



NEWSLETTER

Winter

2019

IN THIS ISSUE

Message from President Andrew Faulkner, p. 2
Report from Secretary-Treasurer Tom Sienkewicz, p. 2-3
Message from the Development Committee, p. 4
Upcoming Deadlines, p. 4
115th Annual Meeting of CAMWS, p. 5-7
Code of Conduct for Meetings, p. 8-9
New in *The Classical Journal*, p. 9-10
New in *Teaching Classical Languages*, p. 11-33
CAMWS News and Announcements, p. 14-16
News from Our Institutional Members, p. 16-19
Notices from Other Classical Organizations, p. 20-22
Honoring Latin Teachers, p. 22-23
Financial Contributors to CAMWS for 2018-19, p. 23-24
Membership, p. 24-26
CAMWS Members in the News, p. 26
Classics in the News p. 27
Obitus Recentis, p. 27-28
Submissions, p. 28

Quick Links

[CAMWS Website](#)
[Donate to CAMWS](#)
[The Classical Journal](#)
[Teaching Classical Languages](#)
[Fall 2018 Newsletter](#)

FROM THE PRESIDENT



Despite the cold temperatures outside, CAMWS activity has been heating up as we prepare for the 115th annual meeting in Lincoln, Nebraska in April. The CAMWS Program Committee reviewed a strong field of submissions last autumn and I was excited to see the quality and diversity of panels, workshops, roundtables, and individual abstracts put forward by our membership. Anne Duncan and the Local Organizing Committee have also been busy organizing practicalities and hospitality for us during the meeting, and I'm very much looking forward to what promises to be a warm welcome in Lincoln! UNL will be offering a lunch for attendees on the Friday afternoon and we're excited that this year CAMWS is able to offer subsidized childcare at the Lincoln Children's Museum. More information on the meeting, including the program, is available on the

CAMWS website (<https://camws.org/camws2019lincoln>). If you haven't yet signed up to attend the meeting, please do so soon. We're looking forward to seeing you there!

It is extremely important to CAMWS that we ensure a welcoming and safe environment for all who attend our meetings. The Executive Committee recently endorsed the SCS ethics statement (<https://classicalstudies.org/about/scs-statement-professional-ethics>), which underlines the importance of upholding academic freedom and high ethical standards. We have also approved our own code of conduct for meetings, which makes clear the inclusive and respectful behavior we expect of all who attend our meetings (<https://camws.org/codeofconduct>). Recent events remind us that these basic principles of respect need to be actively promoted and defended and I would encourage everyone to read carefully our new code of conduct and provide feedback if you have any.

I'd like to close this update by drawing your attention to the message in this Newsletter from John Miller, Chair of the Development Committee, concerning the CAMWS Teacher Training Initiative. John and the Development Committee have worked hard on this initiative over the past two years and it is a priority for CAMWS moving forward to help ensure the future of Latin teaching. Please consider supporting this initiative in any way that you can - every little bit helps!

I'm looking forward to seeing you all in Lincoln!

FROM THE SECRETARY-TREASURER

February may be the shortest month, but it is one of the busiest in CAMWSland. This is especially true for the many dedicated members of the nine subcommittees of the Steering Committee on Awards and Scholarships. Members of CAMWS should be proud to belong to an organization which focuses so much of its resources and energy on a variety of awards and scholarships offered to a wide range of individuals, including teachers as well as high-school, college and graduate students.

Members of the [Bolchazy Pedagogy Book Prize Subcommittee](#) and the [CAMWS First Book Award Subcommittee](#) have spent several months reading the books nominated for these prizes. The [Teaching Awards](#) committee has had the formidable but rewarding task of reading nominating materials submitted by a good number of



impressive candidates for the Kraft Award for Excellence in Secondary School teaching and the CAMWS Award for Excellence in College Teaching.

Such a large number of applications for [Semple, Grant, and Benario Travel Awards](#) have been received that that committee has requested funding for an additional travel award and the CAMWS Executive Committee has approved that request.

The [Excavation/Field School Award Subcommittee](#) extended the deadline for applications for its awards to February 15th in order to give as many people as possible the opportunity to apply for funds to participate in summer excavation and field school opportunities.

Hundreds of high-school and college Latin students took the CAMWS Latin Translation Exam in November and the [School Awards](#) subcommittee, aided by a posse of volunteer graders, has been busy sorting exams and determining the winners of cash prizes, books and certificates of commendation.

The Manson A. Stewart Teacher Training and Travel Awards Committee is just beginning the task of determining recipients of [Manson A. Stewart Teacher Training Awards](#), [Manson A. Stewart Travel Awards](#), [CAMWS New Teacher Awards](#), and our newest award, the [James Ruebel Undergraduate Travel Award](#). These awards demonstrate CAMWS' commitment to supporting current teachers, as well as the next generation of Classical scholars and teachers.

The Subcommittee for CAMWS Undergraduate Awards recently funded two [Faculty-Undergraduate Collaborative Research Grants](#) and is now busy determining the recipients of the [Manson A. Stewart Undergraduate Awards](#).

In addition to all these awards and scholarships several other awards should be mentioned, including the [Presidential Award for Outstanding Graduate Student Paper](#) (deadline February 28th) and the [Ovationes](#), which are determined *sub rosa* by the Merit Committee.

The CAMWS Committee for the Promotion of Latin awards [Travel Grants For High School Groups](#) as well as [BiG and Caristia grants](#).

This year CAMWS is also sponsoring the [College Greek Exam](#) and hopes to make this exam another component in its outreach and promotional activities.

Finally, I draw your attention to the [Special Service Award](#) for classicists or non-classicists who have made special contributions to the promotion of Latin and Classical studies, especially at the state and local level, in CAMWS territory. So, if you have someone in your community who is a great advocate for the classics, please consider nominating that person for this honorific award.

[Ovationes](#) and [Special Service Awards](#) are usually made at the annual Friday evening banquet. The recipients of all the other awards are announced at the annual Business Meeting.

If you would like to read more about the work done by these various committees and their chairs, I direct you to the [Committee Charters](#) and to the [CAMWS Manual of Job Descriptions](#), which was recently approved by the CAMWS Executive Committee.

Meanwhile, please make your plans to attend the 115th annual meeting of CAMWS in Lincoln, Nebraska. Here are some [Meeting Highlights](#) and use [this form](#) to register for the meeting. I look forward to seeing you in Lincoln.

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 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. 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

Thursday, February 28, 2019

- Submission Deadline for the Presidential Award for the Outstanding Graduate Student Paper at CAMWS 2019.
- Application Deadline for spring administration of the CAMWS College Greek Exam (extended from Jan. 31).

Monday, March 25, 2019

- On-Line Registration Deadline for CAMWS 2019 in Lincoln.

