

# NEWSLETTER

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Spring/Summer

2019

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[The Classical Journal](#)  
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## FROM THE PRESIDENT



It was a great pleasure to go to Lincoln, Nebraska in April for the 115th annual CAMWS meeting, where we had warm weather and an even warmer welcome! I'm extremely grateful to Anne Duncan at the University of Nebraska and the rest of the local organizing committee, including all of the student volunteers, who did such a wonderful job hosting us. Many others, too numerous to name, were crucial to the success of the conference, but I'd like to record special thanks also to the Program Committee. The Women's Classical Caucus sponsored an outstanding panel on Ovid to open the conference on the Wednesday evening, while on Thursday, as part of its centennial celebrations, the American Classical League sponsored a fascinating and timely plenary lecture by Kenneth Kitchell on the future of Latin teacher training. Above all, thanks to all of

you who submitted abstracts and took active part in the conference! The high quality of the paper sessions in Lincoln is a testament to the intellectual richness and talent in our field and it was, as always, a humbling experience to see the breadth of learning on display.

I mentioned in my message last year that CAMWS is working hard on the Latin Teacher Training Initiative, which has been led by John Miller (University of Virginia), Chair of the Development Committee. This fund aims to support the future of Latin teaching at the high school level in the United States and Canada. Many people have kindly supported this important initiative, and the CAMWS Executive Committee has this year agreed to provide \$10,000 of matching funds, but we are still looking for more support to reach our goal this year of \$30,000. If you are able, please still consider making a donation to support the future study of Latin (details of the fund and how to donate can be found at: <https://camws.org/node/958>).

As I finish my term as CAMWS President I would like to thank all of you who in the past year have generously given your time and energy to CAMWS in roles throughout the organization. It has been an honour to work with and learn from you all! Indeed, it's only through the active involvement of colleagues across the discipline that CAMWS can effectively fulfill its mission and move forward with initiatives to expand and diversify its support for the discipline of Classics. I'm thankful in particular to past-president Laura McClure and president-elect Anne Groton for all of their support over the past year, as well as to Tom Sienkewicz and Jevanie Gillen, who do so much to keep the organization running smoothly. Finally, I wish incoming President Anne Groton all the best for the year ahead!

## FROM THE SECRETARY-TREASURER

Dear CAMWS Colleague:

Well, we survived the flooding in the Midwest and managed to have a very successful meeting in Lincoln, Nebraska, at the invitation of our colleagues at the University of Nebraska. Kudos to the members of the Local Committee, and, especially to its chair, Anne Duncan, for bringing us good weather and for sharing their wonderful city and campus with us. Thanks, too, to all of you who attended or presented at the meeting. Many thanks, too, to all of you who submitted the Meeting Survey which was distributed to members after the 2019 meeting. Your responses will be very helpful as CAMWS plans future meetings.



Members of the Local Committee for the 2020 meeting in Birmingham, Alabama, were also present at the meeting and gave us a taste of what the Pittsburg of the South has to offer us. The Call for Proposals for the 2020 meeting has already been posted at [CFP CAMWS 2020](#), so start thinking about panel, workshop and individual abstract proposals.

The 2020 meeting will be my last as Secretary-Treasurer. I am pleased to report that at the 2019 Business Meeting, T. Davina McClain of Louisiana Scholars' College at Northwestern State University Natchitoches, LA, was elected Secretary-Treasurer Elect. Davina has served a number of years as Secretary-Treasurer of CAMWS-SS, and will bring a lot of experience and enthusiasm to the position. During the coming year, Davina will shadow me and begin to learn the ropes and will begin a five-year term as Secretary-Treasurer on July 1, 2020, when the CAMWS office will move to Natchitoches.

While preparing to close the books on the 2018-2019 CAMWS fiscal year, which ends on June 30th, I decided to look back at CAMWS' 2008-2009 fiscal year and compare it to this year. I was very pleased to note that the most striking difference between the two years is the amount of money CAMWS spent on awards and scholarships. In 2008-2009 this amount was just under \$27,000.00. This year it was twice that much, just under \$54,000.00! The significant increase is due, in part, to an increase in the amount awarded for individual prizes and well as in the number of awards granted. For example, in recent years, due to the number of outstanding applicants, CAMWS has been awarding more than the traditional three [CAMWS Summer Travel \(Semple, Grant, and Benario\) Awards](#) and the number of annual [CAMWS First Book Awards](#) has increased from one to two. In the past ten years CAMWS has also established a number of new awards and prizes, including four [Excavation/Field School Awards](#), the [James Ruebel Undergraduate Travel Awards](#) to attend the annual meeting, [New Teacher Awards](#) (including start-up funds and student loan assistance), [Travel Grant For High School Groups](#), [Faculty-Undergraduate Collaborative Research Grants](#), and the [Bolchazy Pedagogy Book Prize](#). CAMWS has also expanded its [Latin Translation Contest](#) to include college students, and this year, took over administration of the [College Greek Exam](#). The recipients of this year's prizes are posted on the CAMWS website and elsewhere in this newsletter. All these additional awards keep the members of the various awards committees as well as the CAMWS office very busy, especially from January through April, but it is a good kind of busy. In making these awards CAMWS is focusing on its core [Mission](#) to "promote the knowledge and appreciation of classical antiquity through support of pedagogy, original research and public outreach." Since the funds for these awards and scholarships come not only from the CAMWS endowment but also from your annual membership dues, I would like to thank you for keeping your membership current and supporting CAMWS's efforts to support the Classics in significant ways.

As you may know, the CAMWS Development Committee, under the leadership of John F. Miller of the University of Virginia, has embarked on a major campaign to raise funds for a [Latin Teacher Training Initiative](#) in order to invigorate an area at the core of the identity of CAMWS. Recent conversations with CAMWS leadership suggest that this fund would be best spent on totally new initiatives to attract students into the profession. One compelling idea is to send master teachers to visit high school Latin classes and college campuses to talk to students about careers in teaching K-12 Latin. During the past two years almost \$17,000.00 has been contributed to this initiative. The CAMWS Executive Committee has agreed to match this year's contributions with endowment funds up to \$10,000.00. As I write this letter, this year's contributions stand at almost \$8,500.00. We are still \$1,500 short of our goal. Please consider making a contribution to this initiative and enabling CAMWS to devote at least \$30,000.00 to support Latin teacher training.

The end of the fiscal year marks a number of important transitions in CAMWS leadership. Laura McClure of the University of Wisconsin has served CAMWS well for the past three years, first as President-Elect, then as President, and, this year, as Immediate Past President. I have enjoyed working with her and wish her well as she now devotes more time and energy to her work on the Modern American Poet Hilda Doolittle (known as H.D.) and Greek Tragedy. I have also enjoyed working this year with President Andrew Faulkner of the University of Waterloo, even if he made the year a bit more exciting by accepting a year-long fellowship in Denmark. I have especially appreciated Andrew's calmness and patience in dealing with CAMWS matters. Incoming President Anne Groton of St. Olaf College will have a hard act to follow, but she brings many years of experience as CAMWS Secretary-Treasurer to her aid.

I would also like to recognize other outgoing members of the CAMWS Executive Committee, including Mathias Hanses of Penn State University for his work as Chair of the Finance Committee, Keely Lake as chair of the Committee for the Promotion of Latin, and John Gruber-Miller of Cornell College as editor of *Teaching Classical Languages*. John's successor as editor will be Yasuko Taoka of Wayne State College in Nebraska. David Schenker of the University of Missouri is ending his term as a Member-at-Large, but will remain on the Executive Committee as President Elect. Thanks to all for their service to CAMWS.

I wish you all a productive and enjoyable summer and look forward to serving you as CAMWS Secretary-Treasurer for one more year.

Tom

## FROM THE DEVELOPMENT COMMITTEE

### Help Support Teacher Training

Two years ago CAMWS launched the [Teacher Training Initiative](#), a fund drive to support K-12 Latin teacher training and professional development. The effort got off to a promising start with generous donations of CAMWS members, following the lead of the Consulares and other officers of the organization.

The Development Committee now asks you to make a gift in the second phase of this campaign, whose aim remains to invigorate an area at the core of the [mission of CAMWS](#). Recent conversations with CAMWS leadership suggest that this fund would be best spent on totally new initiatives to attract students into the profession. One compelling idea is to send master teachers to visit high school Latin classes and college campuses to talk to students about careers in teaching K-12 Latin. Via the CAMWS website we could build upon such trips by circulating informational materials to an even wider audience. This is but one of the ideas under discussion for making an immediate, substantial impact now with the [CAMWS Teacher Training Initiative](#).

To make this happen we need the continued financial support of the CAMWS membership. Please consider a donation to this important cause. You can contribute via the CAMWS Website by clicking the link [Donate to CAMWS](#) and selecting Teacher Training Initiative, or by sending a check (marked Teacher Training Initiative) to the CAMWS Office, Department of Classics, Monmouth College, 700 East Broadway, Monmouth, IL 61462.

Thank you for your consideration.

John F. Miller

Chair, CAMWS Development Committee

## UPCOMING DEADLINES

Sunday, September 1, 2019

- Deadline for receipt of nominations for the 2020 [Bolchazy Pedagogy Book Award](#).
- Deadline for receipt of nominations for the 2020 [CAMWS First Book Award](#).

Monday, September 30, 2019

- Deadline for receipt of applications for [CAMWS Travel Grants for High School Groups](#).



Tuesday, October 15, 2019

- Deadline for receipt of copy for fall issue of CAMWS newsletter sent to [newsletter@camws.org](mailto:newsletter@camws.org).

Thursday, October 31, 2019

- Deadline for requests for fall administration of the [CAMWS College Greek Exam](#).

Friday, November 1, 2019

- Application Deadline for [CAMWS Latin Translation Contests](#) for high school students and undergraduates.

Friday, November 15, 2019

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

Friday, December 6, 2019

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

## 115TH ANNUAL MEETING OF CAMWS

AT THE INVITATION OF



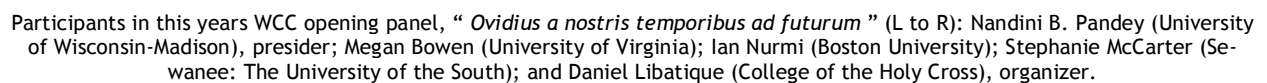
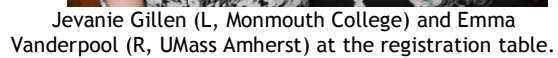
The 115th annual meeting of the Classical Association of the Middle West and South was held April 3-6, 2019 in [Lincoln, Nebraska](#) at [The Cornhusker](#) at the invitation of the [University of Nebraska](#). Many thanks to the Local Committee and to all who came to Lincoln and made the meeting a great success.

Audio from the banquet will be posted at <https://camws.org/node/1442>. Andrew Faulkner's Presidential Address, "Plain Truths: Classics, Nebraska, and the Fiction of Willa Cather", is available now. Ovations and parts of the banquet will soon follow.

**LINCOLN WELCOMES**

**115th Annual Meeting of the  
Classical Association of the  
Middle West and South**

LINCOLN.ORG





In addition to wonderful panels, Thursday featured our usual working lunch for committee members. We also took a break to celebrate the centennial of the ACL and the sesquicentennial of the SCS. Left photo: Arum Park (University of Arizona), Roger McFarlane (Brigham Young University), Cecilia Peek (Brigham Young University), Lorenzo Garcia, Jr. (University of New Mexico), and Monica Cyrino (University of New Mexico). Right photo: Sherwin Little (ACL), Mary Pendergraft (Wake Forest University), Laura McClure (University of Wisconsin - Madison), and Andrew Faulker (University of Waterloo)



Thursday Evening Reception (above) and CAMWS Choephori (next page)

Left photo (L to R): Charlotte Hunt (Cornell University) with fighting Illini Ashley Weed, Clarissa Goebel, and Ky Merkley. Right photo (L to R): Rose Looby (Miami University), Katie Mikos (University of Michigan), Theo Nash (University of Michigan), Jane Sancinito (Oberlin College), and Michael Freeman (Duke University), Katelin McCullough (University of North Carolina at Chapel Hill)





Friday afternoon sessions on the University of Nebraska-Lincoln campus, featuring a wonderful pasta and salad bar lunch hosted by UNL.



