

H U M A N I T A S

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Issue 2

Letter from the OCC Webmaster

Dear OCC Members,

The OCC owes a great deal of gratitude to Dr. Edmund Cueva of Xavier University for developing the new OCC Webpage (www.xavier.edu/OCC) during his tenure as OCC president.

The OCC also owes a great deal of thanks to Pamela Rose of Xavier University who has diligently updated the webpage for the OCC when information has been sent to Xavier University for posting.

In an effort to promote the OCC and the field of Classics, a number of new sections have been added to the OCC Webpage. These new sections include:

- Highlights of the 2007 Ohio Classical Conference
- Awards and Scholarships presented at the 2007 Ohio Classical Conference
- A list of college classics programs in the state of Ohio with links to their homepages
- Links to scholarships, grants, contests, and awards for both students and teachers of the Classics

Special thanks go out to Stergios Lazos of Saint Edward High School for providing the information regarding scholarships, awards, grants, and contests. The handout from his

Table of Contents

Indian Hill High School Receives Hildesheim Vase Award <i>Shauna Steigerwald, Cincinnati Enquirer</i>	3
Classics Lives in the Graveyard: Tombstone Contest at the College of Wooster <i>Edith Foster</i>	4
Undermining Servile Stereotypes in Xenophon of Ephesus' <i>Ephesiaca</i> <i>William M. Owens</i>	7
Catullus Academy: A research project for advanced students <i>Kelly Kusch</i>	9
OCC Officers and Council	15



2007 OCC Presentation, “What Latin Can Do For You- Scholarships, Grants, and Competitions for Teachers and Students,” can be downloaded from the OCC Webpage as a .pdf file.

In an effort to increase communication among colleagues, the OCC webpage will also be hosting a “Calendar of Events.” Please feel free to view the calendar of events, and if you wish to add an event to the calendar you can either visit the page or send the information to the OCC Webmaster (Jeffrey Kolo, Medina High School, koloj@mcsoh.org). In addition to appearing on the calendar, an e-mail can be sent out to all the members of the OCC regarding any new postings.

In addition to posting an event on the calendar, please also feel free to send an announce-

ment for posting in the “Announcements” section of the OCC Webpage. Please notify the OCC Webmaster (koloj@mcsoh.org) of any upcoming lectures or events at your institution, any awards won by OCC members, any potential job openings in the field of Classics in the state of Ohio, or any other matters of potential interest to Classicists. In addition to appearing on the OCC Webpage, an e-mail message can also be sent out to OCC membership regarding any new postings.

Thanks again to Xavier University for their willingness to host the OCC Webpage.

Sincerely,

Jeffrey Kolo
Medina High School, OCC Webmaster

Letter from the Editor

Dear Colleagues: This issue presents three short articles: a light-hearted look at a tombstone contest; a brief discussion of slavery in the *Ephesiaca*, an ancient Greek novel by Xenophon of Ephesus; and a report on a research project on Catullus designed for advanced high school students. There are also a number of important announcements of upcoming contests and award deadlines, as well an article reprinted from the *Cincinnati Enquirer* commending Indian Hill High School for winning last year’s Hildesheim Vase award.

Deadlines for material for the next three issues are April 1st, August 1st, and December 1st. Please submit material of interest from the me-

dia, articles you have written, and papers you have delivered to:

Neil Bernstein
Department of Classics and World Religions
210 Ellis Hall, Ohio University
Athens, OH 45701
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740-597-2146 (fax)
bernsten@ohio.edu

Thank you very much.
Yours sincerely,

Neil Bernstein
Editor, *Humanitas*

Indian Hill High School Latin Program Receives Hildesheim Vase Award

▪ *Shauna Steigerwald, Reprinted from The Enquirer, November 19, 2007*

The Indian Hill High School Latin Program has been awarded the Hildesheim Vase Award. This recognition is presented by the Ohio Classical Conference to recognize and promote academic excellence in Ohio High School Classics programs.

The primary criteria for selection are the quality of the curriculum in Latin and the level of achievement of the students within that curriculum. This is the second time the Indian Hill Latin program has received this award, having received it first in 1986.