Wednesday, April 3, 2019

- 115th CAMWS meeting begins in Lincoln, Nebraska at The Cornhusker at the invitation of the University of Nebraska.

Saturday, April 6, 2019

- 115th CAMWS meeting ends.

Wednesday, May 15, 2019

- Deadline for receipt of copy for the spring/summer issue of CAMWS newsletter sent to newsletter@camws.org

115TH ANNUAL MEETING OF CAMWS

AT THE INVITATION OF

UNIVERSITY OF
Nebraska
Lincoln®

JOIN US!

115th Annual CAMWS Meeting

at the invitation of
The University of Nebraska—Lincoln



April 3-6, 2019
Lincoln, Nebraska
Cornhusker Marriott

For more information go to
<https://camws.org/camws2019lincoln>

April 3-6, 2019
THE CORNHUSKER HOTEL
LINCOLN, NE

The 115th annual meeting of the Classical Association of the Middle West and South will take place April 3-6, 2019 in [Lincoln, Nebraska](#) at [The Cornhusker](#) at the invitation of the [University of Nebraska](#). The Local Committee has prepared this [Slideshow](#) inviting you to Lincoln as well as this [Visitor's Guide](#) and wants you to remember that "Lincoln is better than you're thinkin'!"

- [Meeting at a Glance](#)
- [Full 2019 Meeting Schedule](#)
- [Panels](#)
- [Workshops](#)
- Abstracts [by title](#)
- Abstracts [by last name](#) of presenter
- [Round Table Discussion Topics](#)

The meeting includes 97 paper sections in 11 sessions running from Wednesday evening, April 3, through Saturday afternoon, April 6, 2019. There are twelve [organized panels](#) on topics like [Digital Discoveries and Collaborative Tool Development in the Classics](#) and [Time in Augustan Literature](#) and five [pedagogical workshops](#), including [Critical Digital Classics Pedagogy](#) and [Beyond the Gloss: A Conversation about Translation in Classics](#). Topics of the fifteen [round table discussion topics](#) include Environ-

mental Humanities and Classics: Creating an Eco-Classical Caucus and Beginning to Speak Latin. The Graduate Student Issues Committee is offering a panel ([Finding Funding: Three Perspectives on Grant Writing](#)) and a workshop ([Creativity in the Classroom: Strategies for Engaging Undergraduates](#)).

The program begins on Wednesday evening, April 3, 2019, with an open reception hosted by CAMWS Consulares. Honored guests at this reception are first-time attendees at CAMWS and Lifetime CAMWS members. This is followed by plenary panel entitled [Ovidius a nostris temporibus ad futurum](#), organized by the nascent [International Ovidian Society](#). Both the panel and the reception which follows are sponsored by the Women's Classical Caucus.

Events on Thursday, April 4, 2019 include a celebration of the sesquicentennial of the Society for Classical Studies and the centennial of the American Classical League. On Thursday evening there will be receptions hosted by four universities and a happy hour in lingua Latina hosted by the Paideia Institute. CAMWS members are also welcome to participate in a game called [Theseus Must Die!](#) ACL will sponsor a plenary lecture entitled "[Latin Teacher Training: Does It Have a Future Tense?](#)" followed by a reception.

On Friday, April 5, 2019, the program includes a workshop entitled "[Let's Learn Latin!](#)" run by [Ascanius: the Youth Classics Institute](#), the Presidential panel entitled [Aphrodite: Literary Representations and Transformations](#), and a lunch hosted by the University of Nebraska Lincoln where all the afternoon sessions are held. The evening events at the Cornhusker Marriot are highlighted by the *Ovationes* and the Presidential address entitled "Plain Truths: Classics, Nebraska, and the Fiction of Willa Cather."

The meeting concludes on Saturday, April 6, 2019. Events include the annual Business meeting and a panel entitled [Learning Disabilities in the Classics Classroom](#) and a workshop entitled [Mentoring New Teachers, Promoting the Profession](#), both sponsored by the CAMWS Committee for the Promotion of Latin.

REGISTRATION

Please use the [On-Line Registration Form](#) to register for the meeting. On-line registration will remain open until March 25, 2019. After that date only on-site registration (at higher rates) will be available.

HOTEL INFORMATION

The Cornhusker Hotel

The Cornhusker no longer has rooms available. Please see below for information about the overflow hotel.

Embassy Suites

Our [overflow hotel](#) is only a short walk from the Cornhusker Marriott. Book your reservation by calling the Embassy at 402-474-1111 and requesting the **CAMWS Overflow 2019** block. The group code is **CAM**.

These rates are good until March 1st. After this date, any remaining guest rooms will be released back to the hotel to sell. Anyone calling after that point will be told that the block is unavailable and offered the hotel's standard nightly rate.

SHUTTLE DISCOUNT

OMALinNK offers shuttle service between Omaha Eppley Airfield (OMA) and Lincoln. The reduced rate for conference participants is \$50 each way. Book via their website (www.omalink.com) or call 402-475-LiNK (5465) and mention the CAMWS discount. Groups may be eligible for additional discounts. **The preferred booking deadline is March 15.**

NEW THIS YEAR

CAMWS is planning a display of recent books by CAMWS authors at the 2019 meeting in Lincoln. If you have had a book published in the last three years and would like your book included, you are welcome

to bring along a copy to add to the display or have a copy mailed from the press in advance to the CAMWS office at the following address: CAMWS Author Book Display, c/o Monmouth College, 700 E. Broadway, Monmouth IL 61462. The covers of those books received at least a month in advance of the meeting will also appear in the program as part of the advertisement for this display. You do not have to attend the meeting to have your book displayed.

INFORMATION FOR ADVERTISERS AND EXHIBITORS

- [Placing an Ad in the Program](#)
- [Exhibiting at the Meeting](#)

INFORMATION FOR PRESIDERS AND PRESENTERS

- [A Guide for Presenting Professional Papers at CAMWS Meetings](#)
- [A Guide for Presiders of Sessions at CAMWS Meetings](#)

CONTINUING EDUCATION UNITS

Teachers who would like to earn Continuing Education Units (CEU's) for attending the meeting do not have to do anything in advance. When they arrive, they should simply ask at the CAMWS registration desk for a CEU application form. Before leaving the meeting, they should return the completed form to the CAMWS registration desk.

CHILDCARE

Subsidized childcare by licensed providers will be available for CAMWS attendees at the [Lincoln Children's Museum](#), a short walk from either the Cornhusker or the university. If you will be in need of childcare at CAMWS 2019, please send a message to camws@camws.org describing your need (number of children, ages, and days/times) and we will send you more information.

