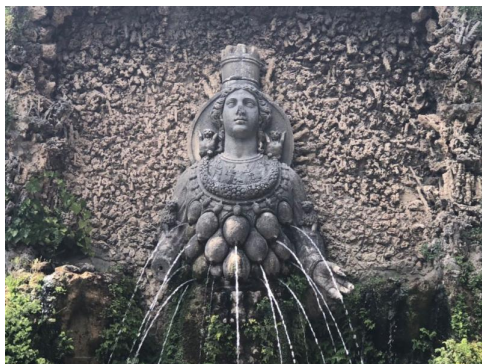
Obligatory Picture of Pantheon Dome

We spent a day climbing Mount Vesuvius before exploring Pompeii where we discussed the site in Latin.



Vesuvius in the Morning

My favorite trip was to the Villa d'Este in Tivoli where we enjoyed the gorgeous fountains. We walked through the site in groups and discussed the experience entirely in Latin. There was also an excellent cat.





We also explored the Roman Forum, went on a walk tracing Caesar's last day, and ate excellent gelato.



(After) Reciting Cicero at the Forum

On our final day trip, we traveled to Horace's villa where we recited poetry, made laurel wreaths, and shared a celebratory lunch.



Poetry Recitations outside of Horace's Villa

I flew back to Houston for AP training before returning to Austin where I began my first year teaching Latin at Crockett Early College High School. This program has helped me to connect to my students and incorporate spoken Latin into my classroom in ways that would never have been possible without my trip to Rome.



Last Shot of the Forum

Krishni Burns & Samantha Lindgren, 2018 Faculty-Undergraduate Collaborative Research Grant Recipients

The Living Odyssey Project: Greek Myth in 21st Century Folklore

The Living Odyssey Project: Greek Myth in 21st Century Folklore uses ethnographic methodology to quantify and describe Greek myths that are still a part of modern oral and popular culture in a transformed state. We chose to use Odysseus' *nostos* as a case study because its features are easily identifiable. We hypothesized that the modern *Odyssey* would draw from books 9-12 of the *Odyssey*, but not from the other books. Odysseus would sail across the sea, tangle with monsters, particularly the Cyclops and the sirens, and magical women who try to entrap him, then return home to his wife.

In order to isolate the modern myth from the ancient Homeric text, we surveyed children from the 5th through the 8th grades. Children of this age have a solid grounding in their own oral culture, but are typically not familiar with Homer's text. Therefore any aspects of the myth that they recognized would be familiar from their own local tradition, not the ancient text.

Our team of undergraduate researchers from the University of Illinois, Urbana Champaign, and I conducted the survey in several private and public schools of Urbana and Champaign, IL, including the students in Spanish language program at Urbana Middle School. We used the funds provided by CAMWS's Faculty-Undergraduate Collaborative Research grant to purchase supplies for the survey teams, make copies, give honoraria to our Spanish translator, and purchase a lockable filing cabinet to store our materials in compliance with privacy regulations.

My collaborator, Samantha Lindgren, was the team leader of a group of four undergraduate researchers who surveyed the largest participating school. They went to the school as a team and met with the teachers, then read the survey to the class and gave stamps to all the students who participated as a thank you gift. The survey is a short questionnaire that asks participants to identify any familiar creatures, characters and gods from the *Odyssey* story as it can be constructed from ancient sources. Sammi's team also asked students to write down why Odysseus was going on his journey.

So far, the results of the survey match our hypothesis. The school that the children attended did not affect their level of familiarity with the myth, so their knowledge of it is not a product of formal education. Older children showed a greater familiarity overall with all aspects of the myth related to the wanderings of Odysseus, although they did not show any greater knowledge of the other portions of the myth present in Homer's epic.

Much to their surprise, Sammi's team discovered that their subjects had no idea why Odysseus was travelling. Around 20% of the children surveyed recognize most of the creatures mentioned in *Odyssey* books 9-12, with the exception of the Laestrygonians, Scylla, and Charybdis. That number increases to 48% for the sirens, and 75% for the Cyclops. However, only 29% recognized the name Polyphemus. It is possible that participants may recognize descriptions or images of Scylla and Charybdis. The two appear in children's television shows produced in North America, but are not named. At least 20% of survey participants were familiar with the minor goddesses/witches Calypso and Circe, as well as the lotus-eaters. The only other characters to achieve that level of recognition were Odysseus himself, Penelope, and Helen. A cursory survey of American children's media suggests that Helen is present in today's oral and popular culture as an extension of her long-time role as the personification of beauty, but the matter needs further study. The major Olympic gods were familiar across the board, but probably from sources other than the *Odyssey* myth.

CPL FUNDING IN ACTION

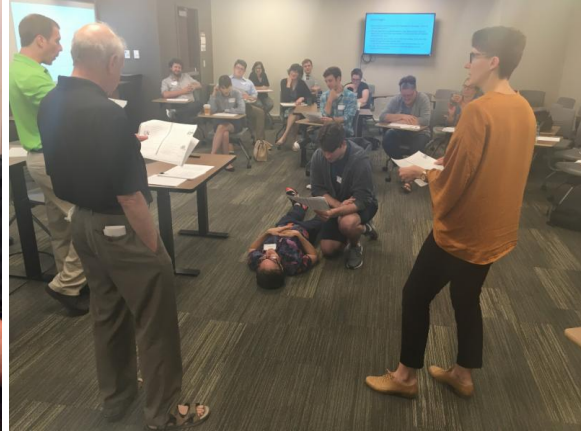


3rd Annual Meeting of MOCA

On Saturday, September 18, the Department of Ancient Mediterranean Studies at the University of Missouri hosted the 3rd annual meeting of the revived Missouri Classical Association. In addition to a morning filled with fine papers from undergraduate, graduate, and faculty speakers, the afternoon featured a workshop on "Using Active Latin in Your Classroom" led by keynote speaker [Tom Keeline of Washington University](#) and the grand opening of the Ferd and Ann LaBrunerie library, a beautifully remodeled and newly furnished space for the storage, display, and study of the departmental library. Many thanks to CAMWS for the Bridge Initiative Grant that helped make this special day possible.



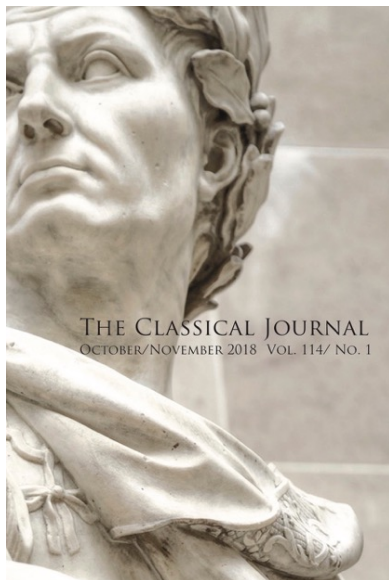
Ferd LaBrunerie talks to A&S Associate Dean (and CAMWS Member) Ted Tarkow at Saturday's unveiling



Tom Keeline (L) leading the afternoon workshop

For additional details, see the official [University of Missouri press release](#)

NEW IN *THE CLASSICAL JOURNAL*



VOL. 114 / NO. 1

Plato's Metaphor Of "Shadow Painting": Antithesis And "Participation" In The Phaedo And The Republic

by Zacharoula Petraki

Abstract: Contrary to the traditional interpretation of Plato's attitude towards painting as derogatory, it has recently been rightly argued that its treatment in the Platonic corpus is too complicated to be dismissed as simply negative. In this paper I focus on Plato's references to "shadow painting" in the *Phaedo* and the *Republic* and investigate the way in which this fifth-century pictorial technique becomes a distinctive metaphor that addresses complex ontological and epistemological problems, namely the notion of antithesis and the so-called "compresence" of opposites (*enantia*) in the world of *Doxa*, as well as the relationship between Forms and physical particulars.

Dendroepigraphy: Botanical Realities In A Bucolic Motif

by Daniel Buckler and Paul Hay

Abstract: The dendroepigraphy motif, in which characters carve texts into trees, can be read in light of botanical science as a hermeneutic tool for Latin bucolic poetry. Widespread interest in arboriculture among Roman elites, including agricultural treatises discussing tree and bark damage, suggests that readers and writers of bucolic were familiar enough with tree science to understand the botanical effects of carving long texts into trees. This approach reveals that the dendroepigraphy motif does more than signal the intrusion of elegy into the bucolic world, but also encourages ironic readings of inscribed texts or metaphorizes the poet's engagement with bucolic predecessors.

Da Femina Ne Sim: Gender, Genre, And Violence In Ovid's Caenis Episode

by Debra Freas

Abstract: Neptune rapes Caenis in Book 12 of Ovid's *Metamorphoses* and then grants her a wish. She replies with *da femina ne sim*, an utterance that has important implications for any discussion of her rape as well as the gender and genre dynamics of the Caenis-Caeneus episode. From the standpoint of genre, Caenis' request rejects the programmatic features which would make her rape sequence a conventional Hesiodic *ehoie*. From the standpoint of rape, it acknowledges that women and men are vulnerable to sexual violence, a reading that is borne out in the Centauromachy where Caeneus is defeated with phallic symbols.

Christian Martyr As Homeric Hero: A Literary Allusion In Perpetua's Passio

by Celsiana Warwick

Abstract: This article argues that the scenes in Perpetua's *Passio* in which her father begs her to recant her Christianity contain allusions to scenes in the *Iliad* in which Hector's family begs him to preserve his life by fleeing the battlefield. Hector's choice to die gloriously despite the pain that such a death will cause his loved ones serves as an exemplum for Perpetua's prioritization of her calling as a martyr over her duty to her family. The emphasis placed on the emotional cost of Perpetua's choice is unique in early martyr narratives and may reflect Perpetua's singular status as a Roman matrona who narrates her own martyrdom.