Superintendent Dr. Jane Knudson said, “This distinguished award is a tribute to and reflection of Mr. Little’s exemplary leadership, the tremendous expertise, passion, and dedication of each of our Latin teachers, as well as the hard work of our students.”

All Indian Hill High School Latin students take the National Latin Exam, except for those in a modified Latin course sequence. Typically, forty-five percent of Indian Hill’s students who take the exam receive awards. In the last ten years, five students have had perfect scores on the National Latin Exam. Additionally, over the last five years, seventy-six percent of students taking AP Latin have had a score of three or higher (potentially earning college credit) on the AP exam, and sixteen students have had perfect scores of five on the AP Latin exam.

Indian Hill’s Latin program is geared toward success for all students. The Latin teachers are proud to have many students in the program who would not be considered typical Latin students. The program includes a two-year sequence designed for students with learning difficulties. In these classes, the pace and volume of the material is modified, but not the concepts. Indian Hill has a graduation requirement that every student must pass level II of a language. These classes allow students to meet that requirement. The philosophy of the Indian Hill Latin program is that Latin is for every student.

Last year, the Indian Hill Latin Club was the largest club in Ohio, with more than 200 student members, and the Indian Hill club was one of the ten largest clubs in the country.

The district’s Latin teachers are: Sherwin Little (Department Chair and President of the American Classical League), Melissa Burgess, Andrea Weis and Kevin Kless (pictured, left to right).



Classics Lives in the Graveyard: Tombstone Contest at the College of Wooster

• *Edith Foster, The College of Wooster, efoster@wooster.edu*

The Classical Studies Department at The College of Wooster is pleased to announce the results of the most recent contest in Greek and Latin Prose composition, the “Tombstone” contest. The prizes were awarded with some hesitation: leading contenders in both languages displayed a regrettable skepticism toward teachers, both mortal and immortal.



First, as decorum requires, to the immortals. The winning Greek epitaph reads as follows:

O Socrates, your spirit is no longer in your body, but still exists. You used to speak good words, but you alone saw the truth of them.

Naturally, all entries to the Wooster Greek and Latin Prose Composition Contests are instantly famous, and this one is no exception. The Saint Socrates website (saintsoc.org) has already posted an official rebuttal to this epitaph, which strikes them as “cynical about the possibilities of both teaching and learning.”

The Classical Studies Contest Committee is unimpressed with this argument, and has decided to focus on the positive: the author, a certain Erica Wicks, does indicate that Socrates’ spirit is eternal. She therefore maintains the hope that we will understand him in

heaven, and all classicists ascend to heaven. Thus she has received the first prize among the Greek entries.

Next, to the mortals. The winning Latin entry arrived from Rome, as is fitting, and reads as follows:

Hic antiquus scholaris iacet collegii vigorniae
/ post potitavit tres pateras caffeeae / suum cor
adquievit / noctu Latinitatis Baccalaureatu /
quod revocabatur interim / cum per id filius
fabri dormiverat. / Di eum ament.

Here lies a classics student of the College of Wooster. After drinking three pots of coffee his heart stopped late in the night before the Latin exam – which was cancelled anyway when McGowan slept through it. May the Gods bless him.

Certain members of the committee argued against this entry, since the suggestion that Prof. McGowan, rather than the student, slept through the exam is obviously unrealistic. However, it was argued that the language of the tombstone can be explained in rhetorical terms.

The attribution of student behavior to a professor is probably an example of the rhetorical figure known as “transferred characteristic

activity.” It is explained in Kuehner-Gerhardt-Cahoots, eds.: *Ausfuhrliche Grammatik der Griechischen Sprache*, article 657c1A. In this article authoritative grammarians explain this rare figure as an extension of the well-known device called “transferred epithet.”

Once they were satisfied by this explanation, the dissenters agreed that the entry displayed significant virtues. The themes, such as tragic death through coffee, and the chivalric test (i.e. the exam) seemed very solid. Use of the vivid indicative with *cum* got some points, and the deliberate ambiguity of the ending (should the gods bless the teacher or the student?) was noted. Finally, the committee applauded the extravagant physical setting submitted with the entry, whose author was Beverly Brooks. (A printout of the original is hanging on the Classics bulletin board.)