CAMWS' first couple, Tom and Anne Sienkewicz.



John Ziolkowski (George Washington University) enjoying some post-banquet backgammon.



Emcee Jenny Strauss Clay with President Andrew (or was it William?) Faulkner.



Donde Plowman, UNL Executive Vice Chancellor - and one of this year's CAMWS Special Service Award recipients - and her husband prepare to welcome us to Lincoln. Also visible: Orator, David White (Baylor University) and Local Committee Chair, Anne Duncan.



Many thanks to UNL for the live music.



Past presidents Monica Cyrino (University of New Mexico) and Antonios Augoustakis (University of Illinois at Urbana-Champaign) enjoying the evening.





See you in Birmingham for CAMWS 2020! Local committee members from Samford University (L to R): Randy Todd, Doug Clapp, and Shannon Flynt.

Want more pictures from Lincoln? Visit our flickr album

<https://www.flickr.com/photos/164009553@N04/albums/72157709085554566>



## RESOLUTIONS

WHEREAS, having left the corn maiden of New Mexico behind last year, we made our *anabasis*, like Xenophon, to the sea (except it was flooded and it was I-29), to the Huskers of Nebraska. In the spirit of the O Pioneers, we circled our wagons to the home of Johnny Carson, General John Pershing, Father Flanagan, Warren Buffett, Fred Astaire, Marlon Brando (that Prairie Adonis), and – *optima omnium*– Minnie May Freeman Penney, Nebraska’s “Fearless Maid, the eighteen-year-old schoolteacher who saved more than a dozen students five to fifteen years of age in the blizzard of 1888.

WHEREAS, arriving safely in the city of the famed Abraham, we gave thanks to the Native Americans who first preserved this land, and we learned the Indigenous name for Nebraska: Ni Brasse in Archaic Otoe, or the Omaha Ni Bthaska, meaning “Flat Water,” after the Platte River.

WHEREAS the capitol Sower in the Tower on the Plains, home of the only unicameral legislature in the USA, greeted us with cuneiform and Hebrew script, while proclaiming “Equality before the law” and “The salvation of the state is watchfulness in the citizen, or, as we would say, *salus civitatis vigilantia in cive est*.”

WHEREAS we have learned that honestly, Nebraska IS for everyone, and Lincoln is much better than we were thinkin’. We practiced our alphabet from the street names: M is for Mars, N is for Nero, O is for Orestes, and P is for Plutos. After all, we’ve come to UN-L, where they say, *Litteris dedicata et omnibus artibus*.

WHEREAS, missing a few sessions, we enjoyed First Friday Art Walk, shopping in the Haymarket, and wonderful bookstores and art galleries. We delighted in the Sheldon Museum of Art, the University of Nebraska State Museum (a.k.a., “Elephant Hall”), Nebraska History Museum, the Great Plains Art Collection, the Dinosaur Walk, and the National Museum of Rollerskating. We gazed in awe at the remains of the woolly mammoth, the state fossil, while thinking, like Trygaeus in Aristophanes’ *Peace*, of the giant dung beetle in the Museum of Natural History. Unfortunately, we weren’t here in the fall to worship the gods of football, i.e., Lil’ Red and Herbie Husker (or even the Nebraska Corn *korē* Cornelia) with herms sticking out of our heads; but we did hear about the Sea of Red at Memorial Stadium while learning “Through these gates pass the greatest fans in college football.”

WHEREAS, sharing conference space with the Nebraska Optometric Association, we realized that we weren’t seeing things. We also looked in on the cement convention to see if they had come up with a high-tech material to rival the Roman Colosseum. Our late nights gave us the *gravitas* to contribute to the Institute of Brain Potential.

WHEREAS, much like Odysseus, we arrived too late to join Donde Plowman, Executive Vice-Chancellor and Chief Academic Officer of Academic Affairs, and all the *kaloi k’agathoi* participating in Homerathon, we did share the cake representing the C for ACL and the 150th anniversary for the SCS, while flaunting our own CAMWS 115.

BE IT RESOLVED that we are grateful to the 4-H-ers and all their peers for their *humanitas* in their efforts for flood relief.

BE IT RESOLVED that we thank the staff of the Cornhusker Marriott Hotel, including the Miller Lite Bar, Mill Coffee and Tea (open even past midnight), and all of the other capital inns and *tabernae*. We sang eternal paeans for Bolchazy-Carducci, Eta Sigma Phi, ACL, SCS, the National Latin Exam, Michigan Classical Press, the Vergilian Society, and NCLG for food and yet more coffee in the breaks: they were, as people say, for everyone.

IN ADDITION, we thank our administrative pantheon –Tom Sienkewicz, Jevanie Gillen, and Emma Vanderpool – for keeping our conference upright. We convey our appreciation to the Department of Department of Classics and Religious Studies at the University of Nebraska Lincoln and the rest of the superlative local organizing committee: university and high school faculty, and –especially– the phalanxes of cerulean-shirted students who kept us on the Via Certa. Our child care providers gave our children *mentes sanas in corporibus sanis*: for this we are grateful. We give the laurel for creativity to Stephen Lahey for designing the Classical trading cards and to the denizens of the local scriptorium for providing the texts thereof. We are touched by his generosity in donating the originals to CAMWS.

BE IT RESOLVED that we thank the organizers, chefs, and staff of our Lucullan Friday banquet, which we enjoyed, decked in bow ties for many, including our *magistra cenae* Jenny Strauss Clay and our *orator cantorque* David J. White. We announce as far as the wide horizon, our honorees for distinguished service awards: Warren and Barbara Winiarski, Dan and Tamara Sloan, and the aforementioned Donde Plowman. And let the names of our *ovationes* resound: Linda Montross, Mark Haynes, Andromache Karanika. All are the *ne plus ultrain* so many ways. On Saturday will inscribe the names of other honorees.

BE IT RESOLVED that we show gratitude for the two Great Plainary sessions, *Ovidius a nostris temporibus ad futurum*, and the perfect talk of the future tense of Latin, and for Andrew Faulkner’s presidential address on “Plain(s) Truths: Classics, Nebraska, and the Fiction of Willa Cather.”

MOREOVER, BE IT RESOLVED that we, more than 450 registrants in number, will never forget our 97 paper sections in 11 sessions. We will always remember the 12 organized panels, including those on digital initiatives, starting an Eco-Classical Caucus, Indigenization in the Classics classroom, diversity, Learning Disabilities in the Classics Classroom, Ascanius the Youth Classics Institute, and Latin teacher training. And who could forget the presidential panel on Aphrodite, or the *glubitores* who attended the talk on Lesbia and *glubit* in Catullus 58?

AND FINALLY, BE IT RESOLVED that, leaving Lincoln and our Andreius Falconarius, we will meet next year at Samford University in Birmingham, Alabama, the Magic City and workshop of Vulcan, under the *tutela* of Anne Groton, with a name going back to the Domesday Book.

Kristin O. Lord, Chair  
Luke Gorton  
McKenzie Lewis  
T. Davina McClain  
Anatole Mori  
Lisa Ellison (editor in absentia)

## 2018-19 CAMWS AWARD WINNERS

### OVATIONES



**Linda Montross**  
(National Latin Exam)



**Mark Haynes**  
(Creighton Preparatory School)



**Andromache Karanika**  
(University of California,  
Irvine)

## SPECIAL SERVICE AWARDS

Below: Mike Lippmann (University of Nebraska-Lincoln) with this year's local recipients.



Dr. Donde Plowman  
(University of Nebraska Lincoln).



Dan and Tamara Sloan  
(Lincoln, Nebraska).

A third Special Service Award was given to Warren and Barbara Winiarski (not pictured) for their generous support of Classics at St. John's College in Santa Fe, NM.

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## CAMWS SUMMER TRAVEL AWARDS

### Sampe Award

Eduardo M. García-Molina (University of Chicago)

### Grant Award

Michelle Martinez (Walnut Hills High School OH)

### Benario Awards

Maria Marable (Meigs Magnet School TN),  
to attend a Vergilian Society Tour

Nicholas Bolig (University of Kansas),  
to attend an ASCSA Summer Seminar

Jessie Craft (Ronald W. Reagan High School NC),  
to attend Scholae Aestivae in Italia

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## EXCAVATION / FIELDSCHOOL AWARDS AND PETER KNOX AWARD

Jordan Chapman (Emory University GA)\*

Rebecca Gaborek (William & Mary VA)

Steven Mondloch (University of Massachusetts Amherst)

Elise Poppen (University at Buffalo NY)

\*recipient of the Peter Knox Excavation/Field School Award



## TEACHING AWARDS

### CAMWS Award for Excellence in College Teaching

The 2018-2019 recipient of the CAMWS Award for Excellence in College Teaching was **Lauri-alan Blake Reitzammer** of the University of Colorado Boulder.

[Award Citation](#)



### Kraft Award for Excellence in Secondary Teaching

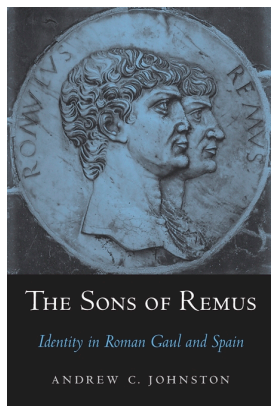
The 2018-2019 recipient of the Kraft Award for Excellence in Secondary School Teaching was **Lynn LiCalsi** of Fairview High School in Boulder, Colorado.

[Award Citation](#)

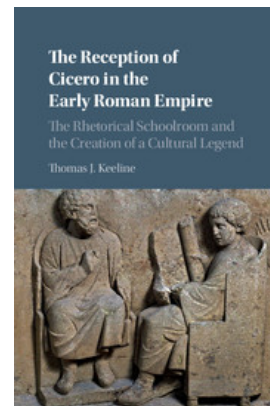


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## CAMWS FIRST BOOK AWARD



**Andrew C. Johnston** of Yale University was a recipient of a 2019 First Book Prize for [\*The Sons of Remus: Identity in Roman Gaul and Spain\*](#) (Harvard University Press, 2017).

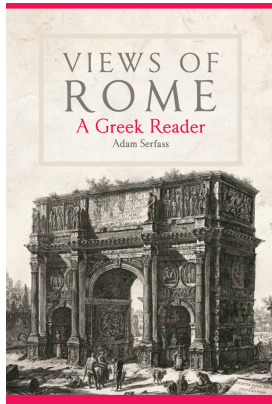


**Thomas Keeline** of Washington University St. Louis received a 2019 First Book Prize for [\*The Reception of Cicero in the Early Roman Empire: The Rhetorical Schoolroom and the Creation of a Cultural Legend\*](#) (Cambridge University Press, 2018).

[2019 Award Citations](#)



## BOLCHAZY PEDAGOGY BOOK AWARD



Adam Serfass (Kenyon College) was the recipient of the 2019 Bolchazy Pedagogy Book Award for [Views of Rome: A Greek Reader](#) (Oklahoma University Press, 2018).