ADDITIONAL INFORMATION

Please be aware that submission of an abstract implies a commitment to present the paper in person in Lincoln. In the rare instance that a paper must be read in absentia due to extenuating circumstances, the author is expected to arrange for a reader at the appropriate session and also to register for at least one day of the meeting.

Here is a [draft of the minutes](#) of the 2018 Business Meeting in Albuquerque. These minutes need to be approved by the membership at the 2019 meeting in Lincoln but are open for revision and correction until then.

CAMWS endorses the [Statement on Professional Ethics](#) of the Society for Classical Studies and this [Code of Conduct at Meetings](#).

CODE OF CONDUCT

CAMWS Code Of Conduct At Meetings*

The Classical Association of the Middle West and South is an international organization, with representation in the United States and Canada, whose mission is to support and advance Classical Studies. Our meetings are open to members of CAMWS and to those interested in Classical Studies from around the globe. We are committed to providing a safe, productive, and welcoming environment for all who participate in our meetings. All participants, including but not limited to attendees, speakers, volunteers, exhibitors, CAMWS staff, service providers, and others present at the meeting, are expected to abide by this CAMWS Code of Conduct at Meetings. This Code applies to all CAMWS meetings, including those held jointly with other organizations. It should be noted that CAMWS supports, and has formally endorsed, the Statement on Professional Ethics of the Society for Classical Studies (<https://classicalstudies.org/about/scs-statement-professional-ethics>).

Expected Behavior

- All participants are to be treated with respect and consideration.
- Communication should be polite and courteous, critiquing ideas rather than individuals.
- Participants must be mindful of their surroundings and fellow participants. It is expected that participants will notify CAMWS officers if they notice a dangerous situation or someone in distress.
- Participants must respect the rules, policies, and laws of the meeting venue and location.

Unacceptable Behavior

- Harassment, intimidation, or discrimination in any form will not be tolerated.
- Physical or verbal abuse of any participants or others present at the meeting venue will not be tolerated.
- Examples of unacceptable behavior include but are not limited to: pejorative verbal comments related to gender, gender identity and expression, sexual orientation, race, religion, national origin, disability, or physical appearance; the inappropriate use of nudity and/or sexual images, as well as sexual harassment of any kind; physical threats or stalking. Ad hominem attacks of any kind will not be tolerated.
- Recording still images, video, or audio of individuals, whether in their presentation or in any other venue of the conference, without the individual's and the Association's explicit permission is expressly forbidden.¹
- Unwarranted disruption of talks, presentations, meetings, or exhibitions.

Consequences

- Anyone requested to stop unacceptable behavior is expected to comply immediately.
- CAMWS officers and security officers acting on behalf of CAMWS or the meeting venue may remove from the meeting, without warning or refund, any person who engages in unacceptable behavior.
- CAMWS reserves the right to prohibit attendance at any future meeting.

Reporting Unacceptable Behavior

- If you are the subject of unacceptable behavior or have witnessed any such behavior, please immediately notify a CAMWS officer.
- Unacceptable behavior can be reported to any CAMWS officer on-site or at any time, during or after the meeting, by e-mailing the CAMWS President (president@camws.org) or Secretary-Treasurer (stcamws@camws.org).
- Anyone experiencing or witnessing behavior that constitutes an immediate or serious threat to public safety should without delay contact local security or law enforcement.

*This document is adapted from the Ecological Society of America's Code of Conduct for their events (<https://www.esa.org/esa/code-of-conduct-for-esa-events/>).

Approved by the CAMWS Executive Committee on January 20, 2019.

¹. Please note that presence at CAMWS meetings and events allows CAMWS to record still images, video, or audio of any attendee and include them on the CAMWS website, in other social media and in print publications.

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* 114.3

Kurios, Kuria And The Status Of Athenian Women

by Naomi T. Campa

Abstract: A term that has not been studied for the question of Athenian female citizenship is the adjective *kurios*. Rather than focus on the substantivized and technical use of the term as a female's guardian, this article explores the wider applications of the word *kurios*, particularly as an expression of power over property, the continuation of the *oikos*, and its connotations for citizenship. Women are in fact called *kuriai* over property in forensic speeches (D. 27.53, D. 45.74, [D.] 50.60, Is. 10.23, Is. 6.30). Examining these passages, I argue that women's power over property has legal connotations and is further proof of a female citizenship that shared facets with male citizenship.

Listing The Argonauts And The Warriors At Troy: Apollonius Rhodius In *The Homeric Catalogues Of Triphiodorus*

by Maria Ypsilanti

Abstract: After some initial remarks on the paratactic-catalogic structure of Triphiodorus' Ἰλίου Ἀλῶσις, the present paper discusses elements of the structure and content of the catalogues of lines 152-83 and 17-39 of Triphiodorus' poem. It is argued that, within the general Homeric background of Triphiodorus' catalogues, echoes of Apollonius' catalogue of the Argonauts (1.23-228) can be traced in Triphiodorus' lines. It is further demonstrated that for the presentation of Neoptolemus in lines 53-4 and in the catalogue of the Achaeans of the Horse, Triphiodorus is influenced by the description of another young warrior, Meleager, son of Oeleus, in A. R. 3.518-20. Triphiodorus does not merely imitate Apollonius, as he also does not copy Homer: the partial combination of elements taken from his two epic predecessors helps him create a novel style while he catalogues his heroes, adjusted to the specific narrative circumstances that he establishes.

Reconstructing The Battle Of Zama

by Michael J. Taylor

Abstract: This article examines the Battle of Zama in 202, which ended the Second Punic War (218-201) between Rome and Carthage. It argues that the maneuvers described by Polybius are most intelligible if Hannibal sought to corral Scipio into a trap formed by an extended third infantry line, perhaps aided by terrain. Scipio escaped by hastily extending his own forces, holding out until his superior cavalry enveloped Hannibal in turn.

Further Notes On The Apparatus Criticus

by S. Douglas Olson

Abstract: This article is intended to contribute to an emerging debate regarding the proper contents and shape of a digital apparatus criticus. I argue that Keeline (2017) offers what are in fact two very different proposals for such an apparatus, one of which will likely serve our interests as a profession far more effectively than the other. Keeline treats the general contemporary tendency to disregard the critical apparatus in printed texts as a problem that must be corrected. I suggest that it is better understood as a reasonable response to the enormous intellectual expansion of the field of classical studies over the last few generations, and that it is accordingly unlikely to respond to changes in the architecture of the critical apparatus in any format.