As is well known, this contest’s first prize is an opportunity to have tea with President Hales. President Hales regrets that he is momentarily unable to make time in his busy schedule to fly to Italy in order to drink tea with Ms. Brooks. The committee will arrange for the two finalists to meet with President Hales in Wooster at the beginning of next semester.

On to the second prize: Very few first year students submit Latin entries containing words so esoteric that they are not listed in very large dictionaries. Yet here was one. The second prize will be devoted to Daniel Buckler for the following epithet:

Nosocomia et medicinae et technologia tuum spiritum deleverunt. Redi ad Satyros.

Hospitals, medicines, and technologies destroyed your life. Return to the Satyrs.

Unable to find the word *nosocomia* in the dictionary, the initial readers were compelled to consult Prof. McGowan, who not only knows, but clearly is teaching his students, words that don’t occur in the *Oxford Latin Dictionary*. For the fine pathos of his entry Daniel will receive second prize in this contest, a copy of *Harrius Potter et Philosophi Lapis*.

No third prize will be awarded: instead, the committee has taken the unusual step of dedicating a special prize. We are all familiar with the barbarism of such fake Latin sayings as, *Semper ubi sub ubi*, which is “translated” as “always wear underwear.”

Some people just have a knack for producing such sayings, and for some reason (the Department of Classics takes no responsibility for this development) an etymological genius has arisen among us. In addition to producing fake hybrid biological terms for general amusement (e.g. *makragathos flavius* [long good yellow = banana]), the interesting person also submitted an entry to this contest, namely a Greek saying that resembles the Latin saying supplied above. A “translation” would be: “You make my afterlife.” In recognition of Victoria Kean’s creativity, the committee will endow a \$20 gift certificate for Seattle’s Coffee House, so that she and her friends can compose *bons mots* in a properly caffeinated mode.

The committee wishes to thank all students who entered this contest, and to encourage all to enter the next contest, whatever it may be...

Travel to Italy, Greece and beyond with experienced scholars and teachers.

For over 50 years, the Vergilian Society has offered study tours to classical lands designed to appeal to secondary teachers, college students and interested laypeople. We are pleased to offer scholarship support specifically for secondary school teachers! For Itineraries, Applications and Scholarship information, see <http://vergil.clarku.edu/>

Alexander G. McKay Prize Announcement

The Vergilian Society is pleased to announce the establishment of the Alexander G. McKay Prize for the best book in Vergilian studies.

The prize, which is accompanied by a cash award of \$500 or a life membership in the Vergilian Society (valued at \$750), will be awarded every other year to the book that, in the opinion of the prize evaluation committee, makes the greatest contribution toward our understanding and appreciation of Vergil or topics related to Vergil.

Works of literary criticism, biography, bibliography, textual criticism, reference, history, archaeology, and the classical tradition are all eligible, provided that Vergilian studies represent a significant portion of the discussion. The first competition will cover books published during the years 2005 through 2007.

The winner, who will be selected by two members of the prize evaluation committee appointed by the President in consultation with the executive committee, will be announced at the Vergilian Society session at the annual

meeting of the American Philological Association in January 2009 and every two years thereafter.

The authors of books being considered for the McKay Prize must be members of the Vergilian Society at the time their books are submitted.

A copy of each book to be considered must be sent to both members of the prize evaluation committee by April 15 prior to the APA when the prize will be rewarded (2008, 2010, etc.).

The two members for this cycle are:

Richard Thomas (chair)
Department of the Classics
204 Boylston Hall
Harvard University
Cambridge, Mass. 02138

Sarah Spence
Department of Classics
Park Hall
University of Georgia
Athens, Ga. 30602

Undermining Servile Stereotypes in Xenophon of Ephesus' *Ephesiaca*

▪ William M. Owens, Ohio University, owensb@ohio.edu

Habrocomes and Anthia, the noble protagonists of *Ephesiaca*, are enslaved and undergo typical servile tribulations until the restoration of their original status. This study analyzes the experience of Xenophon's protagonists in the context of ancient stereotypes regarding slaves. The conclusion argues that the narrative undermines important aspects of this stereotype.



The slave-owning elites of antiquity constructed complementary stereotypes of the noble and slave to justify both their own privilege and their enslavement of others. According to these stereotypes, the noble possessed moral excellence, while the slave was innately wicked, defined, in effect, by his lack of moral qualities. Such a creature had to be forced into proper behavior through physical rewards or punishments and could be considered "good" only insofar as he was obedient to his master's will.