NEW IN *TEACHING CLASSICAL LANGUAGES*



SPECIAL ISSUE:
THE REVISED STANDARDS FOR CLASSICAL LANGUAGE LEARNING

The newest issue of *Teaching Classical Languages* is a special issue devoted to the revised *Standards for Classical Language Learning*. After Bart Natoli provides a comprehensive introduction to the Standards and sets them in their historical context, John Gruber-Miller proposes that the Standards epitomize integrative learning-making connections, addressing authentic situations, recognizing multiple perspectives, and contextualizing issues. In the next two perspectives, Liane Houghtalin shows how material culture contributes to the Cultures Goal and Willie Major shows how Greek is ideal for making Connections with other disciplines (Goal 3) and responding to student interest. Ronnie Ancona introduces the second half by arguing that the Standards are essential reading for all college classicists. Peter Anderson provides lesson plans for thinking about identity and friendship through the philosophy of Marcus Aurelius and shows how backward planning and Understanding by Design provide structural guidance for teachers using the standards. Using a variety of medieval bestiaries, Cynthia White shows how advanced undergraduates or graduate students can learn how to understand textual criticism and take advantage of the scores of manuscripts online. Finally, Timothy Hanford and Teresa Ramsby offer insights how the Standards provide structure and guidance for future teachers of Latin. Collectively, these perspectives should offer new insights for those already familiar with the Standards or are coming to them for the first time.

FORTHCOMING ARTICLES

- Bartolo Natoli, "From *Standards for Classical Language Learning* to *World-Readiness Standards*: What's New and How They Can Improve Classroom Instruction"
- John Gruber-Miller, "The Standards as Integrative Learning"
- Liane Houghtalin, "Material Culture and the Greek and Latin Classroom"
- Wilfred E. Major, "Recontextualizing the Teaching of Ancient Greek within the New *Standards for Classical Language Learning*"
- Ronnie Ancona, "College Professors and the New *Standards for Classical Language Learning*"
- Peter Anderson, "Backward Mapping and the New *Standards for Classical Language Learning*"
- Cynthia White, "The Digital Humanist's Renaissance: *verba volant, scripta manent, digita sunt*"
- Timothy Hanford, "How the Revised *Standards for Classical Language Learning* Help Beginning Teachers"
- Teresa Ramsby, "Applying the New *Standards for Classical Language Learning* to Latin-Teacher Education"

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.

CAMWS Secretary-Treasurer Search

The Classical Association of the Middle West and South announces a search to replace the current Secretary-Treasurer, Professor Tom Sienkewicz (Monmouth College). Ideally, his successor would become Secretary-Treasurer Elect at the CAMWS Annual Meeting in Lincoln next spring, and the transition would be completed by June 30, 2020.

As chief operating officer of CAMWS, the Secretary-Treasurer is responsible for all of its financial commitments, including serving as business manager for *The Classical Journal*, and provides continuity in planning and policy. In addition to travel expenses, s/he receives an annual stipend determined by the Executive Committee. CAMWS also compensates an administrative assistant and reimburses the host institution for postage, printing, telephone charges, supplies, and other routine operating expenses. More information about the position can be found at camws.org/secretarytreasurer.

The candidate must be a CAMWS member from an institution in CAMWS territory. CAMWS requires a commitment from that institution to provide office space and computer hardware. Course release is usually negotiated between the candidate and the institution.

The candidate should be tenured as a professor or associate professor in Classics or a closely related discipline, with skills in business management, the ability to manage computer databases, and familiarity with the operation and membership of CAMWS. S/he should provide evidence of long-term involvement in the association.

CAMWS President Andrew Faulkner has asked the 2018-19 Nominating Committee members to serve as the Search Committee. The Committee will begin reviewing applications on **December 1, 2018**. If the Executive Committee approves the Search Committee's recommendation, the nominee's name will appear on the slate of officers to be elected by the CAMWS membership at the Annual Business Meeting in Lincoln, Nebraska, April 6, 2019.

Members of the Search Committee: Laura McClure, Chair (University of Wisconsin), Eleni Manolaraki (University of South Florida), Christine Perkell (Emory), Anise Strong (Western Michigan University), Monica Cyrino (University of New Mexico), Nandini Pandey (University of Wisconsin), Jonathan Zarecki (University of North Carolina at Greensboro) and Thomas Sienkewicz (Monmouth College).

Electronic applications should be sent to the Chair of the Search Committee, Professor Laura McClure (lmccclure@wisc.edu). Those interested in applying are encouraged to speak with the current Secretary-Treasurer (stcamws@camws.org) about the opportunities and challenges of the position

Search Announced for Editor of *Teaching Classical Languages*

Applications are now being accepted for the position of Editor of *Teaching Classical Languages* (tcl.camws.org). The term of the current Editor ends on June 30, 2019. Applicants must be members of The Classical Association of the Middle West and South (CAMWS) and must agree to serve at least one five-year term (July 1, 2019 through June 30, 2024). The CAMWS Constitution permits the term of the TCL Editor to be renewed once.

The *TCL* Editor is responsible for building an editorial team, for soliciting articles, for corresponding with authors and referees, for preparing and submitting electronic copy, for marketing the journal, and for supervising all initiatives undertaken by the journal, including its website (tcl.camws.org). The *TCL* Editor appoints an Editorial Board, who serve four-year terms. The *TCL* Editor sits on the CAMWS Executive Committee and is paid an annual stipend. The CAMWS Secretary-Treasurer serves as Business Manager of *Teaching Classical Languages* and handles financial matters.

A more detailed job description can be found [here](#).

It is expected that the host institution, if necessary, will provide office space, computer facilities, and complete or partial funding for an editorial assistant. The first issue produced by the new Editor will be TCL 11.1 (Fall 2019).

A letter of application with a CV should be sent by email to Professor Antony Augoustakis, Chair, TCL Search Committee (aaugoust@illinois.edu). The letter should address one's vision for *TCL* for the future given the journal's increasing readership and include a statement about possible institutional support for the journal. Informal inquiries in advance of an application are welcome. Consideration of applications will begin on **November 12, 2018** and will continue until the position is filled.

Teaching Classical Languages Mission Statement (<http://tcl.camws.org/mission.php>)

CAMWS Podcaster Wanted

CAMWS is seeking a member skilled in podcasting and interested in creating podcasts for the organization based upon the growing number of CAMWSCorps interviews of CAMWS members. See camws.org/cam-wscorps for more information about this project. The CAMWS podcaster would be, *ex officio*, a member of the History Committee but would also receive remuneration at an hourly rate for podcasts produced.



FROM OUR INSTITUTIONAL MEMBERS

THE 2019 BERNICE L. FOX CLASSICS WRITING CONTEST

sponsored by The Department of Classics at Monmouth College



Topic: A Classical "Black Panther"

2018's movie version of the long-running Marvel Comics series *Black Panther* presents a multi-faceted superhero story that is heavily engaged with issues of its day. Your task is to craft a story that has one or more figures from the classical world stepping outside of their comfortable home scenarios to use their particular skills to intervene in some situation in the contemporary world.

Here are some of the main features of the *Black Panther* movie plot. The setting for most of the movie is Wakanda, a technologically-advanced African nation that avoids colonial exploitation of its wealth and natural resources by hiding the true sophistication of its capital city behind a hologram. The movie's main character, T'Challa (who plays the role of Black Panther when a superhero's intervention is

necessary), becomes king of Wakanda when his father is killed in a terrorist explosion. T'Challa's love interest, Nakia, is reluctant to return to idyllic Wakanda because she sees a need for her work among vulnerable people around the rest of Africa and the world. Much of the reason for Wakanda's advanced status is because of a culture of scientific and engineering innovation, embodied by Shuri, a princess and potential successor to the Black Panther role. Erik Killmonger challenges T'Challa for the kingship so that he can use Wakanda's wealth to aid military struggles against oppression by other African people, and people of African descent, around the world. And the movie ends with T'Challa relaxing Wakanda's isolationism and expressing commitment to share the country's resources and advances with the rest of the world.

Entries for this contest should do the following things:

- feature one or more figures from classical history, mythology, drama, or literature,
- set her/him/them recognizably in her/his/their own "advanced" classical context, through frequent, specific, accurate, and appropriate references to events/portrayals from historical or other classical sources,
- and solve/ameliorate a recognizably explained contemporary situation by having her/him/them do one of the following things, or a combination of them:
 - step outside of the classical context to intervene in the contemporary situation in a way that shows her/his/their particular skills and/or her/his/their people's resources,
 - AND/OR stay within that context and work out ways that the "advancement" of the classical figures' skills/resources in their context could benefit the contemporary situation.

Contest Guidelines

- Entries must be typed, double-spaced, and on 8-1/2 x 11-inch paper.
- Printing on both sides of a page is acceptable.
- No electronic submissions.
- The entry must fit the theme of this year's contest.
- No minimum or maximum length is required.
- The entrant's name and school must not appear on the entry.
- Contestants should place a personal identification code (a randomly selected nine-character series) on the top left-hand corner of every page of the entry and on a separate 8-1/2 x 11-inch sheet of paper, which also contains the following information:
 - author's name, date of birth, and personal identification code;
 - school name, address, and phone number; and
 - teacher's name.
- No more than ten entries will be accepted from any individual school, and only one entry per student will be accepted
- Failure to follow these guidelines will result in disqualification.
- All entries must be postmarked no later than **March 15th**, and mailed to the following address: Dr. Robert Holschuh Simmons Monmouth College 700 E. Broadway Ave. Monmouth, IL 61462.
- All entries become the property of Monmouth College.
- The winner will be announced on or close to April 15th on the contest website.
- Every entrant will receive a certificate of participation from Monmouth College.
- For further information, including a list of previous winners, please consult the contest website (<http://department.monm.edu/classics/Department/FoxContest/>).
- Send any questions to Dr. Simmons at rsimmons@monmouthcollege.edu.