[Award Citation](#)

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## CPL AWARDS

### Outstanding Regional Vice-President

Davina McClain (Gulf Region)

### Outstanding State Vice-President

John Hansen (Oklahoma)

### Outstanding Promotional Activity in the Schools

K-12: Leigh Grace Rouyer (St. Joseph's Academy, LA)  
for "T-O-G-A! Ancient Greek and Roman Summer Camp"

College/University: Salvador Bartera (Mississippi State University)  
for "Classical Week 2018: Sophocles' *Oedipus Rex*"

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## FACULTY-UNDERGRADUATE COLLABORATIVE RESEARCH GRANTS

Dr. Amy Norgard and student J. Alexander Lynn

Truman State University (MO) for their project,  
"Johann Josef Fux's *Gradus ad Parnassum*: Missing Chapters of a Neo-Latin Treatise"

[Abstract](#)

Dr. MacKenzie Lewis and student Stone Chen

Waterloo University (ON) for their project,  
"Digitizing Data from the Villa del Vergigno Archaeological Project"

[Abstract](#)

## **MANSON A. STEWART UNDERGRADUATE AWARDS**

**Benjamin Baturka** (Kenyon College)  
**Sophia Elzie** (Agnes Scott College)  
**Susanna Emeline McClellan** (University of Georgia)  
**Grace Miller** (University of North Carolina at Chapel Hill)  
**Peter Psathas** (William & Mary)  
**Olivia Zitkus** (University of North Carolina at Chapel Hill)

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## **MANSON A. STEWART TEACHER AWARDS**

### **Teacher Training**

**Ian Hochberg** (St. Stephen's & St. Agnes Upper School, Alexandria VA)  
**Chloe Kolbet** (University of Massachusetts Amherst)  
**Laura Malloy** (Freehold Township High School, NJ)  
**Steven Mondloch** (University of Massachusetts Amherst)  
**Timothy Morris** (Northpoint Christian School, Southaven, MI)  
**Emma Vanderpool** (University of Massachusetts Amherst)

### **Travel to Annual Meeting**

**Alexander Claman** (Texas Tech University)  
**Rebecca Deitsch** (Harvard University MA)  
**Evan Dutmer** (Culver Academies, IN)  
**Tal Ish-Shalom** (Columbia University NY)  
**Anthony Parenti** (University of Kentucky)  
**Sergio Paschalis** (Harvard University MA)  
**Brett Stine** (Texas Tech University)  
**Nancy VanderVeer** (Blessed Trinity Catholic High School, Roswell GA)  
**Melissa Velpel** (Texas Tech University)

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## **STUDENT GROUP TRAVEL AWARDS**

**Kris Lorenzo** (The Meadow School, Reno NV)  
for student trip to "King Tut: Treasures of the Golden Pharaoh Exhibit at the California Science Center

**Karilyn Sheldon** (Concord Academy MA)  
for student participation in Caladinho Archaeological Project in Italy

**Jennie Luongo** (St. Andrew's Episcopal School, Austin TX)  
for student trip to Italy

## GRADUATE STUDENT PAPER AWARD

Noreen Sit (Yale University CT),  
“[Starring Messalina as Maenad](#)”

### Runners-Up

Jenna Rice (University of Missouri),  
“[Dogs of War?: Reevaluating Dogs in Greek Warfare](#)”

Rebecca Moorman (University of Wisconsin--Madison),  
“[Lying Eyes? Autopsy, Credibility, and the Senses in Apuleius, Met. 1.4](#)”

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## PHINNEY GREEK PRIZE

Peter Psathas (William & Mary)

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## CAMWS INTERMEDIATE GREEK PRIZE

Susanna Emeline McClellan (University of Georgia)

## 2018-19 LATIN TRANSLATION CONTEST

### High School Results

*Summas gratias* to all the volunteers who made this year’s competition possible. If you are interested in serving on the contest committee and/or grading papers next year, please contact [Nick Fletcher](#).

#### Contest Committee Members:

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

#### Contest Graders:

- Patrick Bradley (Rockbridge County High School, VA), Tom Cirillo (Montgomery Bell Academy, TN),
- Ralph Covino (Girls Preparatory School, TN), Alan Farnsworth (Walton High School, GA),

- Pierre Habel (D'Evelyn Jr./Sr. High School, CO), Lindley Henson (Seton Catholic Preparatory, AZ),
- Edith Keene (Durham Academy, NC), Meredith Kendall (The Bolles School, FL),
- Maureen Lamb (Kingswood Oxford School, CT), Abby Lease (St. Ambrose Academy, WI),
- Amy Leonard (Grady High School, GA), Patricia Lister (Thomas Jefferson High School, VA),
- Nora Murphy (Shaker Heights High School, OH), Peter Millett (University School, OH),
- Matthew Moore (Eleanor Roosevelt High School, MD),
- Randall Nichols (Westminster Schools of Augusta, GA), Lindsay Sears (Greenwich Academy, CT), Nicoletta Villa-Sella (The Linsly School, WV)

Awards were distributed proportionally according to the level of Latin.

In order to make the contest as fair and objective as possible, distribution of papers was randomized and blind, no reader graded his/her own students, and all of the papers were evaluated according to AP-style translation "chunks."

In determining the top awards, ties did not cause substantial problems.

Names of winners are listed in descending order of performance.

### **Intermediate Contest - Level Two**

Total Number of Exams Submitted: 229

Average Score: 8 / 55

#### **I. Cash Award Winners Average Score: 36 / 55**

##### Student, School, Teacher

- Hunter Smith, The Linsly School (WV), Nicoletta Villa-Sella
- Naija Bruckner, BASIS Tucson North (AZ), Patrick Yaggy
- Mark Hieatt, Memphis University School (TN), Marilyn Reinhardt
- Robert Muñiz, Midtown Classical (FL), Kevin Cox

#### **II. Book Award Winners Average Score: 33 / 55**

##### Student, School, Teacher

- Erin McChesney, The Linsly School (WV), Nicoletta Villa-Sella
- Kerry Zhao, Memphis University School (TN), Marilyn Reinhardt
- Forest Rudd, Memphis University School (TN), Marilyn Reinhardt
- Turner Bishop, Memphis University School (TN), Marilyn Reinhardt

#### **III. Certificates of Commendation Average Score: 22 / 55**

##### Student, School, Teacher

- Eve Ridenhour, The Linsly School (WV), Nicoletta Villa-Sella
- Cynthia Xiau, Houston High School (TN), Abigail Simone
- Saksham Saksena, Houston High School (TN), Abigail Simone
- Grace Shen, Walton High School (GA), Alan Farnsworth
- Michael Zhang, Flint Hill School (VA), Kate Hattemer
- Phoebe Ellis, The Lovett School (GA), Conway Brackett
- Lucy Scott, BASIS Tucson North (AZ), Patrick Yaggy
- Anna von Kessler, Girls Preparatory School (TN), Ralph Covino
- Maggie McFadden, St. Mary's Episcopal School (TN), Patrick McFadden
- Alexandra Kutchins, Girls Preparatory School (TN), Ralph Covino
- Collin Craft, Memphis University School (TN), Marilyn Reinhardt
- Benjamin Borthwick, Grady High School (GA), Scott Allen

- Riley Hartman, Sequoyah High School (GA), Greg Ross
- Matthew Mellone, Memphis University School (TN), Marilyn Reinhardt
- Jack Zaptin, Memphis University School (TN), Marilyn Reinhardt
- Rosario Navarro-Escamilla, Eleanor Roosevelt High School (MD), Matthew Moore
- Josh Ingleson, Walton High School (GA), Alan Farnsworth
- Irene Calderon, Summit Country Day School (OH), Larry Dean/Lisa Mays
- Aric Ting, Walton High School (GA), Alan Farnsworth

### Intermediate Contest - Level Three

Total Number of Exams Submitted: 376

Average Score: 14 / 55

#### I. Cash Award Winners Average Score: 44 / 55

##### Student, School, Teacher

- Sarah Park, North Gwinnett High School (GA), John Rhilinger
- Andrew Bulgarino, Montgomery Bell Academy (TN), Thomas Cirillo
- Roland Long, Covington Latin School (KY), Kelly Kusch
- Jessica Lopez, St. Stephen's and St. Agnes School (VA), Ian Hochberg
- Hart Gowen, Memphis University School (TN), Ryan Sellers
- Ryan Peng, Memphis University School (TN), Ryan Sellers

#### II. Book Award Winners Average Score: 41 / 55

##### Student, School, Teacher

- Chris Macke, Covington Latin School (KY), Kelly Kusch
- Elizabeth Pierce, Houston High School (TN), Abigail Simone
- Major Glenn, Houston High School (TN), Abigail Simone
- Max Shackelford, Memphis University School (TN), Ryan Sellers
- Aleysa Dewland, BASIS Tucson North (AZ), Patrick Yaggy
- Graham Clark, University School (OH), Peter Millett

#### III. Certificates of Commendation Average Score: 33 / 55

##### Student, School, Teacher

- Ethan Robertson, Classical Cottage School (VA), Deanna Solomon
- Elysse Hermes, Covington Latin School (KY), Kelly Kusch
- Sheena Lai, Walton High School (GA), Alan Farnsworth
- Jacob Song, BASIS Tucson North (AZ), Patrick Yaggy
- Cooper Grinspun, Memphis University School (TN), Ryan Sellers
- Sydney Faux, Pace Academy (GA), Elizabeth Kann
- Emmalyn Hoover, Rockbridge County High School (VA), Patrick Bradley
- Grace Yan, Walton High School (GA), Alan Farnsworth
- Will Schuessler, Memphis University School (TN), Ryan Sellers
- Alex Niederer, University School (OH), Peter Millett
- J.P. Wood, Memphis University School (TN), Ryan Sellers
- Fawwaz Omer, Memphis University School (TN), Ryan Sellers
- Walker Burks, Memphis University School (TN), Ryan Sellers
- Natalie Fleshman, Rockbridge County High School (VA), Patrick Bradley
- Kayla Kucela, Westminster Schools of Augusta (GA), Randall Nichols
- Evvia Townley-Bakewell, White Station High School (TN), Elizabeth Moats
- Kavi Jakes, Grady High School (GA), Amy Leonard
- Edwin Zashiri, Greenhills School (MI), Jeffrey Allen
- Cullen Lonergan, Memphis University School (TN), Ryan Sellers



- Michelle Luh, The Meadows School (NV), Kristian Lorenzo
- Ethan Robertson, Classical Cottage School (VA), Deanna Solomon
- Nathan Wright, Classical Cottage School (VA), Deanna Solomon
- Chiara Stocco, Classical Cottage School (VA), Deanna Solomon
- Paige Graf, Covington Latin School (KY), Kelly Kusch
- Sruthi Chatrathi, Milton High School (GA), Alex Marsh
- Kerry Matthews, Milton High School (GA), Alex Marsh
- Michael Hines, St. Stephen's and St. Agnes School (VA), Ian Hochberg
- Maggie Yuan, Trinity Preparatory School (FL), Kyle McGimsey
- David Li, BASIS Tucson North (AZ), Patrick Yaggy
- Nate Lambert, Charlotte Latin School (NC), Michael Johnson
- Watts Miller, Memphis University School (TN), Ryan Sellers
- Samy Paul, Memphis University School (TN), Ryan Sellers
- Holden Pate, Memphis University School (TN), Ryan Sellers
- Bering Edwards, St. Andrew's Episcopal School (TX), Jennifer Luongo