I argue that Xenophon of Ephesus uses the experience of Habrocomes and Anthia, noble protagonists who endure slavery, to question central aspects of the servile stereotype. As they continue in slavery, Habrocomes and Anthia abandon aspects of the elite honor

code and act increasingly as wicked slaves. They do so to survive; their survival and the ultimate restoration of their prior status explain and justify their lapse into wicked servile behavior. Finally, Xenophon undermines the stereotype of the good slave in the example of Habrocomes' old slave *tropheus*, whose death contrasts with the protagonists' survival.

Habrocomes' abandonment of the elite code of honor is best illustrated in the parallel episodes where a female owner demands Habrocomes submit to her sexual advances. When Manto solicits Habrocomes, he is newly a slave, resolute in refusing her and in his disdain for the punishments she threatens (2.4). He has never had to endure servile punishment. Later, when Kyno propositions Habrocomes, he knows what it is to be beaten like a slave. Though he ultimately rejects Kyno, the protagonist yields at a critical moment, after considering "the suffering that his virtue has already caused him" (3.12). The earlier beating has tempted Habrocomes to act like a slave.

The moral excellence of elite females was embodied in their chastity. Early on Xenophon's heroine Anthia preserves her chastity

by acting like a noblewoman. She tells the truth and gains the sympathy of a fellow slave to whose bed she had been assigned (2.9). Later she is forced to defend her honor by acting dishonorably, deploying a series of typically servile deceptions to preserve her chastity (2.13; 3.6; 3.11; 4.3; 5.7). Paradoxically, Anthia maintains a noble quality, her chastity, through stereotypical servile wickedness. The reader may sympathize.

When the protagonists are first enslaved, pirates have taken them on board the pirate ship and set fire to the protagonists' own vessel along with their retinue. Habrocomes' old *tropheus* leaps from the burning ship and attempts to swim after his master, calling out to him, begging not to be left behind, pleading that Habrocomes kill him and bury him instead; without Habrocomes he has no reason to live. Habrocomes begs the pirates to turn

back, but the ship sails on (1.14). I argue that the *tropheus* represents the stereotypical good slave, whose very life is defined in terms of obedience to the master. His death, contrasted with the survival of the protagonists, who survive through their assumption of stereotypical servile wickedness, suggests that to survive slaves may need to be bad.

Further reading:

Bradley, K. 1994. *Slavery and Society at Rome*, Cambridge: Cambridge University Press.

Fitzgerald, W. 2000. *Slavery and the Roman Literary Imagination*, Cambridge: Cambridge University Press.

Schmeling, G. L. 1980. *Xenophon of Ephesus*, Boston: Twayne Publishers.

DO YOU BELONG TO CAMWS?

The Classical Association of the Middle West and South (CAMWS) is an organization of university, college, secondary, and elementary teachers of Latin, Greek, and classical antiquity. CAMWS publishes the quarterly *Classical Journal*, issues a Newsletter three times a year, and holds an annual conference in the spring. Institutional memberships are also available.

In addition, the CAMWS Committee for the Promotion of Latin regularly makes awards to help support a variety of projects. Further information is available at: <http://department.monm.edu/classics/CPL/Grants/CPLFundingProcedure.htm> For further information about all CAMWS activities, please see the CAMWS website at <http://www.camws.org/>.

Catullus Academy: A research project for advanced students

▪ *Kelly Kusch, Covington Latin School, Kelly.Kusch@covingtonlatin.org*

Catullus Academy at Covington Latin School is an optional oral exam/presentation given by Juniors at the end of the year in lieu of a written exam. I had two inspirations behind this idea. In spring of 2005, I attended a CAMWS session entitled “Scholarship in the Secondary Classroom” and heard about an interesting program called “Catullus Academy”. Seniors at the Latin School must write and deliver an original oration. Graduation requirements also include a thesis, and oral exams in their foreign languages.

I combined these two ideas to create a program for Juniors who are already following the Advanced Placement syllabus for Cicero/Catullus. Students choose one or more of Catullus’ poems (minimum of ten lines), not necessarily from the AP syllabus. They prepare a polished original translation. They research the scholarly work on that particular poem or on a topic evident in that poem.