Contest Parameters and Judging

Papers will be judged on accuracy to ancient sources, appropriate use of those sources, skillfulness in incorporating these classical scenarios (flavored by Black Panther) into the chosen contemporary context, originality, quality of material, thematic development, appropriateness, correctness of English style, and effectiveness of presentation.

This contest is open to any student enrolled full-time in high school (anywhere in the world) during the current school year. An award of \$250.00 will be given to the author of the best entry written in English on the specified theme. The entry may be a short story, a play, a poem, or an original literary work of any other sort.

About Bernice L. Fox and the Contest

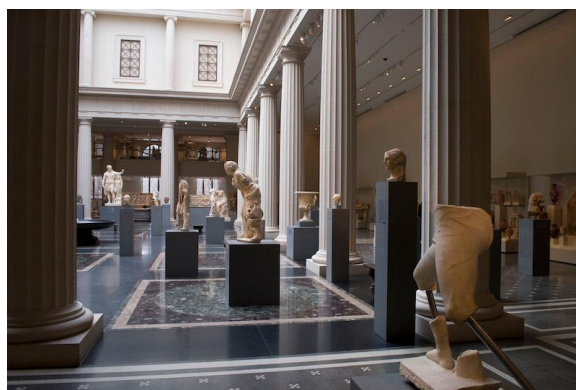
Bernice L. Fox taught courses in English, Latin and Greek at Monmouth College from 1947 to 1981, and served as chair of the Department of Classics from 1970 until her retirement in 1981. Throughout her long and dynamic career, she worked tirelessly to promote the Classics in Illinois high schools and colleges. She is also the author of *Tela Charlottae*, the Latin translation of E. B. White's *Charlotte's Web*. In 1991, Monmouth College conferred on her the honorary degree of Doctor of Humane Letters. She died in 2003.

Dr. Tom Sienkewicz, a 34-year-member of Monmouth's Classics Department, in cooperation with other Monmouth College officials, established this contest in 1985 to honor Ms. Fox, to promote the study of Latin and the Classics in high schools, and to recognize the good work of high school students.



THE PAIDEIA INSTITUTE

ITER MUSAICUM: A LATIN SCAVENGER HUNT
AT THE METROPOLITAN MUSEUM OF ART
SATURDAY DECEMBER 8, 10AM-12PM



Description

High school and college students are invited to experience Latin as a living language while exploring the Metropolitan Museum of Art's Greco-Roman galleries at the Paideia Institute's *Iter Musaicum*. Students will compete in small teams to complete a Latin scavenger hunt while interacting with the Paideia Institute's Latin-speaking guides. Scavenger hunt winners will receive prizes inspired by the ancient world for their Latin classes.

Students at all levels of Latin are welcome. Latin teachers and professors are encouraged to attend with their students to participate and learn about spoken language pedagogy.

Students and their teachers are welcome to join the Paideia staff for lunch in the Metropolitan Museum Cafeteria after the scavenger hunt.

Details

The event will take place at the [Metropolitan Museum of Art](#) at 1000 5th Avenue, New York, NY. Participants should arrive at 10am and enter at the 81st Street group entrance, where a Paideia staff member will check in participants before bringing the group to the gallery.

Registration

All participants must register and pay in advance by Monday, December 3. The cost of the event is \$30/person and includes admissions to the museum but does not include lunch. Space is limited; the registration fee must be paid by the December 3 deadline to secure a spot at the event. The registration fee is non-refundable. Limited scholarships are available for students with financial need

LIVING GREECE IN GREECE August 4-19, 2018



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 theme; the theme for 2018 is Fury, and attendees will read Euripides' *Orestes*. Program participants will also stage and perform the play in the original Greek (abridged), with original (modern) music. The *Orestes* was the most popular of Euripides' plays in antiquity and is one of his most controversial today. In addition to the daily seminar sessions, Living

Greek in Greece includes a variety of optional programming designed to build students' 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 Living Greek in Greece also features a trip to important sites that are relevant to the year's theme. In 2018, the course will go to Mycenae to visit the

fabled palace of Agamemnon and Orestes, as well as Epidaurus to see a modern production of classical theater on the ancient stage.

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, kitchens or 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, Catherine Lambert, Jason Pedicone, Alex Petkas

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 scholarship to students with financial need. Please visit our scholarships page to learn more.

Academic Credit

Starting in 2015, academic credit will be 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 for 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.

LIVING LATIN IN PARIS

DECEMBER 27, 2018 - JANUARY 4, 2019



Course Description

Living Latin in Paris is an intensive Latin experience focusing on Medieval Latin and set in Paris. Participants read important Latin texts from the Medieval to the Renaissance period that relate to the city of Paris, the intellectual capital of Medieval Europe. Daily readings are paired with visits to important historical and literary sites in Paris and its environs. Both on site and in the classroom, participants are encouraged to communicate with instructors and each other in Latin. The program's goal is to provide an intensive period of Medieval Latin study while helping participants form strong connections with Medieval Latin literature and culture.

Prerequisites

Participants must be over the age of 18 by the time the program starts and should know the basics of Latin grammar. This usually means the equivalent of one year of college or two years of high-school Latin. No experience speaking Latin is required, but experienced Latin speakers are also encouraged to apply.

Classroom and Housing

Classes for Living Latin in Paris are held in the Monastery of the Congregation de St. Esprit, one of the last remaining monasteries in the Latin Quarter. Le Quartier Latin takes its name from the Medieval students at the Sorbonne, who continued to speak Latin long after the rest of Europe had begun speaking the vernacular languages.

Course participants can stay in triple or quadruple rooms with other participants in the [Hotel Marian](#). Participants selecting this option will be matched by gender and age. Alternatively, participants may elect to find and pay for their own housing in Paris. We recommend staying in the Latin Quarter, so as to be close to the classroom and meeting spots. There are many comfortable and affordable options in the area, for example the [Hotel Cujas](#).

Living Latin in Paris Staff

Daniel Gallagher, Eric Hewett, Catherine Lambert, Marco Romani Mistretta

Academic Credit

Continuing Education Units (CEU's) are also available for this program at no cost.

Costs

- Tuition with housing: **\$1750**
- Tuition without housing: **\$1350**

Application

Students of at least 18 years of age and at least an intermediate knowledge of Latin grammar are invited to apply. This usually means at least one year of college or two years of high school Latin.

LIVING LATIN IN NEW YORK CITY FEBRUARY 16-17, 2019

REGISTRATION FOR LLINYC 2019 IS NOW OPEN!

IN PARTNERSHIP



FORDHAM UNIVERSITY
THE JESUIT UNIVERSITY OF NEW YORK



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. The conference also offers optional spoken Ancient Greek sessions and lectures. 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.



Speaker Selection Committee

Jim Dobreff, Daniel Gallagher, John Kuhner, Nancy Llewellyn, Matthew McGowan, Milena Minkova, Alex Petkas, Christophe Rico, Terence Tunberg

Location

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

Housing

The Paideia Institute has reserved a block of single rooms at the [Fairfield Inn & Suites](#), available to conference participants at a reduced group rate of \$159 per night (not including taxes). The hotel is conveniently located within walking distance of the Fordham Lincoln Center Campus. Registrants will receive instructions for reserving a room.

Schedule

The conference runs 9am - 5pm on Saturday February 16th and Sunday February 17th. 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.

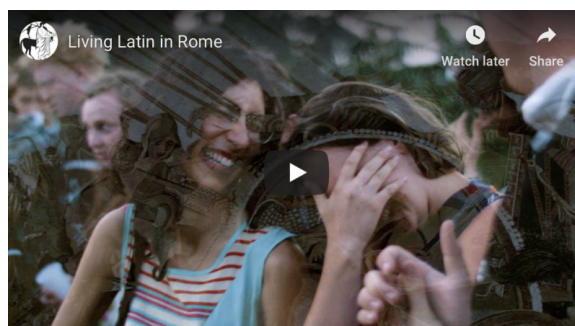
LIVING LATIN IN ROME JUNE 8-JULY 14, 2019



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

Joseph Conlon, Jessica Evans, John Kuhner, Matthew McGowan, Erin McKenna, Hanses, Jonathan Meyer, Ada Palmer, Andrew Siebengartner

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 scholarship to students with financial need. Please visit our [scholarships page](#) to learn more.

Academic Credit

Starting in 2015, academic credit will be 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 for 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.

SUMMER INTERNSHIP IN ROME JUNE 9-JULY 20, 2019



Summer Humanities Internship

The Paideia Institute's Summer Humanities Internship is designed to give students with an interest in the classical humanities a real world work experience that allows them to develop marketable skills while making an impact on subjects they care about. Teams of interns work together in a modern, air-conditioned office in Rome to drive forward the Institute's educational and outreach initiatives. Teams are lead by graduate students and professionals with real-world expertise in team project areas.

The internship includes a weekly seminar with readings on topics that explore the role of the humanities in our lives beyond the academy, including the interaction between the humanities and the business world, the public sector and civic engagement, and personal fulfillment. The internship also arranges weekend trips to museums and cultural sites in and around the city of Rome.

Paideia seeks interns who are passionate about the humanities and thrive in a dynamic and independent working environment. Paideia program alumni are especially encouraged to apply.

Costs

The cost of the internship is \$3500, which covers housing and administrative expenses. Participants are responsible for their own airfare and meals during the internship and are encouraged to seek funding from their universities and other sources.

All internship participants will be eligible to receive a 50% discount on a Paideia program of their choosing in the following academic year, as a thank-you for their hard work during the internship.

Outreach Team

The Outreach Interns work closely with the Institute's Outreach Manager and Curriculum Specialist on instructional design and curriculum development projects that help the Aequora program thrive. Interns in the Outreach Team explore intersections between the classical humanities and modern issues such as social inequality and public justice, while gaining experience designing K-12 curriculum and communicating their Classics expertise to students of all ages and background.