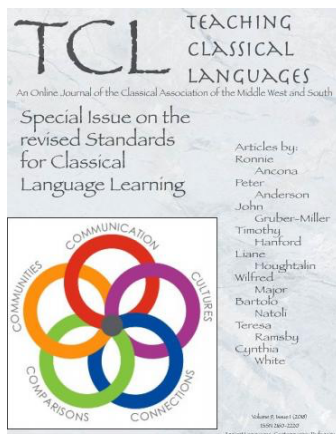
And in The Classical Journal Forum, Issue 114.3

Instructor and Student Reactions to "A Radical Approach" to Instructing a Large Undergraduate Classical Mythology Lecture Course

by Debra Trusty

Abstract: This study applies [S. Douglas Olson's pedagogical methodology](#) to a specific subject: classical mythology, a course taught at universities and colleges across the country. Olson's innovations, while originally built around a classical civilization course, are easily adaptable to this topic and engage students in the material through primary source research, writing assignments and oral presentations without overworking the instructor or teaching assistants or overburdening students. The result was a more enjoyable classroom experience that encouraged interaction among students with a wide variety of backgrounds and interests, while allowing the instructor to focus on the needs of the students rather than excessive grading.

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. *TCL* is sponsored by the Classical Association of the Middle West and South (CAMWS).

For this Special Issue on the revised Standards for Classical Language Learning, please see [this link](#) to view a copy of the revised Standards.

- [Complete Issue, 9.1](#) (130 pages, 1.9 MB)
- [Front Matter 9.1](#)

Abstracts Of Articles

[From Standards For Classical Language Learning To World-Readiness Standards: What's New And How They Can Improve Classroom Instruction](#)

by Natoli, Bartolo, Randolph-Macon College, pp. 1 - 18

Abstract: With the introduction of the 1997 *Standards for Classical Language Learning*, Classics instructors from across the country were provided with a consistent set of Standards on which to base their curriculum. Nearly twenty years later, these Standards have undergone major revisions, led by the American Council on the Teaching of Foreign Languages (ACTFL). In concert with ACTFL's Standards project, classical associations from across the country have come together and formed a task force to further adapt the ACTFL *World Readiness Standards for Learning Languages* and to revise the 1997 Standards for the next generations of students. This paper seeks to accomplish two goals. First, it will delineate the differences between the 1997 Standards and the current version, providing the rationale for why the changes have been made due to shifts in pedagogical thinking and in culture, more broadly. Secondly, it will outline several ways in which the new Standards can have a direct, positive effect on daily classroom instruction. Particular attention will be paid to the new focus on proficiency vs. performance, the increased emphasis on 21st century skills, and the refashioning of the language of the Standards to reflect changes in pedagogical practice.

[The Standards As Integrative Learning](#)

by Gruber-Miller, John, Cornell College, pp. 19 - 38

Abstract: The revised *Standards for Classical Language Learning* prompts language teachers to move from a narrow approach that focuses on language alone to a more expansive approach to language learning that highlights the liberal arts and integrative learning. This essay describes how the Standards encourage an integrative approach to language learning, one that emphasizes making connections across diverse disciplines, applying linguistic and cultural knowledge to authentic tasks, recognizing multiple perspectives, and understanding texts and cultural issues contextually. The Standards foster students' abilities to develop a more deliberative and reflective approach to learning that liberates them from a unidimensional perspective. The essay explores each of the five goal areas of the Standards in light of this integrative and reflective approach: 1) communication is an integrative process that involves three modes of communication; 2) understanding culture relies on making connections; 3) using texts and au-

thentic materials provides opportunities for exploring other disciplines; 4) making comparisons develops critical thinking and intercultural literacy; and 5) communities motivate learners to share their ideas with broader audiences. The essay ends with a sample learning scenario about travel in the ancient world that illustrates an integrative approach to language learning.

Material Culture And The Greek And Latin Classroom

by Houghtalin, Liane, University of Mary Washington, pp. 39 - 53

Abstract: Responding to the new *Standards for Classical Language Learning*, this article emphasizes the importance of material culture to the study of Greek and Latin language and literature at every level, both K-12 and college. Using inscriptions on Greek vases and Roman coins as well as maps and house plans as examples, it demonstrates ways to insert material culture into the Greek and Latin classroom that will enhance a student's knowledge of the language. It also shows how the use of material culture will help a class meet not only the Cultures goal of the new Standards, but also the Connections, Comparisons, and Communication goals.

Recontextualizing The Teaching Of Ancient Greek Within The New Standards For Classical Language Learning

by Major, Wilfred E., Louisiana State University, pp. 54 - 63

Abstract: The New Standards should be an opportunity to make fresh choices about the introductory practices and exercises for beginning and intermediate Greek. These should emphasize the *connections* that exist to other areas of a student's educational experience. Work with transliteration and exercise is one especially good way to make these connections early. Topics and authors beyond the Classical period but with broad recognition (e.g. the Bible, Alexander the Great) and STEM-related readings (Aristotle and Euclid, for example) should become core readings.

College Professors And The New Standards For Classical Language Learning

by Ancona, Ronnie, Hunter College and CUNY Graduate Center, pp. 64 - 73

Abstract: The new *Standards for Classical Language Learning* should be required reading for all college professors. These new Standards will drive classical language instruction for many learners of Latin and Greek. Therefore, to be fully informed about the classics profession one should be informed about the Standards. Those of us involved in teacher-training programs need to become aware of these Standards, for they will influence how our teacher candidate students will be evaluated. In addition, we as college professors have something to learn from these Standards about how we ourselves teach and how we might teach even more successfully. College professors will learn how the 5C's (Communication, Culture, Connections, Comparisons, and Communities), active Latin (or Greek), Modes of Communication (interpretive, interpersonal, and presentational), Performance (and Scaffolding) vs. Proficiency, and Culture and its Place, all are features of the practice of classical language learning.

Backward Mapping And The New Standards For Classical Language Learning

by Anderson, Peter, Grand Valley State University, pp. 74 - 94

Abstract: The purpose of standards within education is to provide direction for our taught curriculum (content and skills) by identifying desired outcomes. Assessment, the means by which we determine whether or not we have met the standards, ends up being an afterthought in many curriculum discussions; it is a very rare thing indeed that people discuss assessment as a strategy to promote learning and the achievement of desired outcomes in the first stages of curriculum design. Nevertheless, a design approach for curriculum such as Backward Mapping, which begins with the *Standards for Classical Language Learning* and addresses assessment needs early on, can be very beneficial. Properly done, Backward

Mapping is never a case of the “tail wagging the dog,” but rather a holistic approach to design that focuses attention through the Standards towards both the taught curriculum and assessment. In what follows, this article sketches out some basic history and observations about Backward Mapping, describes its basic principles, and discusses some potentials and pitfalls of the process. The central concern of this article, however, is to present two working models of Backward Mapping with the new Standards in order to illustrate this assessment-focused approach to curriculum design.