After writing a paper, they present it in a formal setting, with appropriate slides and handouts, just as teachers would do at CAMWS or APA. Students “defend” their research to me and a university professor or two. Parents and

guests are invited for the presentation, which is followed by a reception.

Some Catullus Academy topics of this past year include: *The Effects of Poetry Writing Sessions on the Style of the Neoteric Poets*, *The Otium Stanza in Catullus 51*, *Catullus’ Masculinity*, *Pietas et Fides Romana*, *Ships of Catullus’ Time*, and *The Stereotypes of Lesbians*. Students cited Quinn, Wiseman, Skinner, Lyne, Crowther, and Scullard, just to name a few.

Catullus Academy could not have come into existence without the help and work of several people.

It began two years ago, when I first proposed doing Catullus Academy to Shannon Byrne and Edmund Cueva at Xavier University. I expected them to say that I was crazy, but they enthusiastically embraced my proposal, and even offered their assistance. They invited my students to come to Xavier and use the research facilities there. Further they made arrangements for us to work with librarian, Michelle Early, who is also a classicist. Without Shannon, Ed and Michelle’s sup-

port, Catullus Academy would not have been nearly as successful.

How Catullus Academy Works

At the end of March, I present students with a timeline, culminating in the presentation at the end of May. I started this process earlier in my second year so that students had time to fully understand their sources. It's a bit of a trade-off; the earlier start means that we have not read as many poems on the syllabus. I encouraged them to glance ahead, but most stuck with what we had already covered in class.

I stress to students the importance of pre-searching. Students need to start reading articles from JSTOR and our library to hone their topics, before we go to Xavier University. They then have a clearer picture of their topic and what articles and books might be useful for their research. Some students would start with a thesis, but one that was so broad as to be unusable. Pre-searching and pre-reading helps them discover the "problems" with overly broad topics before getting too far along.

As a side note, Covington Latin School did not have JSTOR in our library the first year. As mentioned above, it's an enormous help. I strongly recommend getting it.

With this background work in place, my students and I take an after-school field trip to the library at Xavier University. Michelle Early gives the students a brief tour of Xavier's classical collection and shows them how to access several different databases—JSTOR, *L'Année*

Philologique, TOCS-IN, *Gnomon*, etc. Michelle also teaches students how to find books using Xavier's OPAC. She stays with us the whole time to troubleshoot and offer hands-on bibliographic instruction.

After some time in the library, my students and I head to the classics department, where Ed and Shannon greet us with pizza and soft drinks. They engage the students in discussions of their topics, helping them narrow fields, suggesting possible avenues for exploration, and even lending their own books. I learned to tell students not to be shy about discussing their topics with the university professors. They can help only if students open up to them.

Another side note: If you're starting your own version of this, be sure to make arrangements with the technical and circulation staff before heading to a university library. Students may or may not be able to check out materials and they will need technical support such as visitor login information. Students should also be advised to bring change for copying any books or articles.

Throughout April and May, I approve topics, check bibliographies, and start reading drafts. Students often do not yet understand the importance of writing and revising drafts. One lesson they learn is that the more drafts they prepare and review with me, the easier (and better) their final presentation turns out.

The presentation itself takes place in front of an audience of parents and peers. I have one or

two scholars on a panel with me. The students go in turn, each presentation lasting about five minutes. We have a couple minutes of questions, after which the nervous, sweating students finally relax and start to breathe again!

Many Benefits

The benefits of a project like Catullus Academy are many. For my students, it is an opportunity to learn and use research skills. It introduces them to college professors and university library capabilities. The oral performance prepares students for future presentations and speaking roles. Students have the opportunity to look at Latin, and Catullus and the Classics in new ways, and it gives them a chance to really shine. Some students have done amazing research. Catullus Academy challenged them to grow and stretch themselves academically. They took ownership for their work; they weren't just mimicking my views. For some students, my text-based tests are difficult; Catullus Academy allowed them to be tested in a way other than written. It is a project that appeals to multiple learning styles.