Development Team

The Development Interns collaborate closely with the Institute's Development Officers and President to work on research projects that engage the Institute's growing network of alumni and friends of the classical humanities and expand access to Latin and ancient Greek. Interns also gain experience working with Microsoft Office and data management systems.

Media Team

The Media Interns work with the institute's Program Manager, President, and media professional to photo and video document all aspects of Paideia's summer programs, including classes, lectures, and trips to important sites in and around Rome. Interns divide their time between on-site photography and videography work and the office, where they edit their photographs and footage, promote Paideia's programs on social media, and develop marketing materials in various formats for other Paideia initiatives. Interns gain skills in industry-standard media software and editing techniques.

LIVING LATIN IN ROME | HIGH SCHOOL JUNE 30-JULY 16



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 day trips to important sites outside of Rome.



Prerequisites

Students who have studied Latin for at least one year are encouraged to apply. The course will also be challenging and interesting for students who have studied Latin for many years. Students of all grade levels, including graduating seniors, are encouraged to apply.

Classroom and Housing

For the duration of the course, students and teachers live together in the center of Rome. 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

Meaghan Carley, Christopher Cochran, Laurie Hutcheson, Jason Pedicone, L.J. Scurfield, Gregory Stringer, Elizabeth Szylejko, Mitchell Towne, Bryan Whitchurch

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 scholarship to students with financial need. Please visit our [scholarships page](#) to learn more

LIVING GREEK IN GREECE | HIGH SCHOOL JULY 16-31, 2019



Program Description

Living Greek in Greece High School offers an introduction to the Ancient Greek language in the rich cultural setting of modern Greece. It is specifically designed for high school students. The program accommodates a range of language backgrounds: we welcome beginner participants who have not even learned the Greek alphabet, but we also offer linguistic enrichment for students who have had the equivalent of a year or more of college Greek. Students will encounter Ancient Greek texts from a wide range of times, places, and intellectual traditions, including the works of Homer, Plato, the New Testament, and the Byzantines.

Learning Ancient Greek can also help us understand and connect with other modern cultures, especially with Greeks today. For that reason, this program is committed to balancing time spent engaging with Ancient Greek language and exploring its continuing role in modern Greek food, music, and dance.

Our itinerary will include many places and sites of ancient and modern significance: Athens, Corinth, Nafplio, Epidauros, Olympia, Delphi, and the island of Zakynthos.

Prerequisites

Students of all high school grade levels are encouraged to apply. No prior knowledge of Ancient Greek is necessary.

Classroom and Housing

For the duration of the program, students and teachers live together in the center of Athens, and then in hotels in each Greek city they visit. Language programming will take place in high quality facilities on or near the premises of residence, as well as on-site locales of historical significance. Program participants eat together daily for breakfast, lunch and dinner. They will be provided these meals either at our housing facility or at local restaurants.

Living Greek in Greece Staff

Joseph Conlon, Amy Garland, Dawn LaValle Norman, Alex Petkas

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 Athens. Students may also travel directly to Athens, where they will be met at the airport by Paideia staff. Chaperoned transportation to Living Greek in Greece High School will also be arranged for students attending Living Latin in Rome High School just prior to the program's start.

Tuition and Fees

The cost of Living Greek in Greece (High School) is **\$3850**. This amount includes tuition, housing, meals, site visits, course materials, and transportation to and from Athens International airport. Airfare is not included. The Paideia Institute is able to offer a number of full and partial scholarship to students with financial need. Please visit our [scholarships page](#) to learn more.

CAESAR IN GAUL JULY 20-AUGUST 3, 2019



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

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 scholarship to students with financial need. Please visit our scholarships page to learn more.

Paid Day Care

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 3 - 18, 2019



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 theme; the theme for 2019 is **Love**, and attendees will read **Longus' *Daphnis and Chloe***. In addition to the daily seminar sessions, Living Greek in Greece includes a variety of optional programming designed to build students' 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 Living Greek in Greece also features a trip to important sites that are relevant to the year's theme. The 2019 trip will be announced this fall.

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, kitchens or

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, Catherine Lambert, Jason Pedicone, Alex Petkas

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 scholarship to students with financial need. Please visit our [scholarships page](#) to learn more.

Academic Credit

Starting in 2015, academic credit will be 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 for 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.

LATIN PEDAGOGY SEMINAR



Course Description

This one-year course is devoted to training aspiring Latin teachers in the methods and principles of the Paideia Institute's Latin courses. Applicants should hold a B.A. in classics or related fields and be considering or seeking a career in Latin education. Topics covered will include the use of active oral production of Latin vs. traditional grammar-translation methods, the state of research into second-language acquisition and how this information can be applied to the teaching of classical languages, the history of the Latin language after the classical period and how later texts and reception of classical texts can illuminate teaching practices, and the practice of linking of texts and places to generate student enthusiasm and drive.

The course takes place in Rome, Italy. It involves twenty hours a week of class and instructional time. Some of the instruction is given in the classroom at the Paideia Institute's Rome office, and some in field work during Paideia's Latin classes and educational tours.

Continuing Education Units (CEUs) are available for teachers who require them.

Calendar

The course takes place over two semesters during the academic year and one summer session. The fall semester runs September 15 to December 22; the spring semester from March 1 to June 1, and the summer session runs from June 8 to July 15. Students may start the course either semester, participating in the course either from September 15 to July 15 (fall - spring - summer model) or March 1 to December 22 (spring - summer - fall model).

Cost & Scholarships

The Latin Pedagogy Seminar costs \$8,400 for the year.

Scholarships are available for especially deserving candidates.

Apply

Applicants should fill out the online application form below and submit a letter of recommendation to info@paideia-institute.org.

THE QUINTILIAN SOCIETY



The Paideia Institute is proud to announce the Quintilian Society, a Legion Project initiative to revitalize the teaching and learning of Latin and ancient Greek in American high schools by supporting PhDs who choose to pursue a career in public secondary education.

The Quintilian Society exists to foster a community of teacher-scholars with advanced training in the classical languages and the humanities, to celebrate the service of classicists who have felt called to pursue a vocation as public servant, and to provide guidance and mentorship to current graduate students who are considering a career as public high school Classics teachers.

The Quintilian Society consists of **members** (PhD holders who are currently teaching in public high schools) and **fellows** (recent PhDs, contingent faculty members, or graduate students currently pursuing a PhD in Classics or related fields, and interested in a public high school teaching career).

In order to become a **member** of the Quintilian Society, high school teachers with PhDs in Classics (or other humanities disciplines) may apply by clicking on the application button below and filling out the application form. Members of the Society have the opportunity to participate in annual meetings organized by the Paideia Institute and exchange ideas and teaching practices with other members and fellows. The Paideia Institute also provides members of the Quintilian Society with financial support to help them attend national teachers' conferences and other professional events.

If you wish to apply for membership in the Quintilian Society, we ask that you submit the following documents:

- two letters of recommendation (at least one from a colleague), to be sent via email to info@paideia-institute.org;
- full professional CV;
- personal statement (2 pages max.), describing your career transition from academia to high school teaching.

The Quintilian Society's **fellows** receive guidance and mentorship from experienced members to help them navigate the state certification process, as well as a stipend from the Paideia Institute to help cover the costs of their professional development. The Society is currently accepting applications for its first class of fellows. We are looking for candidates who are about to obtain, or recently obtained, their PhD in any humanities discipline and who desire to be Classics and humanities teachers.

If you wish to apply for a fellowship in the Quintilian Society, we ask that you submit the following documents:

- two letters of recommendation (at least one from a faculty mentor), to be sent via email to info@paideia-institute.org;
- personal statement (2 pages max.), describing your teaching experience in the academic world as well as your motivation and reasons for wanting to begin a career as a public high school teacher;
- transcripts from your graduate institution (unofficial transcripts are acceptable);
- if you have not yet received your PhD, a letter from a member of your department attesting to your good progress in your PhD program and anticipated timely graduation;
- state certification preferences (please specify the state in which you would like to become a certified teacher).

For more information on the Quintilian Society's mission, you can read [this article](#) by Francis R. Hittinger in our online journal, *In Medias Res*.

Current Members

Marianthe Colakis, Francis R. Hittinger, Laura Manning, Mark Mash, Edward Martin Zarrow

NOTICES FROM OTHER CLASSICAL ORGANIZATIONS

Congres London UK 2019



SUPPORTING CLASSICAL STUDIES ON ALL CONTINENTS

Le XVe Congrès international de la FIEC, qui inclura la Classical Association Conference britannique, se tiendra à Londres du 5 au 8 juillet 2019, avec le concours des trois associations britanniques : Society for the Promotion of Hellenic Studies, Society for the Promotion of Roman Studies, Classical Association, sous la coordination de l'Institute for Classical Studies. L'Assemblée Générale des délégués de la FIEC aura lieu le 4 juillet.



<http://www.fiec2019.org/>

The XVth FIEC International congress, incorporating the Classical Association Conference, will take place in London from July 5 till 8 2019, with the help of the three British associations: Society for the Promotion of Hellenic Studies, Society for the Promotion of Roman Studies, Classical Association, coordinated by the Institute of Classical Studies. The General Assembly of FIEC delegates will take place on July 4.



National Humanities Alliance

Humanities for All: Scholarly Societies Column

By Daniel Fisher, Project Director, National Humanities Alliance

As campuses across the country fill with the renewed energy of the fall semester, it is a good time to pause to reflect on how we make the case for the value of the humanities at institutions of higher education. The question is particularly pressing in light of [newly-released data](#) from the Pew Research Center that shows that roughly six-in-ten Americans (61 percent) believe U.S. higher education is "headed in the wrong direction." Among a range of concerns, 73 percent of Republicans and 56 percent of Democrats believe that students are not being prepared to succeed in the workplace.