#### **Advanced Contest - Level Four**

Total Number of Exams Submitted: 268

Average Score: 19 / 49

#### **I. Cash Award Winners Average Score: 46 / 49**

##### Student, School, Teacher

- Alyssa Nash, Thomas Jefferson High School (VA), Patty Lister
- Rob McFadden, Memphis University School (TN), Ryan Sellers
- Olympia Hatzilambrou, Thomas Jefferson High School (VA), Patty Lister
- Matt Schiavone, Shaker Heights High School (OH), Nora Murphy
- Thomas Porter, Thomas Jefferson High School (VA), Patty Lister
- Kevin Wang, Thomas Jefferson High School (VA), Patty Lister

#### **II. Book Award Winners Average Score: 40 / 49**

##### Student, School, Teacher

- Ryan Burns, Summit Country Day School (OH), Larry Dean
- Theresa Kim, Thomas Jefferson High School (VA), Patty Lister
- Arjun Puri, Memphis University School (TN), Ryan Sellers
- Jordan Vaughn, Sequoyah High School (GA), Greg Ross
- Ethan Bean, St. Stephen's and St. Agnes School (VA), Ian Hochberg
- Reid Chandler, Memphis University School (TN), Ryan Sellers
- Kyle Koester, Memphis University School (TN), Ryan Sellers
- Stewart Moore, Montgomery Bell Academy (TN), Sarah Ellery
- Anya AitSahlia, Oak Hall School (FL), Generosa Sangco-Jackson
- Paul Grajzl, Rockbridge County High School (VA), Patrick Bradley
- Max Feinleib, Shaker Heights High School (OH), Nora Murphy
- Jared Stone, The Meadows School (NV), Tom Garvey

#### **III. Certificates of Commendation Average Score: 34 / 49**

##### Student, School, Teacher

- Brian Love, Shaker Heights High School (OH), Nora Murphy
- Vivi Lu, Walton High School (GA), Alan Farnsworth
- Ben Codell, Covington Latin School (KY), Kelly Kusch
- Colleen Carrington, Rockbridge County High School (VA), Patrick Bradley
- Anica Huang, Thomas Jefferson High School (VA), Patty Lister

- Anna Thamasett, Thomas Jefferson High School (VA), Patty Lister
- Lily Darnell, Covington Latin School (KY), Kelly Kusch
- Will Portera, Memphis University School (TN), Ryan Sellers
- Gregory Guo, Memphis University School (TN), Ryan Sellers
- Zach Brown, Montgomery Bell Academy (TN), Sarah Ellery
- Theodora Bowne, Shaker Heights High School (OH), Nora Murphy
- Luke Triplett, Durham Academy (NC), Edith Keene
- Darren White, Rockbridge County High School (VA), Patrick Bradley
- Jay Cunningham, St. Stephen's and St. Agnes School (VA), Ian Hochberg
- Ray Bae, Walton High School (GA), Alan Farnsworth
- Victoria Ouyang, St. Mary's Episcopal School (TN), Patrick McFadden
- Lenae Joe, The Meadows School (NV), Tom Garvey
- Christopher Bi, Thomas Jefferson High School (VA), Patty Lister
- Henry Massey, University School (OH), Karl Frerichs
- Amit Adhikari, Covington Latin School (KY), Kelly Kusch
- Rithwik Kopakka, Milton High School (GA), Alex Marsh
- Lydia Davis, Stewarts Creek High School (TN), Josh Newton
- Jonathan Huang, Memphis University School (TN), Ryan Sellers
- Madeline Zhang, Walton High School (GA), Alan Farnsworth
- Sinead de Cleir, Walton High School (GA), Alan Farnsworth
- Janona Pirlepesova, White Station High School (TN), Dawn LaFon
- Paul-Louis Biondi, Pace Academy (GA), Elizabeth Kann
- Austin Fuller, Pace Academy (GA), Elizabeth Kann
- Josh Shankman, Shaker Heights High School (OH), Nora Murphy
- Will Snider, St. Andrew's Episcopal School (TX), Jennifer Luongo
- Ana Albrecht, St. Mary's Episcopal School (TN), Patrick McFadden
- Lynn Nguyen, Thomas Jefferson High School (VA), Patty Lister
- Charles Crowder, Westminster Schools of Augusta (GA), Randall Nichols
- Stephanie Morgan, Fort Worth Country Day (TX), Bryan Carlson

#### **Advanced Contest - Level Five**

Total Number of Exams Submitted: 175

Average Score: 25 / 49

I. Cash Award Winners Average Score: 48 / 49

##### Student, School, Teacher

- Calvin Lucido\*, Flint Hill School (VA), Ken Andino
- Jack McEver, Thomas Jefferson High School (VA), Patty Lister
- Lexa Hummel, Thomas Jefferson High School (VA), Patty Lister
- Simon van der Weide, Flint Hill School (VA), Ken Andino

\* = perfect score!

II. Book Award Winners Average Score: 45 / 49

##### Student, School, Teacher

- MJ Old, Thomas Jefferson High School (VA), Patty Lister
- Vineet Gangireddy, Walton High School (GA), Alan Farnsworth
- Joanna Boyland, Eastbrook Academy (WI), Amy Heck
- Matteo Stocco, Classical Cottage School (VA), Deanna Solomon
- Elisabeth Rabjohns, Loudoun STEM and Classical School (VA), John Siman

- Sarah Pincus, Oak Hall School (FL), Generosa Sangco-Jackson
- Julianne Cuevo, Flint Hill School (VA), Ken Andino
- CJ Nkenchor, Flint Hill School (VA), Ken Andino

### III. Certificates of Commendation Average Score: 39 / 49

#### Student, School, Teacher

- Kaitlyn Snyder, Charlotte Latin School (NC), Karen McQuaid
- Jacob Sloman, Pace Academy (GA), Grady Stevens
- Jocelyn Robertson, Classical Cottage School (VA), Deanna Solomon
- Jack Anderson, Durham Academy (NC), Edith Keene
- Alan Zhang, Walnut Hills High School (OH), Michelle Martinez
- Ashleigh Witherington, Homeschool (FL), Mark Buzbee
- Anne Ruperto, The Bolles School (FL), Jeff Yeakel
- Matthew Wright, Classical Cottage School (VA), Deanna Solomon
- James Harrison, The Lovett School (GA), Ken Rau
- Robert Hegler, University School (OH), Karl Frerichs
- Varun Krishnaswamy, Walton High School (GA), Alan Farnsworth
- Sarah Followill, The Lovett School (GA), Ken Rau
- Emma Mayfield, The Lovett School (GA), Ken Rau
- Gwendolyn Jacobson, Thomas Jefferson High School (VA), Patty Lister
- Stephanie Miller, Oak Hall School (FL), Generosa Sangco-Jackson
- Colleen Choi, Thomas Jefferson High School (VA), Patty Lister
- Shawin Vitsupakosh, Thomas Jefferson High School (VA), Patty Lister
- Jerry Liu, Thomas Jefferson High School (VA), Patty Lister
- Daniel Rhodes, Classical Cottage School (VA), Deanna Solomon
- Emily Alley, Riverbend High School (VA), Mark Keith
- Charlotte Lo, Shaker Heights High School (OH), Nora Murphy
- James Mohn, St. Stephen's Episcopal School (Austin, TX), Evan Rap
- Jacob Leung, Walton High School (GA), Alan Farnsworth
- Almira Arnold, John Burroughs School (MO), Philip Barnes

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### Intermediate Contest - College

Total Number of Exams Submitted: 142

Average Score: 19.6 / 55

#### I. Cash Award Winners (Top 3%)

##### Student, School, Teacher

- Michael Wolfman, University of Georgia, Robert Harris
- Miriam K. Brown, Brigham Young University, Stephen Bay
- Lucille Riddell, Brigham Young University, Stephen Bay
- Anthony Gath, Ave Maria University, Andrew Dinan

#### II. Book Award Winners (Top 10%)

##### Student, School, Teacher

- Henry Summers, Christendom College, Kevin Tracy
- Anna Campbell, Ave Maria University, Andrew Dinan
- Aidan Raikar, Washington University-St. Louis, Rebecca Sears

- Nana Yorke, Case Western Reserve University, Evelyn Adkins
- Mary Grace Bright, Christendom College, Anthony McDonald
- Nikhil Ranjan, University of Texas-Austin, David Welch
- Madeleine Staples, Brigham Young University, Stephen Bay
- Stefanie Austin, Ave Maria University, Andrew Dinan
- Patrick Merkle, Brigham Young University, Stephen Bay
- Nichole Peterson, Brigham Young University, Stephen Bay

### III. Certificate of Commendation (Top 25%)

#### Student, School, Teacher

- Michael Ball, Brigham Young University, Stephen Bay
- Natalie Wright, George Washington University, Elise Friedland
- Carissa Martin, Emory University, Louise Pratt
- Isaac Smith, Brigham Young University, Stephen Bay
- Cole Thorton, Davidson College, Jeanne Marie Neumann
- Joshua Breckenridge, Case Western Reserve University, Evelyn Adkins
- Audrey Austin, Ave Maria University, Andrew Dinan
- Matthew Blain, Xavier University, Jay Arns
- Petey Kraemer, Washington University-St. Louis, Rebecca Sears
- Annemarie Michael, Washington University-St. Louis, Rebecca Sears
- Jacob Sorge, Univ. of Illinois Urbana-Champaign, Jessica Wells
- Liam Daigle, Christendom College, Kevin Tracy
- Samuel Jones, Sewanee-University of the South, Stephanie McCarter
- Ethan Mickna, Texas Tech University, Pamela Zinn
- Rachel Thomas, University of Alabama, Kelly Shannon-Henderson
- Steven Mao, Emory University, Louise Pratt
- Caroline Moore, Emory University, Louise Pratt
- Angelina Tran, Emory University, Louise Pratt
- Jacob Anderson, Brigham Young University, Stephen Bay
- Trevor Stalnaker, Washington and Lee University, Caleb Dance
- McKell Baugh, Brigham Young University, Cecilia Peek
- Maria Daniel, Xavier University, Jay Arns

#### **Advanced Contest - College**

Total Number of Exams Submitted: 177

Average Score: 33.1 / 49

### I. Cash Award (Top 3%)

#### Student, School, Teacher

- Anna Lam, Baylor University, David White
- Elise Larres, Ave Maria University, Andrew Dinan
- Allen Smith, Carleton College, Clara Hardy
- Kira McBride, University of Virginia, Gregory Hays
- Harrison Dinsbeer, Davidson College, Keyne Cheshire
- Mary Clare Young, Christendom College, Andrew Beer

### II. Book Award (Top 9%)

#### Student, School, Teacher

- Thomas Hogan, University of Dallas, David Sweet
- Kathleen Cammack, University of Dallas, David Sweet
- Kathleen Kelly, Ave Maria University, Andrew Dinan

- Alexander Kee, Austin Peay State University, Stephen Kershner
- Jamie Wheeler, Baylor University, Julia Hejduk
- Elliot Schwartz, Carleton College, Clara Hardy
- Read Wilder, Carleton College, Clara Hardy
- Aleksander Miroslavljivic, Brock University, Fanny Dolansky
- Ethan Russo, University of Texas-Austin, Deborah Beck
- Emeline McClellan, University of Georgia, Thomas Biggs