There are benefits for me as well, not the least of which was a new way to challenge and inspire my students. I have the opportunity to showcase their great work. Parents and professors are impressed. While I read all those drafts, I too learn new things in Catullan scholarship that I would not have otherwise researched. I also have fewer exams to grade. That's not necessarily less work, just different work, and not all at crunch time. An unexpected benefit of Catullus Academy was that Cov-

ington Latin School now has JSTOR available to all its students and faculty.

Our cooperating college also reaps some benefits. Most of all, Catullus Academy is a recruiting opportunity. Xavier University had students on campus, and good ones at that. The students met and talked with Xavier staff, used their facilities. That sharing of services and facilities also falls under community outreach and public relations. While students gain some insight into college/university level research, the university staff gets a look at the technology levels and research skills of some potential students.

I look forward to a third year of Catullus Academy this spring. I have another great group of students who are eagerly beginning Catullus after slugging their way through Cicero. Eight of them are also studying Attic Greek with me. Catullus Academy can certainly be adapted to other authors as well. One can fashion Vergil Academy, or Horace Academy very easily. If you are already teaching at a college or university, you have the resources right there. Secondary school teachers definitely want to seek assistance from their nearest classics department. Catullus Academy has been a very successful challenge for my students, one that they have lived up to, and profited from.

The new Ohio Classical
Conference website

<http://www.xavier.edu/OCC>

CAMWS Teaching Awards

1. Kraft Award For Excellence In Secondary School Teaching

Named for CAMWS benefactor Eunice E. Kraft, this award recognizes outstanding teachers of Latin in public or private schools (middle schools included) within our area.

The honoree will receive \$500, airfare to the annual meeting at the Saturday stayover rate, and two nights' accommodation at the convention hotel. On Saturday of the meeting, the recipient will give a brief talk at the CPL panel.

Nominees must teach in the CAMWS area and will be eligible for consideration for three consecutive years. Nominations should be accompanied by the following supporting data (not to exceed ten pages):

- information about the school(s) in which the nominee teaches
- levels of Latin courses and enrollments
- success of students in competitions and further study
- information about any special courses or forms of instruction developed by the teacher
- testimonials from school administrators, fellow teachers, and/or students.

2. Award For Excellence In College Teaching

The winner of this award will receive \$500. The nominee must be a member in good standing of CAMWS, teaching classical subjects full-time at a college or university.

Nominations should be accompanied by such evidence of teaching excellence as:

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

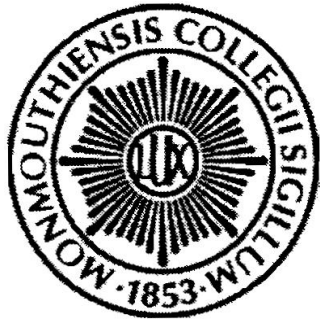
These letters should normally include one from the nominee's department or program chair. Other evidence of teaching excellence, such as pedagogical publications, is also welcome. Professional service may be considered a tie-breaking factor.

Nominees who have not already been recognized through a national teaching award will be given preference. No sitting member of the CAMWS Executive Committee or of the CAMWS Subcommittee on Teaching Awards is eligible for this award.

Receipt Deadline: February 4, 2008

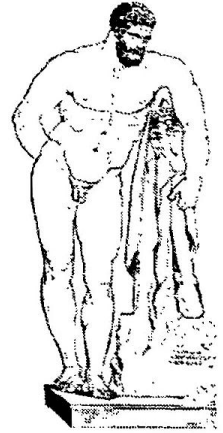
Send nomination packets to Sarah H. Wright, 301 Falling Leaf Lane, Greensboro, NC 27410. If you have any questions about the nomination process, write to her at wrights3@gcsnc.com.

THE 2008 BERNICE L. FOX CLASSICS WRITING CONTEST



sponsored by
The Department of Classics
at Monmouth College

Topic for 2008:
The Modern Labors of Hercules



If Hercules were alive today, what twelve labors would he perform?

This contest is open to any student enrolled full-time in high school during the current school year. An award of \$250.00 will be given to the author of the best entry written in English on a specified theme. The entry may be an essay, a short story, a play, a poem, or any original literary work. This contest was established in 1985 by the Department of Classics at Monmouth College in Monmouth, Illinois, to honor Bernice L. Fox, to promote the study of Latin and the Classics in high schools, and to recognize the good work of high school students.