While the Pew survey was not focused on the humanities specifically, its results highlight the challenges that advocates for the humanities in higher education face today. To combat concerns about preparation for the workforce, we can and should show that studying the humanities cultivates critical skills that have led to success in a wide range of career paths—with strong earnings and high levels of job satisfaction. It is also important to show that the benefits of studying the humanities extend beyond the market-facilitating engaged citizenship and a life well-lived.

At the same time, the Pew survey results point to a more general need to reframe the conversation about the value and direction of higher education: to make the claim that higher education institutions serve not just individual students but also, and increasingly, their surrounding communities. Case-making for the humanities should include rich examples of how publicly-oriented humanities projects enrich life in the U.S.: building and strengthening communities; creating innovative and practical learning experiences for students and people of all ages and backgrounds; and broadening our understanding of ourselves, our nation, and our world.

To highlight the public impact of the humanities in higher education, the National Humanities Alliance recently launched [Humanities for All](#): a website that documents the past 10 years of publicly engaged humanities research, teaching, and programming in universities and colleges across the U.S. The website presents a cross section of over 1,400 projects, searchable, sortable, and illustrated with 51 in-depth profiles. When viewed together, these initiatives illustrate the broad impact of the humanities beyond higher education.

Humanities for All not only seeks to broaden narratives about the humanities in higher education but also to deepen the practice of public engagement in the humanities. We at NHA have a stake in encouraging more of this work, which provides more opportunities for members of the public to have humanities experiences and appreciate the significance of the humanities in higher education. In addition, when integrated into coursework, engaged humanities projects can provide meaningful and practical learning experiences that prepare students for the workforce. To this end, we present these examples as a resource for all who would like to begin or deepen their practice of public engagement.

Examples of engagement that can inform our humanities case-making and practice abound.

Consider Hi-Phi Nation, a story-driven podcast about philosophy created and hosted by Prof. Barry Lam of Vassar College that introduces a broad audience to big philosophical questions. Lam investigates such diverse areas of inquiry as the nature of love and the ethics of killing in war, weaving non-fiction storytelling with philosophical discussion with field experts. Podcasting offers Lam ways to connect with audience members that differ from the ways people engage with writing, broadening the impact and reach of philosophical thinking.

The National High School Ethics Bowl headquartered at the University of North Carolina at Chapel Hill's Parr Center for Ethics is another great example. The National High School Ethics Bowl brings high school students together to discuss complex ethical dilemmas after school and in regional and national

competitions. Focusing on a new set of cases each year, topics can range from what to do when you don't get along with your best friend's girlfriend to the ethical considerations involved in the use of an anti-opioid drug.

We encourage you to visit Humanities for All to explore engaged humanities projects like these. To help us present the breadth of the field, Humanities for All also welcomes users to contribute new examples of publicly engaged humanities work in the U.S. via the website's [submissions portal](#). More broadly, we would appreciate your consideration: How can Humanities for All inform your humanities case-making and practice?



SCS Raises Award Amounts for Excellence in Teaching at the Precollegiate Level

The Joint Committee on the Classics in American Education invites nominations for the 2018 SCS Awards for Excellence in Teaching at the Precollegiate Level. Thanks to a very generous gift to the Society's Gatekeeper to Gateway Campaign for the Future of Classics from Daniel and Joanna Rose, *the amounts to be awarded have been increased substantially*. Up to two winners will receive a cash prize of \$500, airfare to either the SCS Annual meeting in San Diego in January 2019 or the ACL Institute in New York in June 2019, and two nights' accommodation at the corresponding convention hotel. In addition, each winner's institution will receive \$200 to purchase educational resources selected by the winner. The winners will be honored at both the SCS and ACL, and they may select the meeting at which they wish to receive the award.

To learn more, visit the [award page at www.classicalstudies.org](#).

Vergilian Society

Would you like to travel abroad? And have help paying for it? The Vergilian Society is offering exciting study tours in summer 2019 including The Grand Tour on the Bay of Naples; Sicily and Malta; The Roman Rhineland; and Caesar and Vergil in Italy: A Study Tour for Teachers. Morocco is also on offer for winter 2019-20. These programs are specifically designed to benefit and appeal to teachers and students at all levels by providing them the opportunity to experience a rich variety of ancient sites to support their own understanding and teaching of the ancient world.

See the full tour descriptions on the Vergilian Society website at [www.vergiliansociety.org/tours/2019-tours/](#).

Almost \$100,000 in scholarship money is also available: [www.vergiliansociety.org/tours/scholarships/](#).

JOB POSTINGS

DIRECTORS OF THE ASCSA SUMMER PROGRAMS (GERTRUDE SMITH PROFESSORS)

Deadline: January 31, 2019

Six-Week Traditional ASCSA Summer Session: One or Two Positions
ASCSA Field Seminars: Two Positions

SIX-WEEK ASCSA SUMMER SESSION

Term: Summer 2020

Eligibility: Former membership in the School and at least two years of teaching in a post-secondary educational institution. Qualified applicants in all areas of classical studies, including history, art history, languages, epigraphy, and archaeology, are encouraged to apply. Some knowledge of modern Greek, stamina, good health, and a sense of humor.

Description: See more information about the ASCSA Summer Sessions: <http://www.ascsa.edu.gr/index.php/programs/Summer>.

Duties: Plan the itinerary of the session/seminar, in consultation with the staff in Athens, at least six months prior to the session; collaborate with the Committee on the Summer Sessions in the selection of participants; correspond with participants concerning travel, equipment, academic requirements, etc.; supervise all aspects of the program in Greece, including teaching, coordinating with on-site expert lecturers, keeping a detailed log of the sessions, managing incidental expenses, and submitting a report to the Director.

Compensation: Stipend of \$9,064, plus travel and expenses, housing for the Summer Session leader(s) for eight weeks in total as available June 1 to August 15. See the policy in the attached bulletin.

Application: A letter of application, a curriculum vitae, and three letters of support should be sent to: Committee on the Summer Sessions. E-mail: ssapplication@ascsa.org.

The appointments will be announced by March 29.

ASCSA FIELD SEMINARS

Term: Summer 2020

Eligibility: Former membership in the School and at least two years of teaching in a post-secondary educational institution. Qualified applicants in all areas of classical studies, including history, art history, languages, epigraphy, and archaeology, are encouraged to apply. Some knowledge of modern Greek, stamina, good health, and a sense of humor.

Description: The theme of the 18-day field seminars are open. Possible topics include: a "major sites" program (Athens, with short trips to Delphi, the Argolid, or other regions or sites); Mycenaean Greece; ancient athletics; pottery; sculpture; epigraphy; religious, public, and domestic architecture; ancient literature; numismatics; topography of myth; historical geography; the ancient economy; Roman Greece; Byzantine Greece; Ottoman Greece; the population exchange between Greece and Turkey; modern folklore; etc. Residence in Loring Hall is available, though not required, for program participants during the first and third week of the seminar. The itinerary, therefore, must include at least one week of travel in the middle of the seminar. Two summer field seminars can be accommodated, one in June and one in July.

For more information about the ASCSA Summer Seminars: <http://www.ascsa.edu.gr/index.php/programs/summer-seminars>.

Duties: Plan an 18-day seminar, in consultation with the staff in Athens, at least six months prior to the session; collaborate with the Committee on the Summer Sessions in the selection of participants; correspond with participants concerning travel, equipment, academic requirements, etc.; supervise all aspects of the program, including teaching, coordinating with on-site expert lecturers, keeping a detailed log of the sessions, managing incidental expenses, and submitting a report to the Director.

Compensation: Stipend of \$5000, plus travel and expenses, housing for four weeks in total including the dates of the seminar. See the policy in the attached bulletin.

Application: Along with a letter of application that discusses your qualifications, and a curriculum vitae, please submit a description of the seminar, and a preliminary 18-day itinerary indicating which sites would be visited and how much time would ideally be spent in and out of Athens. These materials and three letters of support should be sent to: Committee on the Summer Sessions. E-mail: ssapplication@ascsa.org.

The appointments will be announced by March 29.

The American School of Classical Studies at Athens does not discriminate on the basis of race, age, sex, sexual orientation, color, religion, ethnic origin, or disability when considering admission to any form of membership or application for employment

University of Michigan - LEO Lecturer III

Working Title

LEO Lecturer III in Latin Language and Elementary Latin Coordinator

Job Title

LEO Lecturer III

Institution Name

University of Michigan, Ann Arbor

Department

LSA Classical Studies

Area of Specialty

Latin Language and Pedagogy

Full Time, Regular.

This position is

Approved/Definite.

Application Deadline

January 1, 2019

Is the institution willing to sponsor a candidate for a visa?

Yes

How to Apply

Applicants should apply online including 1) a cover letter, 2) current CV, 3) statement of teaching philosophy and experience, 4) evidence of teaching excellence, including sample syllabi, and 5) names and contact information for three letters of reference. As a public institution, the University of Michigan seeks candidates committed to working with diverse student and community populations; therefore, applicants are encouraged also to describe in their letter of application and/or their teaching statement how their scholarship, teaching, and/or service contribute to diverse communities and support the values of diversity, equity, and inclusion. If the applicant has published in the area of pedagogy, a sample publication would be welcome. Letters of reference should be from persons who can

speak to the candidate's teaching performance and knowledge of pedagogical methods; additional evidence of successful teaching is also welcome. Applications must be complete by January 1, 2019, to receive full consideration. Candidates should submit a digital application dossier via email attachments to:

Professor Artemis Leontis, Chair
Department of Classical Studies
University of Michigan
2160 Angell Hall
435 S. State St.
Ann Arbor, MI 48109-1003
lsa-clas-search@umich.edu

The University of Michigan is an equal employment and affirmative action employer and a provider of ADA services.