The Digital Humanist’s Renaissance: Verba Volant, Scripta Manent, Digita Sunt

by White, Cynthia, University of Arizona Tucson, Arizona, pp. 95 - 110

Abstract: The publication of the new *Standards for Classical Language Learning* appears just as the first fruits of the grand digitization project of the *Biblioteca Apostolica Vaticana* are becoming accessible, along with so many other manuscript digitization projects. The list of available manuscripts comprises a unique repository of instructional tools and potential career opportunities. Free access and the search ability of such a wide range and volume of manuscripts informed by the five goal areas of the new Standards will result in new approaches to information literacy, paleography and textual criticism. Conundrums in manuscripts that a handful of scholars (often working in isolation) in each generation might read and advance are now able to be determined with mechanical certainty, and with a celerity that would have been unthinkable just a few decades ago. This rediscovery of antiquity in Greek and Latin digitized texts, many from the Renaissance, presents classicists with a thrilling second Renaissance, an opportunity to reinvigorate manuscript study among undergraduates, Latin secondary teachers in training, graduate students, and on-line scholarly communities. My paper is an example of a paleography project that compares digitized manuscripts and applies the new Standards in editing a Medieval Latin text of the hedgehog (Fig. 1) in a thirteenth-century bestiary.

How The Revised Standards For Classical Language Learning Help Beginning Teachers

by Timothy Hanford, Hunter College and CUNY Graduate Center, pp. 111 - 117

Abstract: Beginning teachers face many challenges, not least of which is the development of an effective plan for instruction. The revised *Standards for Classical Language Learning* help beginning instructors situate their language instruction into an effective context, such as is detailed in the Standards’ five goals of Communication, Cultures, Connections, Comparisons, and Communities. Furthermore, the revised Standards offer numerous meaningful examples of students’ performance abilities at different levels, and flexibility in the design of curriculum, instruction, and assessment. By consulting the revised Standards, beginning teachers can develop more effective and nuanced methods of classical language teaching.

Applying The New Standards For Classical Language Learning To Latin-Teacher Education

by Ramsby, Teresa, University of Massachusetts, Amherst, pp. 118 - 130

Abstract: *The Standards for Classical Language Learning* have great utility and value for those providing instruction and training to Latin teachers. As a faculty member who contributes to the UMass MAT program I have used the Standards as a significant structure within my pedagogical methods courses. The assignments within those courses ask students to examine and apply each Standard individually and, over time, build a curriculum that incorporates all their aspects. This paper describes some of those assignments and provides examples of the creative and pragmatic ways students have applied the Standards. The Standards provide a streamlined and structured field of academic goals that allow teachers in training to understand what will be expected of them in their teaching and that provide teachers a way to defend their Latin programs if such need arises. Faculty at the college level who have students interested in a career in Latin teaching would do well to inform their students of the Standards for Classical Language Learning so that they better understand the standards by which the effectiveness of their future teaching will be judged and assessed.

CAMWS NEWS AND ANNOUNCEMENTS

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>.



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

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



JPASS

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Policy on Professional Ethics and Code of Conduct for Meetings

The CAMWS Executive Committee has voted to endorse the [Statement on Professional Ethics of the Society for Classical Studies](#) and approved a [CAMWS Code of Conduct at Meetings](#).

Master Calendar of State and Provincial Classical Association Meetings

CAMWS State and Provincial Vice Presidents are now posting information about meetings of state and provincial classical associations here: <https://camws.org/state-association-meetings>. This page is linked to the News and Meetings pages on the CAMWS website.

Greek Media Coverage of CAMWS' President's Letter

[CAMWS President Andrew Faulkner's letter](#) to Prof. Kostas Gavroglou, the Greek Minister of Education, Research and Religious Affairs, in support of the study of Latin in Greece has been published in modern Greek in Athens Voice, a weekly newspaper and news and features website in Athens, Greece. The print version of the newspaper is published and distributed every Thursday in Athens, Thessaloniki and other cities in Greece.

Professor Kostas Gavroglou
The Honourable Minister of Education, Research and Religious Affairs of the Hellenic Republic

Dear Mr Gavroglou,

I am writing in my capacity as President of the Classical Association of the Middle West and South, one of the largest academic organizations in North America in support of the study of Greek and Latin with more than 1500 members worldwide, to protest your intention to remove Latin from the national university entrance examinations in Greece as of June 2020.

The move you propose will evidently bring great harm to the study of Classics in Greece, artificially separating the study of ancient Greek in schools and universities from the study of Latin, a language of immense importance for European culture, with which the Greek language has historically interacted closely. The removal of Latin from the Greek school curriculum is isolationist and can only serve to limit the education of Greek students and diminish their understanding of Greece's important position, both historical and current, within Europe.

You have suggested that Latin, in comparison to Sociology with which you plan to replace it, is limited in the possibilities it opens to students ('Το μάθημα της Κοινωνιολογίας σου δίνει πάρα πολλές δυνατότητες να δεις και τί άλλο μπορείς να κάνεις. Το μάθημα των Λατινικών δε σου δίνει αυτή τη δυνατότητα, είναι κάπως μονοσήμαντο.': interview with Leonidas Vourliotis 03.09.2018). It is simply not the case that the study of Latin is constraining. It in fact opens up to students a more precise understanding of European history and languages, which provides a foundation for informed engagement with the world around us. I feel obliged to remind you also that the current popularity of a subject is a poor measure of its value and place within educational curricula.

I therefore write to request in the strongest terms, and together with colleagues in Greece and around the world, that you reverse your intention and retain the proper teaching of Latin in the Greek school curriculum.

Yours sincerely,
Andrew Faulkner
CAMWS President

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FROM OUR INSTITUTIONAL MEMBERS

Antiochia 2019

In summer of 2019, we will be conducting our 14th season of archaeological excavation at the Roman-era city of Antiochia ad Cragum in southern Turkey. Over the years students from all over the US, Canada, Australia and Turkey have received training, learned archaeological methodologies and conservation practices in our field school. We are asking that you make this opportunity known to your students who wish an archaeological experience.

Field school participants will be introduced to the basics of field archaeology. They will learn proper excavation techniques, archaeological survey, principles of field conservation, record keeping, site management, and archaeological surveying. Opportunities for weekend trips to nearby archaeological sites, such as Selinus, Lamos, Perge, Anamur, and Alanya will be arranged.

We operate two field sessions: Session 1, June 15 - July 13; Session II, July 15 - August 14. Academic credit for archaeological fieldwork (up to six hours) is offered through the University of Nebraska.

For further information, please visit the project website.

<http://antiochia.unl.edu>



HOMERATHON 2019

5 pm Wednesday March 27
to
5 pm Thursday March 28

A 24-hour marathon reading of Homer's Iliad in English translation. Guest readers include our University President, the Mayor of Iowa City, and our translator, Peter Green!