Judging

The entry should make frequent, specific, accurate, and appropriate references to Greek mythology and to modern events. Papers will be judged on historical accuracy, appropriate use of ancient sources, originality, quality of material, thematic development, appropriateness, correctness of English style, and effectiveness of presentation.

Contest Guidelines

Entries must be typed, double-spaced, on 8-1/2 x 11 inch paper, on one side only. No electronic submissions will be accepted. The entry must fit the theme of this year's contest. No minimum or maximum length is required.

The entrant's name and school must not appear on the entry.

Contestants should place a personal identification code (either their Social Security Number or a randomly selected nine character series) on the top left-hand corner of every page of the entry and on a separate 8-1/2 x 11 inch sheet of paper which also contains the following information: author's name, date of birth, the student's personal identification code, school name, school address, teacher's name, and school phone number. No more than ten entries will be accepted from any individual school and only one entry per student.

Failure to follow these guidelines will result in disqualification. Every entrant will receive a certificate of participation from Monmouth College.

All entries must be postmarked no later than March 15, 2008, and mailed to Dr. Thomas J. Sienkewicz, Capron Professor of Classics, Monmouth College, Monmouth, Illinois 61462 (e-mail: toms@monm.edu). For further information, including a list of previous winners, please consult the contest website (<http://department.monm.edu/classics/Department/FoxContest/>). All entries become the property of Monmouth College. The winner will be announced on or by April 15th on the contest website.

About Bernice L. Fox

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

CAMWS Latin Translation Contest

The School Awards Subcommittee of the Classical Association of the Middle West and South invites all high-school Latin teachers within CAMWS territory to enroll their students in the 2008 Latin Translation Contest. The one-hour exam will be based on a passage from poetry. The key dates for this year's contest are:

1. February 1, 2008 - Application Deadline
2. February 18-22, 2008 - Exam Administration
3. April, 2008 - List of Winners Announced

The awards are cash prizes, books, and letters of commendation. Copies of previous exams are available for downloading as pdfs from the CAMWS website; you may also download an application form there.

Should you have any questions, please contact: Nicoletta Villa-Sella, Chair, CAMWS School Awards Subcommittee, The Linsly School, 60 Knox Lane, Wheeling, WV 26003. Phone: 304-234-4616 ext. 205. Fax: 304-232-1975. E-mail: nsella@linsly.org.

OCC Officers

President

Gwen Compton-Engle, John Carroll University

1st Vice President

Jeffrey Kolo, Medina High School

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Bruce Heiden, The Ohio State University

Secretary and Treasurer

Shannon Byrne, Xavier University

Humanitas Editor

Neil Bernstein, Ohio University

Webmaster

Jeffrey Kolo, Medina High School



OCC Council

Term Ending 2008:

Daniel Arbezniak, St. Ignatius High School
 Mary Jo Behrensmeyer, Mount Vernon High School
 Kay Fluharty, Madeira High School
 Sr. Georgia Messingschlager, St. Xavier HS
 Nicholas Russo, St. Francis de Sales High School
 Zara Torlone, Miami University of Ohio

Term Ending 2009:

Judith de Luce, Miami University
 Stergios Lazos, Saint Edward High School
 Jeffrey Namiotka, Western Reserve Academy
 Catherine Peters
 Bob White, Shaker Heights High School
 Timothy Wutrich, Case Western Reserve University

Term Ending 2010 (one vacancy):

Dan Cavoli, Saint Edward High School
 Edmund Cueva, Xavier University
 Franz Gruber, The Columbus Academy
 Fr. Bede Kotlinski, Benedictine High School
 Amber Scaife, Kenyon College

Scholarship Committee (one vacancy):

Amy Sawan, Medina High School
 Susan Bonvallet, The Wellington School

Hildesheim Vase Committee:

Mary Jo Behrensmeyer, Mount Vernon HS, Chair
 Melissa Burgess, Indian Hill High School
 Monica Florence, College of Wooster
 Steven Strauss, Notre Dame Academy

College Program Award:

Bruce Heiden, Ohio State University, Chair
 Judith De Luce, Miami University
 Stergios Lazos, St. Edward High School

Finance Committee:

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