Job Summary

The University of Michigan, Ann Arbor, Department of Classical Studies has been authorized to make an appointment in Latin language and pedagogy for the full-time position of a Lecturer III in Latin Language and the Elementary Latin Program Coordinator to begin September 1, 2019. We invite applicants qualified to teach Latin language and pedagogy, with active interest in the ongoing development of new pedagogical methods. As Program Coordinator, the person holding this position will provide supervision and leadership for the faculty and graduate students teaching first- and second-year Latin language. Responsibilities include: the coordination of the Elementary Latin Program's four-semester sequence that satisfies the undergraduate language requirement in the College of Literature, Science, and the Arts; the teaching of one methods course to graduate and advanced undergraduate students in addition to three elementary Latin or other courses in the Latin curriculum each year, plus a one-credit practicum each semester; the arrangement of placement testing; the oversight of the MA in Latin program with teaching certification; and the conducting of outreach to Latin teachers and students in the state of Michigan. The person is also expected to remain current on new instructional materials and methodologies in language teaching. This is a non-tenure-track appointment for an initial three-year period followed by a major review, which may lead to appointment as Lecturer IV, a position defined to have "presumption of renewal" and expectation of recurring work provided that there is instructional need and budgetary support within the academic unit and that the Employee's performance meets the standards.

Desired Qualifications

A Ph.D. in Classics or other related field, an Ed.D., or other significant pedagogical experience. Experience in secondary education is welcome. This is a university-year appointment with an expected start date of September 1, 2019.

Additional Information

Salary is competitive, commensurate with qualifications and experience, and includes a full benefits package.

Union Affiliation

This position is covered under the collective bargaining agreement between the U-M and the Lecturers Employee Organization, AFL-CIO, which contains and settles all matters with respect to wages, benefits, hours and other terms and conditions of employment.

Background Screening

The University of Michigan conducts background checks on all job candidates upon acceptance of a contingent offer and may use a third party administrator to conduct background checks. Background checks will be performed in compliance with the Fair Credit Reporting Act.

Application Deadline

All materials must be received by January 1, 2019.

U-M EEO/AA Statement

The University of Michigan is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status or protected veteran status.

2018-19 CAMWS COMMITTEE MEMBERS

Executive Committee

The chair of this committee can be reached at president@camws.org.
The Executive Committee can be reached at executivecommittee@camws.org.
[Committee Charter](#)

Andrew Faulkner, University of Waterloo, President (2019), Chair
Anne Groton, St. Olaf College (MN), President Elect (2019)
Laura McClure, University of Wisconsin, Immediate Past President (2019)
Thomas J. Sienkewicz, Monmouth College (IL), Secretary-Treasurer (2022)
Antonios C. Augoustakis, University of Illinois at Urbana-Champaign, Editor, *Classical Journal* (2021)
John C. Gruber-Miller, Cornell College (IA), Editor, *Teaching Classical Languages* (2019)
Timothy S. Heckenlively, Baylor University (TX), Editor, CAMWS Newsletter (2021)
Keely Lake, Montclair State University (NJ), Chair, CPL (2019)
Mathias Hanses, Penn State University, Chair, Finance Committee (2020)
Roger T. Macfarlane, Brigham Young University (UT), Chair, Membership Committee (2021)
Lorenzo F. Garca, Jr., University of New Mexico Chair, Steering Committee (2021)
David Schenker, University of Missouri, Member-at-Large (2019)
Sophie Mills, University of North Carolina at Asheville, Member-at-Large (2020)
Georgia L. Irby, College of William and Mary (VA), Member-at-Large (2021)

Program Committee

The chair of this committee can be reached at president@camws.org.
The Program Committee can be reached at programcommittee@camws.org.
[Committee Charter](#)

Andrew Faulkner, University of Waterloo (ON), President (Chair, *ex officio*)
Laura McClure, University of Wisconsin, Past President, *ex officio*
Anne Groton, St. Olaf College (MN), President Elect, *ex officio*
Zoe Stamatopoulou, Washington University (MO) (2019)
Ellen Greene, University of Oklahoma (2019)
Zina Giannopoulou, University of California, Irvine (2019)
Alison Futrell, University of Arizona (2019)
Rebecca Futo Kennedy, Denison University (OH) (2019)
J. Andrew Foster, Fordham University (NY) (2020)
Jennifer Ferris-Hill, Miami University (OH) (2021)

Committee for the Promotion of Latin

[CPL Homepage](#)

The chair of this committee can be reached at cpl@camws.org.
The CPL Committee can be reached at cplcommittee@camws.org.

[Committee Charter](#)

Keely Lake, Montclair State University (NJ), Chair (2019)
Steven L. Jones, Houston Baptist University (TX) (2019)
Alison M. Keith, University of Toronto (ON) (2020)
Garrett A. Jacobsen, Denison University (OH) (2020)
David Wharton, University of North Carolina at Greensboro (2021)
Robin Christina Anderson, Phoenix Country Day School (AZ) (2021)
Lynn LiCalsi, Farview High School (CO) (2021)

Development Committee

The chair of this committee can be reached at development@camws.org.
The Development Committee can be reached at developmentcommittee@camws.org.

[Committee Charter](#)

John F. Miller, University of Virginia, Chair (2019)
Marilyn Skinner, University of Arizona (2019)
Angeline Chiu, University of Vermont (2019)
Marie-Claire Beaulieu, Tufts University (MA) (2020)
David Schenker, University of Missouri (MO) (2021)
Andromache Karanika, University of California at Irvine (2021)
Andrew Faulkner, University of Waterloo (ON) President, *ex officio*
Thomas J. Sienkewicz, Monmouth College (IL), Secretary-Treasurer, *ex officio*

Finance Committee

The chair of this committee can be reached at finance@camws.org.
The Finance Committee can be reached at financecommittee@camws.org.

[Committee Charter](#)

Mathias Hanses, Penn State University, Chair (2020)
Angeliki Tzanetou, University of Illinois, Urbana-Champaign (2019)
Mark Padilla, Christopher Newport University (VA) (2019)
Marilyn B. Skinner, University of Arizona (2020)
Andrew Foster, Fordham University (NY) (2021)
David Tandy University of Tennessee (2021)
Andrew Faulkner, University of Waterloo (ON), President, *ex officio*
Thomas J. Sienkewicz, Monmouth College (IL), Secretary-Treasurer, *ex officio*

Membership Committee

The chair of this committee can be reached at membership@camws.org.
The Membership Committee can be reached at membershipcommittee@camws.org.

[Committee Charter](#)

Roger T. Macfarlane, Brigham Young University (UT), Chair (2021)
Douglas C. Clapp, Samford University (AL) (2019)

Holly M. Sypniewski, Millsaps College (MS) (2020)
Arum Park, University of Arizona (2020)
Jessica Blum, University of San Francisco (2021)
Cecilia Peek, Brigham Young University (UT) (2021)
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Thomas J. Sienkewicz, Monmouth College (IL), Secretary-Treasurer, *ex officio*

Merit Committee

The chair of this committee can be reached at merit@camws.org.
The Merit Committee can be reached at meritcommittee@camws.org.
[Committee Charter](#)

David J. White, Baylor University (TX), Chair, Orator (2021)
Julia D. Hejduk, Baylor University (TX) (2019)
Gregory N. Daugherty, Randolph Macon College (VA) (2019)
David M. Pollio, Christopher Newport University (VA) (2020)
Vassiliki Panoussi, The College of William and Mary (VA) (2020)
Nicoletta Villa-Sella, The Linsly School (WV) (2021)
Jenny S. Clay, University of Virginia (2021)
Michele V. Ronnick, Wayne State University (MI) (2021)

Nominating Committee

The chair of this committee can be reached at nominating@camws.org.
The Nominating Committee can be reached at nominatingcommittee@camws.org.
[Committee Charter](#)

Laura McClure, University of Wisconsin, Immediate Past President (Chair, *ex officio*)
Eleni Manolaraki, University of South Florida (2019)
Christine G. Perrell, Emory University (GA) (2019)
Anise K. Strong, Western Michigan University (2020)
Monica S. Cyrino, University of New Mexico (2020)
Nandini Pandey, University of Wisconsin (2021)
Jonathan Zarecki, University of North Carolina at Greensboro (2021)
Thomas J. Sienkewicz, Monmouth College (IL), Secretary-Treasurer, *ex officio*

Resolutions Committee

The chair of this committee can be reached at resolutions@camws.org.
The Resolutions Committee can be reached at resolutionscommittee@camws.org.
[Committee Charter](#)

Kristin O. Lord, Wilfred Laurier University (ON), Chair (2020)
Lisa Ellison, East Carolina University (2019)
Luke A. Gorton, University of New Mexico (2020)
Anatole Mori, University of Missouri (2020)
Davina McClain, Louisiana Honor's College at Northwestern State University (2021)
McKenzie Lewis, University of Waterloo (ON) (2021)

History Committee

The chair of this committee can be reached at history@camws.org.

[Committee Charter](#)

Ward W. Briggs, CAMWS Historian, University of South Carolina (Chair, *ex officio*) (2021)
Ippokratis Kantzios, University of South Florida (2020)
Theodora B. Kopestonsky, University of Tennessee, Knoxville (2020)
Peter Anderson, Grand Valley State University (MI) (2021)
Thomas J. Sienkewicz, Monmouth College (IL), *ex officio*

Steering Committee on Awards and Scholarships

The 8 subcommittee chairs serve ex officio.

The chair of this committee can be reached at steering@camws.org.

The Steering Committee can be reached at steeringcommittee@camws.org.