### III. Certificate of Commendation (Top 25%)

#### Student, School, Teacher

- Ethan Bryant, Baylor University, Julia Hejduk
- Cecilia Hassan, University of Dallas, Teresa Danze
- Zachary Costa, University of Tennessee, Christopher Craig
- James Stebbins, Xavier University, Jay Arns
- Hugh Downs, Dickinson College, Mark Mastrangelo
- Elizabeth Farr, Carleton College, Clara Hardy
- Apollo Yong, University of Virginia, Gregory Hays
- Natasha De Virgilio, Hillsdale College, Carl Young
- Sanji Bhavsar, Washington Univ.-St. Louis, Philip Purchase
- Bramwell Atkins, Sewanee-Univ. of the South, Stephanie McCarter
- Irene Carriker, University of Dallas, David Sweet
- Vinayak Eranezhath, University of Georgia, Christine Albright
- Laura Cermak, Christendom College, Andrew Beer
- Teresa Henderson, Ave Maria University, Andrew Dinan
- Emma Frank, Hillsdale College, Carl Young
- Cole Warlick, Davidson College, Keyne Cheshire
- David Orvedahl, University of Virginia, Gregory Hays
- Margaret Merlino, Kenyon College, Naomi Campa
- Mary Clare Kelly, Christendom College, Andrew Beer
- Kristin Myers, University of Virginia, Gregory Hays
- Garrett Boord, Christendom College, Edward Strickland
- Emma Clifton, Hillsdale College, Carl Young
- Micah Wiley, Hillsdale College, Carl Young
- Meaghan Haling, Kenyon College, Naomi Campa
- Connor Raikar, Washington Univ.-St. Louis, Philip Purchase
- Jen McLish, Washington Univ.-St. Louis, Philip Purchase
- Ruby Ladd, Washington Univ.-St. Louis, Kate Wilson
- Clarissa Goebel, Univ. of Illinois Urbana-Champaign, Ariana Traill
- Evan House, University of Georgia, Christine Albright
- Luke Nicosia, Dickinson College, Mark Mastrangelo
- Hope Langworthy, Hillsdale College, Carl Young
- Carmon Proctor, Davidson College, Keyne Cheshire



## REPORTS FROM PREVIOUS AWARD WINNERS

### 2018 EXCAVATION / FIELD SCHOOL AWARDS

Four CAMWS members received Excavation and Field School awards in 2018; we have asked them to share the fruits of their labors and the perspectives gained by their time in the field. They worked at Cosa, Gabii, Corinth and Gravina; each of them found a new horizon for themselves as well as a chance to contribute to a larger team.

**ALEX LEE**, a PhD candidate in Classics at Florida State University, traveled to Ansedonia, Italy to participate in the Cosa Excavations, working under Andrea De Giorgi and Russell Scott; he was the recipient of the Peter Knox award for the year. He writes:

It was an honor to excavate a site with such a rich archaeological history: the 2018 season marked the 70th anniversary of excavation at Cosa, originally undertaken by Frank Brown in 1948. This was the sixth season of excavation of the bath complex, a project undertaken to answer a number of questions about the structure and chronology of the site.

I spent four weeks working in Laconicum 5, a (rather large) trench in the north-eastern sector of the bath complex. Patient trench supervisors Nora Donoghue and Ana Belinskaya showed me the ropes and provided a crash course on archaeological methods and object identification on the fly. A typical day would have us excavating for 3-4 hours in the morning, washing pottery together for an hour before lunch, and returning to the field until late afternoon.... After three and a half weeks of meticulous excavation, uncovering an abundance of cover tile and *tubuli*, coins, ceramics, glass, and plaster (*eheu!*), we finally reached floor.

Although I primarily work on Greek literature, my time at Cosa was invaluable and has fundamentally changed the way I think about and teach the ancient world. To walk through Cosa's forum, spend time in the temples on the arx, and have hands-on experience with artifacts offered an education that the library can hardly replicate. Equally memorable were all the wonderful people at Cosa this summer.... I left Italy encouraged that the future of the field is in the hands of such intelligent and thoughtful people, and grateful for having made lifelong friends.



*Ana Belinskaya, Nora Donoghue, and I enjoying the fruits of our labor.  
The view from the Arx: not a bad place to work!*

**MOLLY SCHNAUB** followed her completion of a BA in Classics at the University of Michigan with a summer excavating at Gabii: this was her second year at the site, where she was able to put to work all the skills acquired the summer before, so much so that she was given a supervisory role over first-time students. She describes her time in the field as “a crucial transitional period in my academic career.... My time at Gabii reaffirmed what I had discovered during my first Gabii season - namely, that archaeology is something I want to continue to study at the graduate level. My time at Michigan has instilled a deep love of interdisciplinary work in me, and I received much encouragement from my professors and graduate students to take opportunities in other fields that could take me outside of the classroom, such as the field school at Gabii.”

**DEVIN LAWSON**, an undergraduate at Coe College majoring in Mathematics, with minors in Classical Studies and History, participated in the Lechaion Harbor and Settlement Land Project in Corinth, under the direction of Angela Ziskowski field school at Lechaion Harbor. Devin writes:

I spent my summer working in three trenches on the inner harbor. The first trench I worked in was notable because of its architecture. We currently believe that this trench is the grand entrance to the basilica in the area. The other two trenches I worked in were both in a single large room with a well-preserved tile floor rich in finds such as pottery, coins, metal, marble, and *tes-serae*. Its function is unclear at this time, but it was older than the larger adjacent building which was in part built over this room.

As this was a field school and many of the diggers, myself included, were novices, we were instructed in proper archaeological methods, from digging in the trench to sifting, photographic and written documentation, pottery washing, and conservation. I discovered that I really enjoyed pottery washing because it gave me the unique opportunity to interact with artifacts after they had been unearthed. We were also incredibly lucky to have a wide range of staff working on the project. This enabled me to work on many facets of the project, including spending time with our total station team and an epigraphy specialist. As a math major, the total station was of particular interest to me because it lies at the intersection of math and classics, two seemingly unrelated fields that are near and dear to my heart. Working with this team provided me additional insight and direction on post-undergraduate career plans that would possibly encompass both fields. At our weekly meetings, I was updated on what our photogrammetry team, conservation team, pottery specialist team, archaeobotanists, and numismatist were doing. The result is a strong working knowledge of a number of important archaeological subdisciplines.

Working on this project gave me a deep appreciation of artifacts, especially since I am a philologist at heart. Quite often, it is easy to go into a museum and see artifacts, but not really understand why they are significant. After digging up countless sherds of pottery, I look at a fully intact vase in a museum with new eyes. I also understand how difficult it is to try and piece together history from artifacts alone. Lechaio was a first-hand experience in formulating a hypothesis and then immediately having it smashed into pieces. Excavating requires constant re-formulation of our assumptions and hypotheses as we uncover new evidence. It was a frustrating, but rewarding, process, one that I now appreciate more deeply as a result of my experience. On this note, I will be studying abroad at the Intercollegiate Center for Classical Studies in Rome in the fall. One of the main focuses of this program is learning about Rome from the ground up. Because of my experience at Lechaio, I already have a strong grasp on the basics of archaeology, which will allow me to interact with the material that I am learning about in Rome more holistically....

Working at Lechaio gave me the opportunity to be immersed in modern Greek culture by living in the village. Modern day Ancient Corinth is a small village that is driven primarily by tourism. Because of this, the living situation was incredibly intimate and unique. There was strong emphasis put on learning how to integrate ourselves into daily village life and culture. Everyone in the village welcomed us with open arms and showed a deep, genuine interest in the work that we were doing. We were also lucky enough to be in the village during Panigiri, which is a massive festival celebrating the feast days of St. Peter and St. Paul.... Panigiri was without a doubt one of the highlights of my time in Greece because it was a once in a lifetime opportunity to get an inside look at an incredibly important Greek tradition.

My experience at Lechaio was transformative and absolutely pivotal in my development as a classicist. Before this summer, I had never even thought about working on an excavation. Now, I feel confident in my ability to excavate and carry a deeply-rooted conviction in the importance of developing and using an archaeological perspective in my studies. Working on this excavation gave me a new in-depth view of the classical world that I will carry with me as I prepare to leave for Rome and begin my graduate school search.

**CAITLYN PALLAS**, an undergraduate majoring in Classics and Anthropology at the University of Georgia, joined the excavation of a Roman Villa, Vagnari Vicus, at Gravina in Puglia, with a team from the University of Sheffield. She reports:

We excavated in three trenches at the Vicus: two of which were 5 meters by 5 meters and one 3 meters by 2 meters trench:



The large trench towards the bottom of the picture was dug to find more information about the winery at the Vicus. With this trench, we discovered another *dolium*, three more walls, the end of the winery, glass, two large pieces of lead, a lot of pottery shards, and a robber wall. The large trench towards the top of the picture, was dug in attempt to find more early BC pottery and artifacts to give us more information about the earlier inhabitants of the Vicus. This trench had two walls, four loom weight pieces, various animal bones, glass, and a lot of pottery of which a significant portion was from the early BC era. The small trench was dug to cover an area between two earlier excavation trenches. We found where certain walls met, where a previously discovered drain had ended, pottery, glass, and more animal bones.

This trip has single-handedly made the biggest impact on my education so far. By participating in this field school, I have confirmed the fact that I want to be a Classical Archaeologist. It also made me confirm that I will be going to graduate school to obtain my doctorate. Additionally, it provided me with a solid foundation of excavation skills including: troweling, mapping, pottery washing, artifact documentation, artifact and feature identification, along with other important skills. The experience I received from going on this trip was also crucial to my future career as an archaeologist.

## AWARD REPORTS: EPIGONOI EDITION

*Editor's note: Mr. Tapper's teacher, Daniel Ristin, was a 2009-10 recipient of a Manson A. Stewart Teacher Training award and his students have won multiple Latin Translation Contest awards.*

### **Bringing the Latin Classroom to Life: Enhancing the Study of Latin with a Study-Abroad Experience**

By David Tapper, University of Chicago Laboratory Schools

From March 18-25, 2019, fifteen students from the University of Chicago Laboratory Schools traveled to Sorrento and Rome to visit sites where the Roman Empire flourished. Dr. Frances Spaltro and Mr. Daniel Ristin, Latin teachers at University High, led the study abroad program. As Latin students who have encountered historic sites in texts only, the opportunity to see sites such as Herculaneum, Pompeii, the Colosseum, the Roman Forum, and Ostia Antica enhanced our understanding of Roman culture and engaged our imaginations. My classmates and I experienced the ancient world firsthand through its buildings, relics, art and ruins. Walking through ancient cities and monuments allowed us to encounter cultures from the distant past and make meaningful connections to our contemporary studies.

The first towns that we visited were Herculaneum and Pompeii, both destroyed by volcanic pyroclastic flows from the eruption of Mount Vesuvius in 79 AD. Herculaneum was a wealthy coastal town filled with lavish homes. These homes were well-preserved because the city was sealed by layers of ashes and dirt. The excavation of Herculaneum began in 1738. Visitors today can see frescoes, shrines, restaurants, public baths, a swimming pool and the skeletal remains of residents who were engulfed by the eruption.

Pompeii is the more famous of the two cities and is four times as large as Herculaneum. This excavated walled city offered us a remarkable look at everyday Roman life, frozen at the moment it was buried under 25 feet of volcanic ash. Its remains, including houses, mosaics and frescoes, paved roads, bathhouses and the Temple of Apollo give a compelling look into the lives of the city's inhabitants and Roman culture.



An aerial view of the town of Herculaneum.





The remains of the Temple of Apollo, which was being re-stored at the time of the eruption to repair damage from an earlier earthquake. It is one of the oldest temples in the city. The sacred central area was surrounded by 48 Doric columns.



A floor mosaic in the entryway of a lavish home in Pompeii. The inscription reads: "Cave Canem" which translates to "Beware the Dog." We were thrilled to see this mosaic in person as it is the cover art on our Latin textbook, *Lingua Latina Familia Romana* by Hans H. Ørberg. This was a prime example of how traveling to Rome helped us connect our contemporary studies to the experience of the distant past.