Homerathon 2019 will take place in Kautz Plaza (adjacent to T. Anne Cleary Walkway)
Inclement weather location: River Room 1, Iowa Memorial Union

Sponsored by Eta Sigma Phi and the Department of Classics
College of Liberal Arts and Sciences
The University of Iowa

Greek in Greece Ohio University - University of Patras Thu, May 23-Fri, June 28, 2019

This coming summer, May 23 - June 28, 2019, Ohio University and the University of Patras will again offer their Greek in Greece study abroad program. As in the past, the focus is on the intensive study of ancient Greek. Greek in Greece offers students who have had one or more years study of ancient Greek the opportunity to complete a full year of the language at either the intermediate or advanced level. The program's pedagogical model emphasizes immersive group work that enables students to progress more rapidly in the ancient language than is possible during the regular semester. Each student will take a pair of semester-equivalent courses in ancient Greek at either the intermediate or advanced level.

The intensive work on ancient Greek is complemented by an introduction to modern Greek, offered by the Classics faculty of the University of Patras. This course has been designed especially for ancient Greek students, stressing ancient-modern continuities in the language and important contemporary cultural themes. University of Patras students will assist as language-learning buddies for the program; they will also provide our students an entrée to life in Patras and in Greece. All classes will meet on the campus of the university. Total credit earned: 6 semester-hours in ancient Greek and 3 semester-hours in modern Greek.

Our past experience has shown that students who have studied intensive Greek in Greece undergo a dramatic improvement in their abilities, and return with heightened eagerness and commitment to their study. Testimonials to the benefits of the program will be found in a slideshow on the [program's web-site](#) (see below).

Patras, a seaport and transportation hub, is easily reached by bus or train from Athens and from Eleftherios Venizelos International Airport. The program will begin with several days visiting the museums and monuments of Athens, and subsequent weekends will feature excursions to such mainland archaeological and cultural sites and museums as Olympia, Mycenae, Epidaurus, Corinth, and Delphi. In Patras we will be staying at the Hotel Castello (<http://www.castellohotel.gr/start>), in air-conditioned rooms equipped with kitchenettes and garden balconies. Our hotel in the heart of Athens and the archaeological district provides similarly pleasant and convenient accommodations.

For undergraduates, the cost of the program is \$8865; for graduates, \$8350. Degree-seeking students of Ohio University have slightly higher costs. These figures include all expenses.

Thanks to the generosity of an OHIO alumnus, all accepted applicants will receive a \$1000 scholarship to help defray costs of the program.

For further details about costs, other available scholarships, curriculum, and the comments of Greek in Greece alums, go to the program website (<https://www.ohio.edu/global/goglobal/programs/greek.cfm>). You may also address questions at any time to Prof. Jim Andrews at andrewsj@ohio.edu or Professor Bill Owens atowensb@ohio.edu.



THE PAIDEIA
INSTITUTE

2019 SUMMER PROGRAMS

visit www.paideiainstitute.org
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The Paideia Institute
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LIVING LATIN IN ROME

JUNE 8 - JULY 14

Spoken Latin in the Eternal City

LIVING LATIN IN ROME – HIGH SCHOOL

JUNE 30 - JULY 16

Latin lives for high school students



CAESAR IN GAUL

JULY 20 - AUGUST 3

Summer seminar for Latin teachers

LIVING GREEK IN GREECE

AUGUST 3 - AUGUST 18

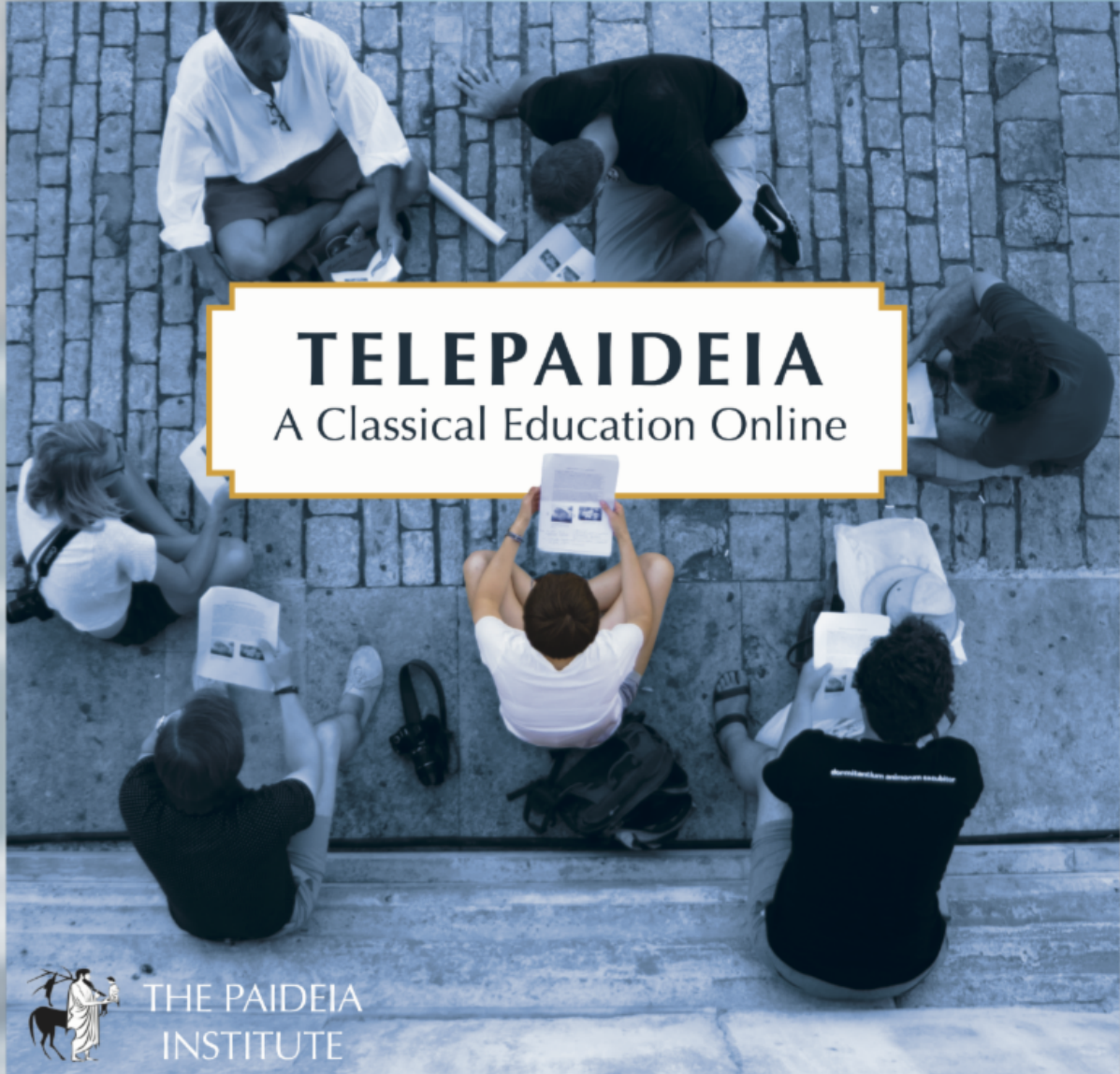
Speak Greek in a garden by the sea

LIVING GREEK IN GREECE – HIGH SCHOOL

JULY 16 - JULY 31

Introduction to Ancient Greek in Greece





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NOTICES FROM OTHER CLASSICAL ORGANIZATIONS



FIEC Congress London, July 5-8, 2019

<http://www.fiec2019.org>

FIEC Congress information:

“We are now able to confirm the fee levels for FIEC 2019 in London and we are delighted to announce that (thanks to the generosity of the Classical Association) we have been able to hold and even reduce the fees in comparison with FIEC 2014.

The fee levels are:

Full rate £195/concessions £48 (including the early bird discount for bookings before 1 April 2019)

Late booking (after 1 April 2019): full rate £245/concessions £68.

Further details will be made available in due course. Booking will open in January.”

The Classical Association of New England Summer Institute July 8-13, 2019 Brown University, Providence, Rhode Island

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.

Whether you are a high school or college teacher of Latin and/or Greek, History, English, the Arts, or other related disciplines, an undergraduate or graduate student, or a devoted lifelong learner, you will enjoy a thoughtful and enriching experience that includes a wide variety of mini-courses, lectures, workshops, reading groups, and special events while also offering many opportunities for conversation and collegial interaction among participants.

For additional information, please contact CSI Director Amanda Loud (summerinst@caneweb.org).

[Complete Flyer](#)

International Field School on Site Formation, Stratigraphy, and Geoarchaeology in the Athenian Agora

Deadline: March 1, 2019

The Malcolm H. Wiener Laboratory for Archaeological Science (ASCSA) in collaboration with the ASCSA Excavations at the Athenian Agora offers a full week-long **Field School on Site Formation, Stratigraphy, and Geoarchaeology in the Athenian Agora**. Dr. Panagiotis (Takis) Karkanas, director of the Wiener Laboratory and Paul Goldberg, Professorial Research Fellow University of Wollongong, will supervise the intensive field school. Registered students will be involved in interdisciplinary field research in the Athenian Agora primarily focused on archaeological context, geoarchaeology, and material sciences. Through field observations, laboratory analysis, and lectures, the students will receive instruction in the study and analysis of archaeological sediments and deposits, as well as gain experience in the recording of stratigraphy, and the understanding site formation processes. **A maximum of 12 students will be accepted for the course.** Preference is given to advanced students and post-docs with a background in archaeology, and preferably some exposure to the natural sciences as well.

For additional information and application instructions, visit <https://www.ascsa.edu.gr/programs/international-field-school-on-archaeological-science>.

AAR/ASCSA OSCAR BRONEER TRAVELING FELLOWSHIP, 2019-2020

Deadline: March 15, 2019

The American Academy in Rome and the American School of Classical Studies at Athens award the Oscar Broneer Traveling Fellowship to encourage the study of the Greco-Roman world.

Purpose: The Fellowship will be awarded this year for research in Greece. It is expected that the Fellow will use the American School of Classical Studies at Athens (ASCSA) as a base from which to pursue work through trips to sites, museums, or repositories of materials relevant to the Fellow's research. The aim of this Fellowship is to introduce the eastern Mediterranean world to scholars who might otherwise focus their research in the western Mediterranean.

Eligibility: Individuals who have spent a year as a Fellow of the AAR are eligible for this Fellowship based at the ASCSA and for research based in Athens and Greece. **For the fellowship year of 2019-2020 only applicants previously at the AAR and wishing to conduct research in Greece will be accepted.** Candidates must have an approved dissertation proposal or, if they already hold the Ph.D., they should be at the beginning of their teaching career and without tenure. Projects may focus on any period of study in the humanities, although preference will be given to topics dealing with classical antiquity.

Terms: The Fellowship is awarded to one individual per year. It may be held at any time during the 2019-2020 academic year for a minimum of three and a maximum of six months. The award is for a maximum of \$30,000, and is meant to cover expenses including housing at the host institution, travel (only one round-trip excursion from home base in U.S. or Europe to Athens and travel within Greece will be funded), and living expenses.

For additional information and application instructions, visit <https://www.ascsa.edu.gr/apply/fellowships-and-grants/graduate-and-postdoctoral>.

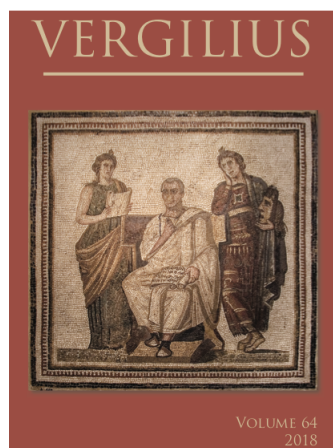
Vergilian Society Call for Proposals to Direct October 2020 Symposium Campanum in Cuma, Italy

The Vergilian Society seeks potential directors, on topics of their choosing, for the fifth annual Symposium Campanum, to take place at the Harry Wilks Study Center at the Villa Vergiliana in Cuma, Italy in mid-October, 2020. These October Symposia differ in focus from our summer Symposium Cumanum: we will consider proposals on any aspect of the history, archaeology, art and architecture, and geology of Italy and Sicily from the remotest antiquity to the Renaissance. For information about earlier Symposia Campana, see this link. Recent symposia have dealt with the Bay of Naples area, but this is not required.

Each proposal should be prepared by the person who is intending to direct the symposium, or by the lead person if co-directors are envisioned. The successful director will have logistical assistance from the Vergilian Society's Italian staff and from the executive committee; a set of guidelines is available to assist in planning.

Proposals should be 250-300 words in length, giving a brief rationale for the theme, some thoughts on what kinds of subjects are likely to be treated, and the names of several scholars who have worked on this theme and might be approached to participate. As international meetings, our symposia attract participants from all over the world, but since the Vergilian Society is an Italian-American cultural association, we are especially interested in seeing solid participation from scholars in these two countries.

Proposals should be submitted electronically by Tuesday **April 30, 2019** to the president of the Vergilian Society, James O'Hara, at jimohara@unc.edu. Informal enquiries are also welcome at that email address.