[Committee Charter](#)

Lorenzo F. Garcia, Jr., University of New Mexico, Chair (2018)
Jennifer L. Larson, Kent State University (OH), First Book Award
Margaret W. Musgrove, University of Central Oklahoma, School Awards
Nick L. Fletcher, The Hawken School (OH), School Awards
Ariana E. Traill, University of Illinois at Urbana-Champaign, Semple, Grant, Benario Awards
Timothy Heckenlively, Baylor University (TX), Stewart Undergraduate Awards
Ruth R. Caston, University of Michigan, Stewart Training/Travel Awards
Laury A. Ward, Hillsdale College (MI), Kraft/CAMWS Teaching Awards
Sandra L. Blakely, Emory University (GA), Excavation/Field School Awards
Barbara Weiden Boyd, Bowdoin College (ME), Ladislaus J. Bolchazy Award
Thomas J. Sienkewicz, Monmouth College (IL), Secretary, Treasurer *ex officio*

Subcommittee on the [Semple, Grant, and Benario Awards](#)

The chair of this subcommittee can be reached at sgb@camws.org.

The Semple, Grant and Benario Subcommittee can be reached at sgbcommittee@camws.org.

[Subcommittee Charter](#)

Ariana E. Traill, University of Illinois, Urbana-Champaign, Chair (2021)
Andrew Alwine, College of Charleston (SC) (2019)
Amy E. K. Vail, St. John Fisher College (NY) (2020)
Elizabeth A. Manwell, Kalamazoo College (MI) (2020)
Jennifer Starkey, San Diego State University (CA) (2021)
Katherine Wasdin, George Washington University (DC) (2021)

Subcommittee on the [CAMWS First Book Award](#)

The chair of this subcommittee can be reached at firstbook@camws.org

The First Book Committee can be reached at firstbookcommittee@camws.org.

[Subcommittee Charter](#)

Jennifer L. Larson, Kent State University (OH), Chair (2019)
Kyle Harper, University of Oklahoma (2019)
Ruth Scodel, University of Michigan (2020)

Lisa A. Hughes, University of Calgary (2020)
Meghan DiLuzio, Baylor University (TX) (2020)
Neil W. Bernstein, Ohio University (2021)

Subcommittee on the School Awards

The chair of this subcommittee can be reached at schoolawards@camws.org.
The full committee can be reached at schoolawardscommittee@camws.org.
[Subcommittee Charter](#)

Nick L. Fletcher, Hawken School (OH), Co-Chair (2021)
Margaret W. Musgrove, University of Central Oklahoma, Co-Chair (2020)
William S. Duffy, Alamo College (TX) (2019)
Krishni S. Burns, University of Illinois Urbana-Champaign (2020)
Scott Cochran, Siegel High School (TN) (2020)
Caleb Dance, Washington and Lee University (VA) (2021)
Evelyn Adkins, Case Western Reserve University (OH) (2021)
Karl Frerichs, University School (OH) (2021)

Subcommittee on CAMWS Undergraduate Awards

The chair of this subcommittee can be reached at undergraduate@camws.org.
The Stewart Scholarship Subcommittee can be reached at undergraduatecommittee@camws.org.
[Subcommittee Charter](#)

Timothy S. Heckenlively Baylor University (TX), Chair (2019)
Joel Christensen, Brandeis University (MA) (2019)
Connie Rodriguez, Loyola University of New Orleans (LA) (2019)
Kristen A. Ehrhardt, John Carroll University (OH) (2020)
Christopher Polt, Boston College (MA) (2021)
Valerio Caldesi, Valeri University of Kentucky (2021)

Subcommittee on the Manson A. Stewart Teacher Training and Travel Awards

This subcommittee also makes the [Ruebel Undergraduate Travel Awards](#) as well as [awards to new K-12 Latin and Greek teachers for start up funds and loan assistance](#).
Chair of the subcommittee can be reached at stewartteacher@camws.org.
The Stewart Teacher Training and Travel Subcommittee can be reached at stewartteachercommittee@camws.org.
[Subcommittee Charter](#)

Ruth R. Caston, University of Michigan, Chair (2021)
Julie Langford, University of South Florida (2019)
Jason J. Hansen, Tempe Preparatory Academy (AZ) (2020)
Katie J. James, Vanguard College Preparatory School (TX) (2020)
Erin Moodie, Purdue University (IN) (2021)
Hillary Lehmann, Knox College (IL) (2021)

Subcommittee on the Teaching Awards (Kraft and CAMWS)

The chair of this subcommittee can be reached at teaching@camws.org.
The Teaching Awards Subcommittee can be reached at teachingcommittee@camws.org.
[Subcommittee Charter](#)

Laury A. Ward, Hillsdale College (MI), Chair (2021)
Howard W. Chang, Flint Hill School (VA) (2019)
J. Matthew Harrington, Tufts University (MA) (2020)
Ian N. Hochberg, St. Stephen's and St. Agnes' School (VA) (2020)
Adrienne Hagen, Monmouth College (IL) (2020)
Daniel Turkeltaub, Santa Clara University (CA) (2021)
Jeanne Neumann, Davidson College (NC) (2021)
Brian Duvick, University of Colorado at Colorado Springs (2021)

Subcommittee on the Excavation and Field School Awards

The chair of this subcommittee can be reached at archaeology@camws.org.
The Excavation and Field School Award Subcommittee can be reached at
archaeologycommittee@camws.org.
[Subcommittee Charter](#)

Sandra L. Blakely, Emory University (GA), Chair (2019)
Amy Sowder-Koch, Towson University (MD) (2019)
V́ctor M. Mart́nez, Roanoke College (VA) (2019)
Davide M. Zori, Baylor University (TX) (2019)
Shannon R. Flynt, Samford University (AL) (2021)
Andrew J. Carroll, Independent Scholar (MA) (2021)

Subcommittee on the Ladislav J. Bolchazy Pedagogy Book Award

The chair of this subcommittee can be reached at pedagogyaward@camws.org.
The Bolchazy Pedagogy Book Subcommittee can be reached at pedagogyawardcommittee@camws.org.
[Subcommittee Charter](#)

Barbara Weiden Boyd, Bowdoin College (ME), Chair (2021)
Cynthia White, University of Arizona (2019)
Sydnor Roy, Texas Tech University (2020)
Timothy Winters, Austin Peay University (TN) (2021)
Mary Hamil Gilbert, Birmingham Southern College (AL) (2021)

Subcommittee on Publications

Nota bene: All members of this subcommittee serve ex officio.

The chair of this subcommittee can be reached at president@camws.org.
The Publications Subcommittee can be reached at publicationscommittee@camws.org.
[Subcommittee Charter](#)

Andrew Faulkner, University of Waterloo (ON), President (Chair)
Laura McClure, University of Wisconsin, Immediate Past President
Antonios C. Augoustakis, University of Illinois, Urbana-Champaign, Editor, *The Classical Journal*
Sergio Yona, University of Missouri, Editor, *Classical Journal Online*, Book Review Editor, *The Classical Journal*
John C. Gruber-Miller, Cornell College (IA), Editor, *Teaching Classical Languages*
Timothy S. Heckenlively, Baylor University (TX) Editor, CAMWS Newsletter
Bartolo A. Natoli, Randolph-Macon College (VA), Editor, CJ Forum
Thomas J. Sienkewicz, Monmouth College (IL), Secretary-Treasurer

Ad-hoc Committee on the CAMWS College Greek Exam

The chair of this subcommittee can be reached at cge@camws.org.
The members of this committee can be reached at cgecommittee@camws.org.
Committee Charter (forthcoming)

Wilfrid E. Major, Louisiana State University, Chair (2019)
Antony Augoustakis, University of Illinois at Urbana-Champaign (2019)
Benjamin F. Howland, Louisiana State University (2019)
Mary Pendergraft, Wake Forest University (NC) (2019)
Thomas J. Sienkewicz, Monmouth College (IL) (2019)
Katherine Wasdin, George Washington University (DC) (2019)
Albert T. Watanabe, Louisiana State University (2019)
Benjamin M. Wolkow, University of Georgia (2019)
Robert T. White, Beaumont School (OH) (2019)

Other Positions

Historian

Ward W. Briggs (University of South Carolina, 2021)
history@camws.org

Photographer

Kristin O. Lord (Wilfrid Laurier University, ON, 2021)

CAMWS Delegate to Federation of the Societies of Classical Studies (FIEC)

Alden Smith (Baylor University, TX, 2021)
alden_smith@baylor.edu

CAMWS Webmanager ([Job Description](#))

Bartolo A. Natoli (Randolph-Macon College, 2021)
webmaster@camws.org

Web Editor

Emma Vanderpool (University of Massachusetts Amherst)
webeditor@camws.org

CAMWS Orator

David J. White (Baylor University TX, 2021)

merit@camws.org

CAMWS Social Media Director ([Job Description](#))

Sarah C. Teets (University of Virginia, 2021)

media@camws.org

Graduate Student Issues Committee

affiliated with CAMWS

CAMWS liaison to GSIC: Robert H. Simmons (Monmouth College, 2019)

gsicliaison@camws.org

2018-19 CAMWS STATE, PROVINCIAL, AND REGIONAL VICE-PRESIDENTS

At-Large Region

Regional VP: Stacie Raucci, Union College, NY (2019)

Canada Region

Regional VP: Christina Vester, University Of Waterloo (2020)

Manitoba: Pauline L. Ripat, University of Winnipeg (2020)

Ontario: Judith Fletcher, Wilfrid Laurier University (2021)

Saskatchewan: Gillian Ramsey, University of Regina (2021)

Gulf Region

Regional VP: T. Davina McClain, Louisiana Scholars' College (2019)

Alabama: P. Andrew, Montgomery Samford University (2020)

Louisiana: Emily E. Batinski, Louisiana State University (2021)

Mississippi: Jonathan B. Fenno, University of Mississippi (2021)

Texas: William S. Duffy, Alamo College (2021)

Lake Michigan Region

Regional VP: Daniel W. Leon, University Of Illinois At Urbana-Champaign (2021)