A few days after visiting Pompeii, our group traveled to the Colosseum, which is one of the great architectural wonders of the ancient world. The emperor Vespasian commissioned the building in 72 AD and it was completed eight years later under his successor and heir, Titus. During its heyday as a public forum, the Colosseum was estimated to seat between 50,000 and 80,000 spectators. The Colosseum was the site of many gladiator contests, executions, public spectacles, and plays based on Classical mythology. This historic structure is featured in many world history textbooks and it was exciting for us to see it in person.



University High students explore the entry to the city of Pompeii



The mosaic floor of a building in Ostia Antica surrounded by the remains of other buildings and ancient walls

Walking through the historic sites of the Roman Empire is a powerful way to build a bridge between contemporary studies of the Latin language and the ancient eras when Latin was a dominant language. There are no modern cultures in which Latin is spoken or used as a primary form of communication. Studying Latin is different than studying French, Spanish, German or Mandarin, for example, as it is quite possible to visit countries where these are living languages. Although almost all European languages have roots in Latin, studying Latin does not lend itself easily to understanding or experiencing what it meant to be an ancient Roman. We have to imagine that. Traveling to Rome to immerse ourselves in historic sites was a powerful way to begin that journey of understanding. As I stood among the remains of the Roman Empire, I was filled with a sense of reverence about how important it is to preserve these places. The study abroad experience gave me a new perspective on history and language and amplified my interest and enthusiasm for studying Classics

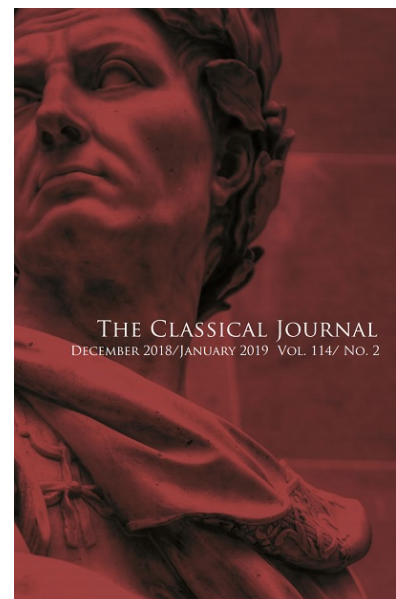


The author at the Colosseum.

## NEW IN *THE CLASSICAL JOURNAL*

*The Classical Journal* (ISSN 0009-8353) is published by the Classical Association of the Middle West and South (CAMWS), the largest regional classics association in the United States and Canada, and is now over a century old. All members of CAMWS receive the journal as a benefit of membership; non-member and library subscriptions are also available. CJ appears four times a year (October-November, December-January, February-March, April-May); each issue consists of 128 pages. It is included in JStore (00098353).

[Learn More](#)



## The following articles are contained in CJ 114.4

### Sibling Romance In Heliodorus' *Aithiopika*

by Katherine Wasdin

**Abstract:** The relationship between Charikleia and Theagenes in Heliodorus' *Aithiopika* is consistently equated with that between a sister and her brother. This article explicates the shifting significance of their fraternal relationship as it develops over the course of the novel. Their alternative identity as siblings provides a protective deception, a symbol of their deep affection, an emotional and spiritual bond as foster-children of Kalasiris and ritual roles as priest and priestess of the sibling deities they resemble. Even when Charikleia is accepted as the daughter of Hydaspes, traces of their sibling relationship remain.

### Horace-Ing Around With Martial Book 10

by Mitchell R. Pentzer

**Abstract:** This paper argues that Martial challenges Horace's lyric project in two epigrams of Book 10. In 10.68, the epigrammatist engages in literary polemic, at once contentious and humorous, by evoking *Odes* 1.7 and then scolding a Roman *matrona* for her inappropriate Greek blandishments. 10.63, the epitaph of another *matrona* and modeled on *Odes* 3.30, tops Horace's affirmation of his success and immortality. This veiled, playful engagement reflects attitudes toward Greek behavior apparent in other epigrams and contemporary satire and contributes to our scanty evidence for the early reception of the *Odes*.

### Was The *Tempestas* Of AD 62 At Ostia Actually A Tsunami?

by Steven L. Tuck

**Abstract:** This article argues that the *tempestas* credited by Tacitus (Ann. 15.18.2) with the destruction of 300 ships in the harbor at Ostia and on the Tiber was a tsunami caused by the earthquake of February AD 62. As a result of this conclusion we can further argue that the harbor of Ostia was already completed by that time, and had probably been completed during Claudius' reign, and that Nero therefore had nothing to do with its design or construction. Finally, that Nero's harbor sestertii were issued to reassure Romans about the security of the grain supply, not to commemorate the inauguration of Portus.

### Julia Domna And Her Divine Motherhood: A Re-Examination Of The Evidence From Imperial Coins

by Riccardo Bertolazzi

**Abstract:** The aim of this paper is to examine chronologically the imperial types advertising the maternity of Julia Domna. Several coins issued during the first years of Septimius Severus' reign celebrated the procreative capacities of the Augusta by either portraying her together with Caracalla and Geta or connecting her to representations of deities with children. Later types, however, seem to shift focus to a more universal concept of maternity by comparing Domna to deities such as Cybele, Vesta and Luna. This phenomenon became particularly evident during the reign of Caracalla, when her influence in public affairs reached its apex



## NEW IN *TEACHING CLASSICAL LANGUAGES*



*Teaching Classical Languages* (TCL) is the peer-reviewed, online journal dedicated to exploring how we teach (and how we learn) Greek and Latin

### Abstracts Of Articles

#### Something Old, Something New: Marrying Early Modern Latin Pedagogy and Second Language Acquisition (SLA) Theory

by Alan van den Arend, Johns Hopkins University

**Abstract:** Growing interest in ‘active’ Latin has prompted much discussion regarding the role of contemporary Second Language Acquisition (SLA) Theory in Latin instruction. Often framed as a contest between ‘traditional’ (Grammar-Translation) and ‘new’ (SLA-informed) pedagogies, debate in the field has proceeded according to assumptions regarding the relative historicity of both frameworks with little reference to the recorded tradition of Latin teaching practices. In short, present discussions have not been situated in the timeline of actual historical developments. This article attempts to redress this apparent lack of discussion by comparing basic principles of contemporary SLA-informed pedagogy with strategies from educational treatises published between the years 1511 and 1657. It seeks (1) to demonstrate the existence of an early modern Latin pedagogy with principles like those supported by contemporary SLA research, (2) to offer a comparative reading of that pedagogy’s premises with consensus positions of current SLA-informed instruction, and (3) to reflect upon the potential uses of this comparison for present-day Latin teaching. This reading is exemplary, targeting one model for Latin pedagogy from the early modern period. Investigation remains necessary to identify both the scope and the depth of this tradition and its potential usefulness for reimagining Latin teaching in the 21st century.

#### How Learning Works in the Greek and Latin Classroom

by T. H. M. Gellar-Goad, Wake Forest University

**Abstract:** This article presents seven neuroscience-based principles of how people learn, derived from Susan Ambrose et al.’s *How Learning Works*, and offers practical advice and tools for applying these principles to the teaching of Greek and Latin. To teach as best as we can, we should look to how our students learn and to how we can better promote and support their learning. The seven concepts are: [1] novices and experts organize knowledge differently; [2] students’ prior knowledge affects present class performance; [3] learning depends on motivation, a threefold phenomenon; [4] learning is best supported by targeted practice and timely feedback; [5] acquisition of complex skills depends on automaticity in and integration of basic tasks; [6] reflection and metacognition are essential for successful learning; and [7] course environment and student identity development have profound effects on learning effectiveness. Each principle is treated separately with a subsection on relevant language-instruction techniques. The conclusion ties together the ramifications of these principles for pedagogy and for course design. The Appendix presents sample documents.

### Quid discere vultis? Crafting a “student-guided” Latin literature course

by Ian Hochberg, St. Stephen's & St. Agnes Upper School

**Abstract:** This paper poses a fundamental question: how deeply are our Latin students engaging with Latin literature? How many connections are they making between the literature and their lives? Last summer, I asked myself these questions and crafted a course to increase student choice, breadth of reading, and deeper connections with the material. This paper provides some inspiration for new, simple ways to help students discover for themselves authors such as Ovid, Cicero, Catullus, and Horace. The paper shares project topics relating to Ovid's works which allow for student choice, creativity, and personal connection. It also highlights successes and difficulties in my attempt to increase student choice and broaden their understanding of these authors. It suggests that incorporating English readings can be an effective strategy to provide context for the Latin and greater breadth of an author's writing. It reminds us to let go of methods we cling to that may not work for today's students. The paper emphasizes the importance of constant formal and informal feedback from students. Lastly, the paper explores the joy of reading a new, student-selected Latin passage for the first time together with students and learning alongside them.

### Teaching the Old and New Testaments to Students of Greek and Latin Simultaneously with Numerous and Fascinating Learning Outcomes

by James J. Clauss, University of Washington

**Abstract:** Because Old and New Testament texts in Greek and Latin are almost word for word replicas of each other inasmuch as they are both translations of preexisting texts, they can be taught simultaneously to students who know only one or both of the languages in the same classroom. Moreover, students with only one year of training can take such a class because of the syntactical simplicity of the texts and repetitive nature of the vocabulary. There are a number of outstanding learning outcomes to expect from teaching these works: critical thinking, introduction to textual criticism, canonicity, the Documentary Hypothesis, translation goals, cultural appropriation, comparative mythology, interdisciplinarity, and ancient biography.

## CAMWS NEWS AND ANNOUNCEMENTS



### JPASS

JStore offers CAMWS members a 50% discount on a JPASS providing unlimited access to the JStor library. Go to

<https://camws.org/JPASS>



### Call for Submissions for CAMWS 2020

The 116th Annual Meeting of the Classical Association of the Middle West and South will be held Wednesday-Saturday, March 25-28, 2020, in [Birmingham, Alabama](#) at the [Hyatt Regency Birmingham--The Wynfrey Hotel](#) at the invitation of [Samford University](#). Proposals for panels, workshops, individual papers, and round-table discussions on any aspect of the ancient Mediterranean world are now being accepted. Teachers (K-12, college, university) and independent scholars, as well as graduate and undergraduate students, are encouraged to submit proposals. Papers that are likely to be of broad interest, such as those with direct applicability to teaching or those engaged with issues of diversity, gender, sexuality, race, and ethnicity, are especially welcome.

All [panel abstracts](#) and [workshop proposals](#) (with accompanying abstracts) must be received by 11:59 p.m. on **Monday, August 19, 2019**.

All [individual paper proposals](#) must be received by 11:59 p.m. on **Monday, September 23, 2019**.

[Round-table discussion proposals](#) must be received by 11:59 p.m. on **Monday, November 4, 2019**.

All submissions will be judged anonymously by the Program Committee, chaired by CAMWS President Anne Groton of St. Olaf College in Northfield, Minnesota. She can be reached at [president@camws.org](mailto:president@camws.org).

Visit <https://camws.org/CFPCAMWS2020> for complete information and submission instructions.

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### New CAMWS Statement on Provo

The CAMWS Executive Committee has received a substantial response from concerned colleagues about the 2023 annual meeting scheduled to meet in Provo, Utah, at the invitation of Brigham Young University. Many have called upon the Committee to move all activities of the 2023 meeting off the BYU campus and hold the entire meeting in the hotel. The Committee has listened seriously to the voices of our colleagues and has now voted to act on this request. All activities of this meeting will be held at the hotel.

