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Newsletter of the [Classical Association of Canada](#)  
Bulletin de la [Société canadienne des Études classiques](#)

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If you have questions, please contact me: brobertson@mta.ca

Bruce Robertson  
Chair, CAC Equity Committee

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Encore cette année, le Comité sur l'équité de la SCÉC a pris l'initiative de sonder les antiquisants du Canada dans le but de recueillir des informations sur l'état actuel de la profession. Nous espérons que vous répondrez à ce sondage, puisque son succès dépend d'un haut taux de participation.

Ce sondage sera réalisé en ligne. Il est court (seulement dix questions) et ne devrait pas prendre plus d'une minute à remplir. Les questions sont simples et permettront de recueillir des informations sur le genre, le statut d'emploi, le titre d'emploi, les tranches d'âge, le plus haut diplôme acquis et l'adhésion à la SCÉC. Les sondages complétés seront anonymes ; nous ne connaissons pas l'identité des répondants et nous compilerons globalement les données pour le pays entier et non par programme, département, université ou région.

Pour répondre au sondage, [connectez-vous au site et remplissez le sondage](#).

Si vous avez des questions, n'hésitez pas à me contacter: brobertson@mta.ca.

Bruce Robertson  
Président, Comité sur l'équité de la SCÉC

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**Notice from the Editors of *Mouseion***  
**Message des éditeurs de *Mouseion***

From the Editors of *Mouseion* / Des éditeurs de *Mouseion*

You may have received an invoice from the University of Toronto Press requesting payment for your subscription to *Mouseion*. Please disregard it; your subscription to *Mouseion* is part of your CAC membership and does not require an extra payment. The editors of *Mouseion* are in touch with the press about this matter, and we apologize for any confusion that may have arisen.

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Vous avez peut-être reçu une facture des Presses de l'Université de Toronto demandant le paiement de votre abonnement à *Mouseion*. Veuillez l'ignorer; votre abonnement à *Mouseion* fait partie de votre adhésion à la SCEC et ne nécessite aucun paiement supplémentaire. Les éditeurs de *Mouseion* sont en communication avec les presses à ce sujet. Nous nous excusons pour toute confusion.

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**[2] CCB Announcements**  
**[2] Annonces du BCÉA**

No announcement in this issue / Rien à signaler dans ce numéro-ci

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**[3] Positions Available**  
**[3] Postes à combler**

**University of British Columbia**  
**Department of Classical, Near Eastern and Religious Studies**  
**Lecturer position in Classical Studies and Latin Language**

From Matthew McCarty

The Department of Classical, Near Eastern and Religious Studies is seeking applications for a one-year leave replacement Lecturer position in Classical Studies and Latin Language. Applicants are required to have a Ph.D. in

Classical Studies or a related field. The successful candidate will possess a strong commitment to teaching and be able to teach both introductory and advanced Latin (Latin verse specifically), as well as courses on topics such as Classical myth and Latin Epic in translation. Teaching may include a graduate seminar in a subject selected by the successful candidate in consultation.

The position involves teaching eight 13-week courses (24 credits) and participating in departmental service, events and initiatives. The 1-year appointment is expected to commence July 1, 2020. This position is subject to final budgetary approval.

Please send applications, including a letter of interest, Curriculum Vitae, a statement of teaching interests and teaching philosophy, evidence of teaching ability and effectiveness, and the names and contact information of three referees to:

Dr. Leanne Bablitz  
Department of Classical, Near Eastern and Religious Studies  
University of British Columbia  
1866 Main Mall, Buchanan C227  
Vancouver, British Columbia V6T 1Z1

These materials may be sent electronically to [cnrs.jobsearch@ubc.ca](mailto:cnrs.jobsearch@ubc.ca). Applications must be received **by April 10th, 2020**.

Information about the Department is available on the web at: <http://www.cnrs.ubc.ca/>.