Illinois: Hilary Lehmann, Kox College (2020)

Indiana: Christopher W. Bungard, Butler University (2020)

Michigan: Anise K. Strong, Western Michigan University (2019)

Northern Plains Region

Regional VP: Christopher Nappa, University Of Minnesota (2020)
Minnesota: Erik K. Dugdale, Gustavus Augustus College (2020)
North Dakota: Rocki T. Wentzel, Augustana College, SD (2021)
South Dakota: Rocki T. Wentzel, Augustana College, SD (2020)
Wisconsin: Adriana Brook, Lawrence University (2020)

Ohio Valley Region

Regional VP: Garrett A. Jacobsen, Denison University, OH (2021)
Ohio: Paul Iversen, Case Western University (2021)
West Virginia: E. Del Chrol, Marshall University (2019)

Plains Region

Regional VP: Marcia H. Lindgren, University Of Iowa (2019)
Iowa: Rosemary Moore, University of Iowa (2021)
Kansas: Craig Jendza, University of Kansas (2020)
Missouri: Anatole Mori, University of Missouri (2021)
Nebraska: Mark A. Haynes, Creighton Preparatory High School (2019)
Oklahoma: John H. Hansen, University of Oklahoma (2019)

Rocky Mountain Region

Regional VP: Luke Gorton, University Of New Mexico (2021)
Arizona: Joseph O'Neill, Arizona State University (2021)
Colorado: Reina E. Callier, University of Colorado, Boulder (2020)
Nevada: Thomas Garvey, The Meadows School (2019)
New Mexico: John Roth, The Bosque School (2021)
Utah: Seth A. Jeppesen, Brigham Young University (2019)
Wyoming: Laura A. De Lozier, University of Wyoming (2021)

Southeast Region

Regional VP: Hunter Gardner, University Of South Carolina (2019)
Florida: Jason Nethercut, University of South Florida (2021)
Georgia: Amy K. Leonard, Grady High School (2019)
South Carolina: Andrew T. Alwine, College of Charleston (2019)

Tidewater Region

Regional VP: Keyne A. Cheshire, Davidson College (2020)
North Carolina: T. H. M. Gellar-Goad, Wake Forest University (2019)
Virginia: Erika Zimmermann Damer, University of Richmond (2020)

Upper South Region

Regional VP: Ryan Sellers, Memphis University School, TN (2019)
Arkansas: Rebecca Resinski, Hendrix College (2021)
Kentucky: Kathleen Quinn, Northern Kentucky University (2019)
Tennessee: Ed Long, Clarksville High School (2020)

HONORING LATIN TEACHERS

The following Latin teachers (listed alphabetically) are being honored by the donor to the CAMWS Latin Teacher Training Initiative indicated in parentheses. Please note that any contributor of \$100 or more to the Initiative is invited to honor a teacher.

[Frances L. Baird](#) of the Friends School in Wilmington DE ([Ward Briggs](#))
[Mary Casson](#) of the Radford School in El Paso TX ([Patrick Abel](#))
[Carolyn Dewald](#) of Bard College NY ([Ruth Scodel](#))
[Generosa Dunn](#) of the University of Chicago Lab School in Chicago IL ([Owen Cramer](#))
[Will Freiert](#) of Gustavus Adolphus College MN ([John Miller](#))
[Ruth Grace](#) of Saddle River Country Day School NJ ([Peter Knox](#))
[Alan N. Houghton](#) of Pine Point School, in Stonington CT ([Mary T. Boatwright](#))
[Ronald J. Karrenbauer](#) of the John F. Kennedy High School in Warren OH ([James May](#))
[Theresa M. Kleinheinz](#) of Madison West High School WI ([Theodore A. Tarkow](#))
[David E. Oberlin](#) of Washington H.S. in Massillon OH ([Niall W. Slater](#))
[Marian W. Stocker](#) of St. Catherine's School in Richmond VA ([Jon Mikalson](#))
[Gerald J. Sullivan](#) of St. Paul's School in Concord NH ([David Tandy](#))
[Michael Wigodsky](#) of Stanford University CA ([Marilyn Skinner](#))
[Steven Wright](#) of Montwood H.S. in El Paso TX ([Patrick Abel](#))
[William Ziobro](#) of The College of the Holy Cross in Worcester MA, ([Thomas J. Sienkewicz](#))

Financial Contributors to CAMWS for 2017-18

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Stephanie M. Pope
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Christina M. Vester

Bolchazy Fund

Bolchazy-Carducci Publishers, Inc.

Excavation / Field School Fund

Laura Gawlinski
Zoe Stamatopoulou

General Fund

James H. Dee
Nicolas P. Gross
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Sharon L. James
Lawrence Y. Kim
Stephanie A. McCarter and Daniel S. Holmes
Sophie Mills

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Christine G. Perkell
Cynthia K. Phillips
Ann Raia Colaneri
Kenneth J. Reckford
Christina A. Salowey
Kathryn A. Simonsen
Marcia M. Stille
Theodore A. Tarkow
Osman S. Umurhan
Christina M. Vester

Teacher Training Initiative

Bridget M. Almas
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Total Donation Amount: \$4,239.00

Membership

Individual Membership

Individual membership in CAMWS for the fiscal year July 1 through June 30 may be purchased for \$65 (\$30 for student, retiree, first-time teacher, or new CAMWS member; \$45 for contingent faculty). Joint spouse/partner membership is available for \$90, retired spouse/partner membership for \$50. Life memberships are also available for individual or 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.) CAMWS members can also request a complimentary subscription to [Greek Keys](#).

Individual membership in CAMWS makes one eligible to submit an abstract for a CAMWS meeting and to apply for various CAMWS [awards and scholarships](#).

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](#). 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 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)

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). Please note that institutional memberships are for the fiscal year beginning July 1st through June 30th. Please submit your membership application and payment as soon as possible in the fiscal year. The cost of additional student honorees is \$30 per student.

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 groundmail 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:

CAMWS
Monmouth College
700 E. Broadway Monmouth, IL 61462

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.

If your institution requires an invoice to pay by check, please send an email to stcamws@camws.org to request an invoice.

CAMWS MEMBERS IN THE NEWS

SCS Collegiate Teaching Awards



CAMWS recognizes **Monessa Cummins** (L) of Grinnell College and **Mike Lippman** (R) of the University of Nebraska-Lincoln as the recipients of the 2018 Collegiate Teaching Awards from the Society for Classical Studies). You can [read both citations](#) in the October edition of the SCS Newsletter.

NEH Grant Recipients

The following CAMWS members were among the recipients in the latest round of NEH Grants:

- Tyler Jo Smith, University of Virginia Charlottesville, VA
Digital Humanities Advancement Grants
Project Title: Linked Open Greek Pottery
Project Description: The development of a model for aggregating information about dispersed collections of ancient Greek pottery based on the concepts of linked open data to provide greater access to the collections and to allow new ways of analyzing the materials.
- Christopher Ratte, University of Michigan, Ann Arbor Ann Arbor, MI
Collaborative Research
Project Title: Notion Archaeological Research Project: The Biography of an Ancient Greek Urban Community
Project Description: Excavation and analysis at Notion, an urban site from the Hellenistic and Roman periods, located in western Turkey.
- James Romm, Bard College Annandale-on-Hudson, NY
Public Scholar Program
Project Title: The Sacred Band of Thebes and the Last Days of Greek Freedom (379-338 B.C.)
Project Description: Research and writing leading to publication of a book on the "Sacred Band," a special infantry unit of the city of Thebes from 379-338 BCE, in the context of ancient Greek history, politics, and philosophy

Share Your News

Do you have recent professional news? Promotion? Book or article award? Major grant? Send it to CAMWS. We love to feature success stories from our members.

CLASSICS IN THE NEWS

On October 16, the Parco Archeologico di Pompei announced [the discovery of a graffito that suggesting possible confirmation of an October date for the eruption of Vesuvius](#) in 79 AD (vs. the late august date indicated by Pliny the Younger). The announcement was covered by [CNN](#), [BBC](#), and other major news outlets.

As readers of the [CAMWS Facebook page](#) already know, a September blogger was kind enough to share the [Emperor Julian's dry wit \(or perhaps, wit\) about beer](#). It also saw the launch of a new web portal, [Trowel Nation](#), an archaeology based community where individuals can search and apply to active projects and fieldwork around the world.

In August, the Uffizi Museum announced the launch of a website to display 3-d scans of many classical statuary items in their collection. Users can zoom and examine the items from all angles: <https://www.digitalsculpture-uffizi.org/main-collection/>. In other news, the Lassithi Ephorate of Antiquities on Crete announced the discovery of an [unlooted Minoan tomb found near Ierapetra](#).

In July, a number of news outlets, including Smithsonian Magazine, covered the [use of advanced laser and X-ray technology to read charred papyri from Pompeii](#)

OBITUS RECENTES

Abierunt Ad Maiores

- [James Helm](#), Oberlin College, October 29, 2018
- [Diane Hatch](#), University of Mary Washington (VA), October 13, 2018
- [Robert Adam Seelinger](#), Westminster College (MO), September 22, 2018
- [Richard Dudley White](#), Norfolk Collegiate School (VA), July 22, 2018
- [Steven Douglas Strauss](#), Notre Dame Academy (Toledo, OH), July 20, 2018
- [Olin Storvick](#), Concordia College (MN), June 16, 2018
- [Eleanor Goltz Granger Huzar](#), Michigan State University, May 7, 2018
- [Stephen Lee Pearce](#), Jesuit High School (New Orleans, LA), December 4, 2017
- [William C. Waterhouse](#), Penn State University, June 26, 2016

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. The deadline for the winter edition will be **January 15, 2019**. Send submissions by email: Timothy_Heckenlively@baylor.edu or newsletter@camws.org. Send submissions by regular mail to:

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