The broad response has made clear to the Executive Committee the impact of BYU's policies on LGBTQ colleagues and the conflict between those policies and CAMWS's own policies on diversity and inclusivity ([camws.org/codeofconduct](http://camws.org/codeofconduct)). While the Executive Committee respects our colleagues in Classics at BYU and the many contributions they make to the organization, CAMWS does not support the policies of the BYU administration. In the coming year, the Executive Committee will consider the viability of its model of selecting host institutions for future meetings to ensure that conflicts with the organization's policies do not arise again. CAMWS strives to be a welcoming and inclusive society for the free exchange of diverse ideas and viewpoints. Thank you to all who took the time to give feedback about the meeting.

## CAMWS Members

### Save 25%

Oxford University Press is offering a 25% discount on its entire Classics list to all CAMWS members. Go to

<https://camws.org/oup-promotion>.



Available in US and Canada only.

## Multi-Society Statement on Proposed Cuts at the University of Tulsa

The Executive Committee of the Classical Association of the Middle West and South (CAMWS) joins other professional associations in urging the University of Tulsa to reconsider and rescind its recent recommendations calling for the elimination of undergraduate majors in philosophy, religion, theater, musical theater, music, languages, law, and of several graduate and doctoral programs, including those in anthropology, fine arts, history, and women's and gender studies and to eliminate undergraduate minors in ancient languages and classical studies.

The University of Tulsa appears to relegate liberal arts programs to a supporting role in a new university focus on pre-professional and vocational programs. There is much convincing evidence that college graduates can be expected to change careers—not just jobs, but careers—several times in their working lives. By focusing on preparation only for a very few careers and ignoring evidence of the career-enhancing value of humanities and social science majors, University of Tulsa administrators restrict opportunities for their students and reinforce the notion that higher education should focus on workforce preparation rather than preparing lifelong learners who can use their educations to pursue a range of careers. We are especially concerned about the effect of such a message on first-generation students and students of modest means, who may be discouraged from pursuing a major in a humanities or social sciences field in the mistaken impression that such a major cannot prepare them for career success.

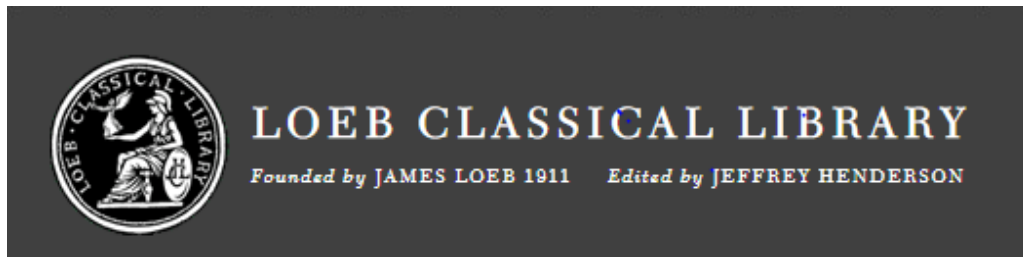
A true commitment to the liberal arts allows for deep study in the liberal arts and does not see them merely as context and background for pre-professional studies. We encourage the university to retain its commitment to the programs in question—programs that develop students' capacity for critical thought, evaluative judgment of values, and the means to grapple with the cultural, linguistic, and visual dimensions of a shared world.

Faculty members at the university have expressed serious concern about the lack of meaningful opportunities for consultation and input into the university's deliberative process that generated these recommendations. We urge President Clancy and Provost Levit to follow the recommendations of the

faculty of the College of Arts and Sciences and revisit the planning process, including full representation from all departments and examining all applicable data about the value of the programs that will be affected by the plan.

We would be happy to provide research assistance to the university in its efforts to understand the post-graduation value of degrees in the fields our associations represent.

Thank you for your consideration



CAMWS members have full access to the Loeb Classical Library On-Line.

Go to <https://cj.camws.org/loeb>

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### Statement on CAMWS and Political Involvement

According to its mission statement ( <https://camws.org/about/missionstatement.php>), CAMWS is a professional organization "that promotes the knowledge and appreciation of classical antiquity through support of pedagogy, original research and public outreach." As an educational, not-for-profit 501(c)(3) organization, it does not, and cannot, advocate for any particular political candidates, parties or legislation not directly related to its mission. CAMWS welcomes as members persons of all political, social and religious convictions, and remains committed to supporting classicists and classics programs in every one of the 32 states and three Canadian provinces represented by CAMWS.

Approved by the CAMWS Executive Committee on May 22, 2019





## FROM OUR INSTITUTIONAL MEMBERS

### University of Illinois Announces \$1.5 Million Endowment Gift for Classics

The Department of the Classics announces the establishment of the George N. Reveliotis Family Hellenic Studies Endowment of \$1.5 million.

Thanks to the generosity of alumnus George Reveliotis, this endowment will support Classics and Hellenic studies through scholarships and fellowships, in addition to a professorship in the near future.

For the full story, click [here](#).

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### May 2019 issue (vol. 3.1) of *Philomathes*

The Classics program in the Department of Languages and Literature at Austin Peay State University is pleased to announce that the May 2019 issue (vol. 3.1) of *Philomathes: an Online Journal for Undergraduate Research in Classics* is now live for your consumption. Please check it out at the following link:

<http://www.apsu.edu/philomathes/Issues.php>

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### Faculty at the University of Vermont Release Official Statement Regarding Recent Cutbacks

“In sum, while our undergraduate language program still enjoys a vibrant and harmonious student culture (with a very active Classics club, a high proportion of thesis-writers, and many post-graduation success stories in various fields), and while our graduate students continue to secure funded positions in doctoral programs (recently Berkeley, Michigan, Chicago, NYU, BU), our institutional situation has become highly precarious....

We therefore invite the Classic community to sign our [Petition to Restore UVM Classics](#).”

The [complete text](#) of their press release is available on the CAMWS website

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### CANE Summer Institute July 8-13, 2019 at Brown University, Providence, RI

E Pluribus Unum

The organizers of the 2019 CANE Summer Institute invite you to join us for a weeklong examination of peoples and cultures that comprised the Classical Greek and Roman worlds. We will not only look at the various components of the ancient world, but we will also consider what it meant for those components to be *unum*. The institute's events and discussions will also consider modern and contemporary reflections of nationhood.

For more information, visit [http://caneweb.org/new/wp-content/uploads/CSI\\_registration.pdf](http://caneweb.org/new/wp-content/uploads/CSI_registration.pdf).

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## Call for Papers LUTHERANISM & THE CLASSICS VI: BEAUTY

Concordia Theological Seminary  
Fort Wayne, Indiana  
October 1-2, 2020

**WHAT:** From the Reformation onward, Lutherans have not only held the languages and literatures of the ancient Greeks and Romans in high regard, but also respected their theories of aesthetics and artistic sensibilities. While Martin Luther came to believe that beauty is found not in an Aristotelian golden mean but rather in God's own self-giving in Christ Jesus under forms that may seem ugly to unbelief, he valued proportionality, aesthetics, music, and the visual arts as precious gifts of a generous Creator. Imaging is not only what the human heart does—whether concocting idols or honoring God—but also how the proclaimed word portrays Christ: primarily as divine gift.

The conference organizers seek individual papers (or panels with at least three participants) on such topics as follow:

- Reformation-era Perspectives on Beauty in Plato and Aristotle
- Lucas Cranach and the Classical Artistic Tradition
- The Basilica and Church Architecture
- The Role of Images in the Early Church
- Beauty and Aesthetics as Understood by the Church Fathers
- Iconolatry and Iconoclasm
- The Strange Beauty of the Cross
- Luther's Understanding of Beauty under its Apparent Opposite in Selected Psalms
- Luther on the Theology and Beauty of Music
- Lutheran Phil-Hellenism
- Beauty in Orthodoxy, Pietism, and Rationalism
- Baroque Beauty: Bach and Others
- Classical Rhetoric and Christian Preaching
- The Beauty of Holiness
- Luther's Aesthetics in Contrast to Modern Views of Beauty
- How Might Christian Children Learn Aesthetics?

Our subject is broadly conceived and considerable latitude will be given to cogent abstracts. Proposals should exemplify philological excellence, contribute to the conference theme however broadly and avoid overspecialization. Sectional presenters should plan for their papers to be 17 minutes in length. Selected papers from this conference may be published.

**WHO:** Keynote addresses by Dr. Christian Preus, Mount Hope Lutheran Church; Dr. Mark Mattes, Grand View University; Dr. Scott A. Bruzek, St. John Lutheran Church; and Dr. E. Christian Kopff, University of Colorado.

**WHEN:** Abstracts of no more than 250 words should be submitted by electronic attachment to Professor Carl P.E. Springer, SunTrust Chair of Excellence in the Humanities, University of Tennessee, Chattanooga, at [carl-springer@utc.edu](mailto:carl-springer@utc.edu) by **November 1, 2019**.

## Baylor Announces Postbac Program

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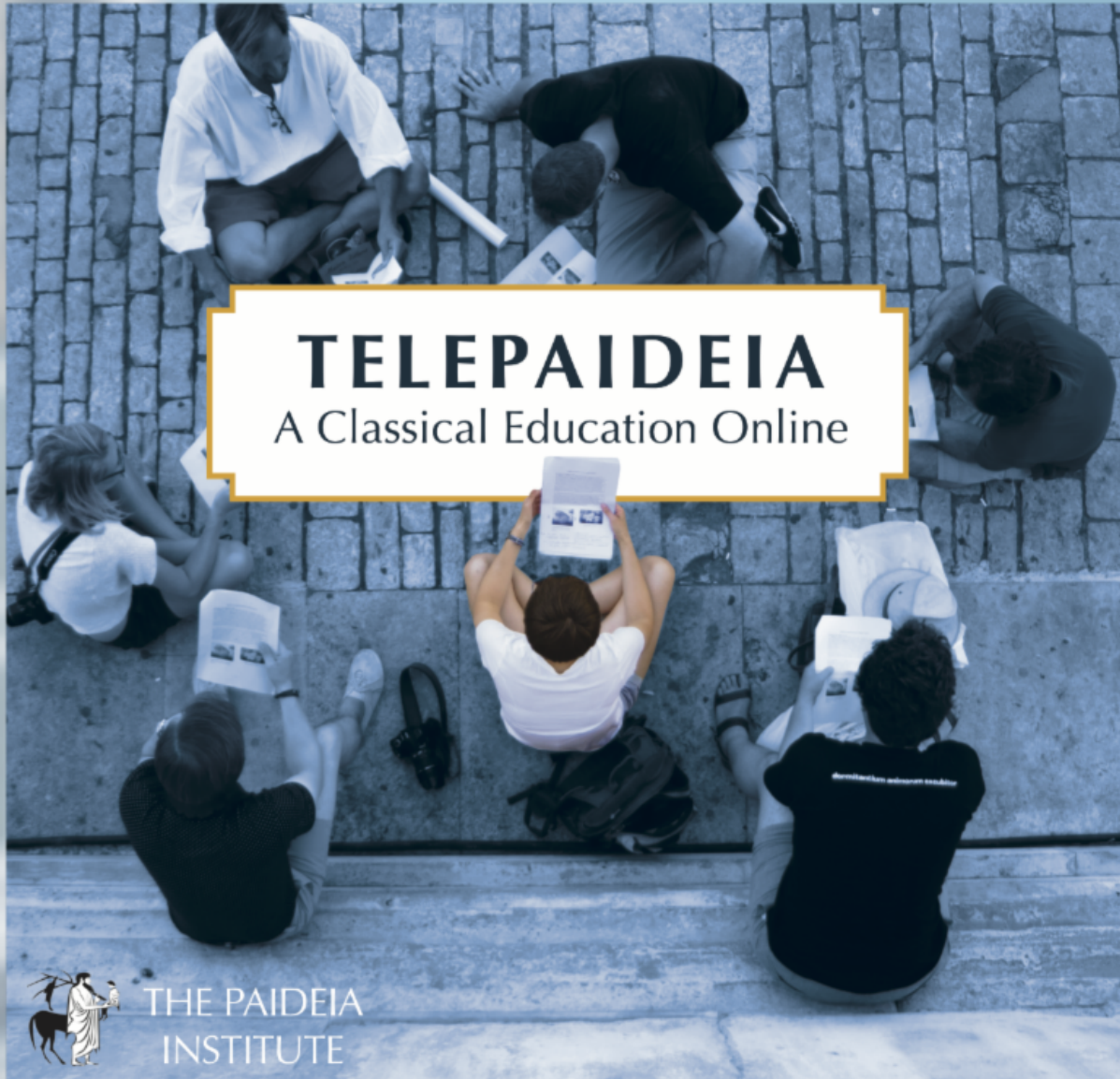
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- Proficiency in Latin
- Mastery in Latin