New *Vergilius* Editor

The Vergilian Society is pleased to announce that the new editor of the journal *Vergilius* is Professor Hunter Gardner of the University of South Carolina. Submissions for the 2019 volume should be sent as email attachments (without indications of authorship) to gardnehh@mailbox.sc.edu. Books for review should be sent to:

Hunter Gardner
Dept. of Languages, Literatures, and Cultures
1620 College St.
Columbia SC 29208
USA

HONORING LATIN TEACHERS

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

[Frances L. Baird](#) of the Friends School in Wilmington DE ([Ward Briggs](#))

[Mary Casson](#) of the Radford School in El Paso TX ([Patrick Abel](#))

[Carolyn Dewald](#) of Bard College NY ([Ruth Scodel](#))

[Generosa Dunn](#) of the University of Chicago Lab School in Chicago IL ([Owen Cramer](#))

[Will Friert](#) of Gustavus Adolphus College MN ([John Miller](#))

Ruth Grace of Saddle River Country Day School NJ (Peter Knox)
[Alan N. Houghton](#) of Pine Point School, in Stonington CT (Mary T. Boatwright)
 Ronald J. Karrenbauer of the John F. Kennedy High School in Warren OH (James May)
 Theresa M. Kleinheinz of Madison West High School WI (Theodore A. Tarkow)
[David E. Oberlin](#) of Washington H.S. in Massillon OH (Niall W. Slater)
 Marian W. Stocker of St. Catherine's School in Richmond VA (Jon Mikalson)
 Gerald J. Sullivan of St. Paul's School in Concord NH (David Tandy)
 Michael Wigodsky of Stanford University CA (Marilyn Skinner)
[Steven Wright](#) of Montwood H.S. in El Paso TX (Patrick Abel)
[William Ziobro](#) of The College of the Holy Cross in Worcester MA, (Thomas J. Sienkewicz)

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Membership

Individual Membership

Individual membership in CAMWS for the fiscal year July 1 through June 30 may be purchased for \$65 (\$30 for student, retiree, first-time teacher, or new CAMWS member; \$45 for contingent faculty). Joint spouse/partner membership is available for \$90, retired spouse/partner membership for \$50. Life memberships are also available for individual or for joint spouse/partner.

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

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

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

Membership in CAMWS also includes on-line access to the *Loeb Classical Library*. (Please note that it may take two or more weeks following payment to process this on-line access.) CAMWS members can also request a complimentary subscription to [Greek Keys](#).

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

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

You may use the CAMWS membership form to join ACL or SALVI, subscribe to any of eight other scholarly journals, order a copy of Herbert Benario's *CAMWS: A History of the First Eighty Years*, purchase

various CAMWS merchandise (including 6-inch 'Roman' rulers, a CAMWS YoYo, shot glasses or koozies) and/or make a tax-deductible contribution to CAMWS.

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

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

How to Join or Renew Your Membership

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

CAMWS
Monmouth College
700 E. Broadway
Monmouth, IL 61462

Institutional Membership

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

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

Becoming an Institutional Member

Any educational institution or organization can become a member of CAMWS by paying an annual fee of either \$60 (for a K-12 school or a college or university offering a B.A. in Classics), \$75 (for a college or university offering a M.A. only in Classics) or \$110 (for a university offering a Ph.D. in Classics). Please note that institutional memberships are for the fiscal year beginning July 1st through June 30th. Please submit your membership application and payment as soon as possible in the fiscal year. The cost of additional student honorees is \$30 per student.

To become an institutional member (and/or to order up to two additional student honorees), you can use this on-line form: camws.org/membership/institutionform.php. Payment can be made by check via groundmail or online by credit card or Paypal account. A \$3 processing fee will be added to each credit-card transaction.

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

CAMWS
Monmouth College
700 E. Broadway Monmouth, IL 61462

To designate your student honoree(s), please complete the [on-line award designation form](#) and submit it no later than May 1st for each academic year.

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

CAMWS MEMBERS IN THE NEWS

SCS Collegiate Teaching Awards



CAMWS recognizes **Clara Bosak-Schroeder** of the University of Illinois at Urbana-Champaign as one of six assistant professors at the university who have been recognized as [Lincoln Excellence for Assistant Professors \(LEAP\) Scholars](#) for their contributions and potential in teaching and research.



CAMWS recognizes **Daniel Leon Ruiz** of the University of Illinois Urbana-Champaign, as recipient of the prestigious Arnold O. Beckman Research Award for his project "Disability and Monarchy in Ancient Macedonia." More information about this award can be found [here](#).

Share Your News

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

CLASSICS IN THE NEWS



Pontius Pilate's Name Is Found on 2,000-Year-Old Ring

The name of Pontius Pilate, the Roman official who ordered the killing of Jesus, according to the Gospel, is mentioned in thousands of sermons every year and is familiar to countless people, but little is known about his life and work.

[Read more](#)
www.nytimes.com



'One of a kind' royal tomb is 4,400 years old, Egypt says

Egyptian officials said they have discovered a 4,400-year-old tomb linked to the fifth dynasty of pharaohs. According to Egypt's Ministry of Antiquities, the tomb - located at a site west of Cairo in Saqqara - belonged to a senior official...

[Read more](#)
www.usatoday.com

After Racist Incidents Mire a Conference, Classicists...

A scholar was told he got his job only because he's black, and other two academics of color were questioned by security at an annual classics meeting in San Diego.

[Read more](#)
www.chronicle.com

OBITUUS RECENTES

Abierunt Ad Maiores

- Barbara Tsakirgis, Vanderbilt University, January 16, 2019
- [Thomas H. Watkins](#), Western Illinois University, November 15, 2018
- [James Helm](#), Oberlin College, October 29, 2018
- [Diane Hatch](#), University of Mary Washington (VA), October 13, 2018
- [Robert Adam Seelinger](#), Westminster College (MO), September 22, 2018
- Edwin Menes, Loyola University Chicago, August 25, 2018
- [Richard Dudley White](#), Norfolk Collegiate School (VA), July 22, 2018
- [Steven Douglas Strauss](#), Notre Dame Academy (Toledo, OH), July 20, 2018
- [Olin Storvick](#), Concordia College (MN), June 16, 2018

- [Eleanor Goltz Granger Huzar](#), Michigan State University, May 7, 2018
- [Stephen Lee Pearce](#), Jesuit High School (New Orleans, LA), December 4, 2017
- [William C. Waterhouse](#), Penn State University, June 26, 2016

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

Submissions

The CAMWS Newsletter is published three times per year, in the fall, winter, and spring/summer. The deadline for the winter edition will be **May 15, 2019**. Send submissions by email: Timothy_Heckenlively@baylor.edu or newsletter@camws.org. Send submissions by regular mail to:

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

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