For additional information and application instructions visit  
[www.baylor.edu/classicspostbac](http://www.baylor.edu/classicspostbac)

## FROM OUR INSTITUTIONAL MEMBERS



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# The Vergilian Society

## Programs for Secondary Teachers

### 2020 Study Tours

#### **Roman *Otium* on the Bay of Naples**

A 12-day Study Tour for K-12 Teachers

Dates: July 1-12, 2020

Directors: Keely Lake and Jennifer Sheridan Moss

#### **Roman Switzerland**

July 1-11, 2020

Director: Beverly Berg

#### **Greeks and Romans on the Bay of Naples**

July 7-18, 2020

Director: Steven Tuck

#### **Drawing in the Italian Landscape**

July 7-13, 2020

Director: Gratia Banta

#### **Malta**

December 27, 2020 – January 6, 2021

Director: Raymond Capra

### Translation Contest

- Translation – Short Answer – Essay
- Secondary level students only
- FREE to students of member teachers
- *Cash Prizes* for top ten papers as well as Certificates and Letters of Commendation
- **Administration dates:** late February to early March 2020
- Application link will be made available to member teachers in December 2019.

### Wilks Travel Grants

Grants in amount of **\$3,750-\$7,500** are available to support one week at the Harry Wilks Study Center at the Villa Vergiliana with your high school students.

The recently renovated villa offers full board accomodation including teaching space, library, internet, and lovely grounds overlooking the ruins of the Cumaean amphitheater.

Take your students to Pompeii, Herculaneum, the volcanoes of Vesuvius and Solfatara, the acropolis of Cuma and the Cave of the Sibyl, Lake Avernus, Museo Nazionale Archeologico in Naples, Ischia, Capri, and the Greek colony of Paestum.

Applications are accepted on a rolling basis.

Apply online.

See you at the villa!

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Application deadline Feb. 15, 2020

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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)
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- [William Ziobro](#) of The College of the Holy Cross in Worcester MA, (Thomas J. Sienkewicz)

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## 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](mailto: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](http://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](mailto:stcamws@camws.org) to request an invoice.

## 2018-19 INSTITUTIONAL MEMBERS

- [Ascanius: The Youth Classics Institute](#) Boston MA
- [Auburn Classical Academy](#) Opelika AL
- [Austin Peay State University](#) Clarksville TN
- [Ball State University](#) Muncie IN
- [Baylor University](#) Waco TX
- [Beaumont School](#) Cleveland OH
- [Bolles School](#) Jacksonville FL
- [Boston College](#) Chestnut Hill MA
- [Brigham Young University](#) Provo UT
- [Brock University](#) St. Catharines ON
- [Brown University](#) Providence RI
- [Calvin College](#) Grand Rapids MI
- [Carleton College](#) Northfield MN
- [Carthage College](#) Kenosha WI
- [Case Western Reserve University](#) Cleveland OH
- [Charlotte Latin School](#) Charlotte NC
- [Christendom College](#) Front Royal VA
- [Concordia College](#) Moorhead MN
- [Concordia Theological Seminary](#) Fort Wayne IN
- [Creighton University](#) Omaha NE
- [Davidson College](#) Davidson NC
- [DePauw University](#) Greencastle IN
- [Denison University](#) Granville OH
- [Dickinson College](#) Carlisle PA
- [Duke University](#) Durham NC
- [Duquesne University](#) Pittsburgh PA
- [East Carolina University](#) Greenville NC
- [Emory University](#) Atlanta GA
- [Episcopal Collegiate School](#) Little Rock AR
- [Eta Sigma Phi](#) Memphis TN
- [Florida State University](#) Tallahassee FL
- [Fort Worth Country Day](#) Fort Worth TX
- [George Washington University](#) Washington DC
- [Grand Valley State University](#) Grand Rapids MI
- [Grinnell College](#) Grinnell IA
- [Gustavus Adolphus College](#) St. Peter MN
- [Hampden-Sydney College](#) Hampden-Sydney VA
- [Harvard University](#) Cambridge MA
- [Hillsdale College](#) Hillsdale MI
- [Hollins University](#) Roanoke VA
- [Hope College](#) Holland MI
- [Indiana University](#) Bloomington IN
- [John Burroughs School](#) St. Louis MO
- [John Carroll University](#) University OH
- [Kenyon College](#) Gambier OH
- [Knox College](#) Galesburg IL
- [Leesville Road High School](#) Raleigh NC
- [Liberty Common High School](#) Fort Collins CO



- [Loyola University](#) Chicago IL
- [Marshall University](#) Huntington WV
- [Mary Institute and Saint Louis Country Day School](#) Saint Louis MO
- [Millsaps College](#) Jackson MS
- [Mississippi State University](#) Mississippi State MS
- [Monmouth College](#) Monmouth IL
- [Montgomery Bell Academy](#) Nashville TN
- [National Latin Exam](#) Fredericksburg VA
- [Northwestern State University](#) Natchitoches LA \*
- [Oakdale Academy](#) Waterford MI \*
- [Paideia Institute](#) Brooklyn NY
- [Purdue University](#) West Lafayette IN
- [Randolph College](#) Lynchburg VA
- [Rice University](#) Houston TX
- [Ripon College](#) Ripon WI
- [Rutgers University](#) New Brunswick \*
- [Saint Agnes School](#) Saint Paul MN \*
- [St. Mary's Dominican High School](#) New Orleans LA
- [St. Olaf College](#) Northfield MN
- [St. Stephen's Episcopal School](#) Austin TX
- [Samford University](#), Birmingham AL
- [Scottsdale Preparatory Academy](#) Scottsdale AZ
- [Sewanee: The University of the South](#) Sewanee TN
- [Shaker Heights High School](#) Shaker Heights, OH
- [Shawnee Mission East High School](#) Shawnee Mission, KS
- [South Carroll High School](#) Sykesville MD \*
- [Texas Tech University](#) Lubbock TX
- [Trent University](#) Peterborough ON
- [Trinity University](#) Antonio TX
- [Truman State University](#) Kirksville MO
- [Tufts University](#) Medford MA
- [University at Buffalo](#) Buffalo NY
- [University of Alabama](#) Tuscaloosa AL
- [University of Arizona](#) Tucson AZ
- [University of Cincinnati](#) Cincinnati OH
- [University of Colorado](#) Boulder CO
- [University of Dallas](#) Dallas TX
- [University of Georgia](#) Athens GA
- [University of Illinois](#) Urbana-Champaign IL
- [University of Iowa](#) Iowa City IA
- [University of Lynchburg](#) Lynchburg VA
- [University of Mary Washington](#) Fredericksburg VA
- [University of Maryland](#) College Park MD
- [University of Massachusetts](#) Amherst MA
- [University of Michigan](#) Ann Arbor MI
- [University of Minnesota](#) Minneapolis MN
- [University of Mississippi](#) University MS
- [University of Missouri](#) Columbia MO
- [University of Nebraska-Lincoln](#) Lincoln NE
- [University of New Mexico](#) Albuquerque NM
- [University of North Carolina](#) Asheville NC

- [University of North Carolina](#) Chapel Hill NC
- [University of North Carolina](#) Greensboro NC
- [University of Notre Dame](#) Notre Dame IN
- [University of Oklahoma](#) Norman OK
- [University of St. Thomas](#) St. Paul MN
- [University of Tennessee](#) Knoxville TN
- [University of Texas](#) Austin TX
- [University of Texas](#) San Antonio \*
- [University of Toronto](#) Toronto ON
- [University of Virginia](#) Charlottesville VA
- [University of Washington](#) Seattle WA
- [University of Waterloo](#) Waterloo ON
- [University of Wisconsin](#) Madison WI
- [Utah State University](#) Logan UT
- [Vanderbilt University](#) Nashville TN
- [Vanguard College Preparatory School](#) Waco TX
- [Virginia Tech](#) Blacksburg VA
- [Wake Forest University](#) Winston-Salem NC
- [Washington and Lee University](#) Lexington VA
- [Washington University in St. Louis](#) St. Louis MO
- [Wayne State University](#) Detroit MI
- [West Des Moines Community Schools](#) West Des Moines IA \*
- [Western Reserve Academy](#) Hudson OH
- [Wilfrid Laurier University](#) Waterloo ON
- [William & Mary](#) Williamsburg VA
- [Xavier University](#) Cincinnati OH

\* CAMWS would like to welcome 1st-time Institutional Members

## CAMWS MEMBERS IN THE NEWS

Do you have news to share? Let us know! We welcome news of note from both individual and institutional members: [newsletter@camws.org](mailto:newsletter@camws.org).

CAMWS recognizes **Bartolo Natoli** of Randolph Macon College as the recipient of the 2019 [Lur-lene Todd Teacher of the Year Award](#) by the Classical Association of Virginia (CAV).



CAMWS recognizes **Laura McClure** of the University of Wisconsin Madison as the recipient of a 2019 grant from the National Endowment for the Humanities, for a project entitled “Reimagining the Chorus: Modern American Poet Hilda Doolittle (known as H.D.) and Greek Tragedy.”



CAMWS recognizes **Emma Vanderpool** of the University of Massachusetts Amherst as the recipient of a [Distinguished Teaching Award](#) for the academic year 2018-2019, a student-initiated award which recognizes excellence in undergraduate teaching.



## CLASSICS IN THE NEWS



**Requiescat in pace: Finland's Yle radio axes Latin news...**

June 24, 2019. Public broadcaster cancels weekly summary Nuntii Latini as original presenters retire.

[Read more](#)  
[www.theguardian.com](http://www.theguardian.com)



### Remains of entire Roman town discovered next to A-road...

May 27, 2019. Archaeologists have hailed the discovery of an entire Roman town and main road as "massive" for their understanding of ancient Kentish development. The 18-acre site featuring Iron Age and Roman settlements contained...

[Read more](#)

[www.independent.co.uk](http://www.independent.co.uk)

### TLL Open Access: Thesaurus linguae Latinae

April brought news that the index and all the published volumes of the Thesaurus Linguae Latinae (A-M, O-P, and Onomasticon C-D) are now available as open access pdfs from the Bavarian Academy.

[Read more](#)

[www.thesaurus.badw.de](http://www.thesaurus.badw.de)

## OBITUS RECENTES

### *Abierunt Ad Maiores*

- [Karl Rosen](#) University of Kansas July 19, 2018

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 **October 15, 2019**. Send submissions by email: [Timothy\\_Heckenlively@baylor.edu](mailto:Timothy_Heckenlively@baylor.edu) or [newsletter@camws.org](mailto:newsletter@camws.org). Send submissions by regular mail to:

Dr. Timothy Heckenlively  
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Department of Classics  
Baylor University  
One Bear Place #97352  
Waco, TX 76798

If you have questions, email or call 253-710-1399.