*Equity and diversity are essential to academic excellence. An open and diverse community fosters the inclusion of voices that have been underrepresented or discouraged. We encourage applications from members of groups that have been marginalized on any grounds enumerated under the B.C. Human Rights Code, including sex, sexual orientation, gender identity or expression, racialization, disability, political belief, religion, marital or family status, age, and/or status as a First Nation, Metis, Inuit, or Indigenous person.*

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**University of Victoria**  
**Department of Greek and Roman Studies**  
**Sessional Lecturer 2020-2021**

From Tracy Sobotkiewicz

The Department of Greek and Roman Studies invites applications for a Sessional Lecturer to teach courses in Latin, Greek and Roman Mythology, Roman History, and the Ancient World on Film. The successful applicant will be expected to teach seven courses over two semesters. Applicants should hold a PhD, show potential for success as a university professor, and have demonstrable skill and enthusiasm in teaching a broad range of courses in Classical Studies:

Fall 2020

- GRS 200 Greek and Roman Mythology
- GRS 341 Rome's Empire
- Latin 101 Introductory Latin I
- Latin 201 Advanced Latin Grammar

Spring 2021

- GRS 204 The Ancient World on Film
- GRS 344 The Fall of the Roman Republic
- Latin 202 Introduction to Latin Literature

Please send (by e-mail) a letter expressing interest in the position. Include evidence of innovative teaching and experience, a complete CV, and a teaching reference to: Ingrid Holmberg, Chair, Department of Greek and Roman Studies [ingrid@uvic.ca](mailto:ingrid@uvic.ca) **before March 31, 2020**. A decision should be made soon after.

These appointments are within CUPE, local 4163 (Component 3), Sessional Lecturers certification. The University of Victoria is an equity employer and encourages applications from women, persons with disabilities, visible minorities, and aboriginal persons. All qualified candidates are encouraged to apply; however, in accordance with Canadian Immigration requirements, Canadians and permanent residents will be given priority.

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**Queen's University  
Department of Classics  
Teaching Position # 1**

From Judy Vanhooser

The Department of Classics at Queen's University invites applications from suitably qualified candidates interested in teaching a course in **Myth and Religion** (CLST 203, winter term). This is an on-campus, lecture course with an expected enrolment of 350 students. **Intermediate Greek** (GREK 208, fall term). **Greek Prose** (GREK 321/421/8xx, winter term) & **Greek Verse** (GREK 322/422/8xx, fall term) The Greek courses are seminar style courses with small enrolments. Candidates should have a Ph.D. and teaching experience at the University level in Classics. This is a fall/winter term appointment for the period September 1, 2020 to April 30, 2021, with classes in session from September 10, 2020 to December 4, 2020 and January 4, 2021 to April 1, 2021.

The University invites applications from all qualified individuals. Queen's is committed to employment equity and diversity in the workplace and welcomes applications from women, visible minorities, Aboriginal peoples, persons with disabilities, and LGBTQ persons. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

The University will provide support in its recruitment processes to applicants with disabilities, including accommodation that takes into account an applicant's accessibility needs. If you require accommodation during this process, please contact: Department of Classics, Judy Vanhooser, [classics@queensu.ca](mailto:classics@queensu.ca) (613) 533-2745.

The academic staff at Queen's University are governed by [the Collective Agreement between the Queen's University Faculty Association \(QUFA\) and the University](#).

To comply with Federal laws, the University is obliged to gather statistical information about how many applicants for each job vacancy are Canadian citizens / permanent residents of Canada. Applicants need not identify their country of origin or citizenship, however, all applications must include one of the following statements: "I am a Canadian citizen / permanent resident of Canada"; OR, "I am not a Canadian citizen / permanent resident of Canada". Applications that do not include this information will be deemed incomplete.

Applications should include a complete and current curriculum vitae, letters of reference from two (2) referees, and any other relevant materials the candidate wishes to submit for consideration such as a letter of intent, teaching dossier, etc. Please arrange to have applications and supporting letters sent directly to:

Dr. R. Drew Griffith, Head of Department  
Department of Classics  
Queen's University  
Kingston Ontario Canada K7L 3N6  
Email address [Classics@queensu.ca](mailto:Classics@queensu.ca)

Applications will be received **until March 31**. Review of applications will commence shortly thereafter, and the final appointment is subject to budgetary approval. Please follow the link for [additional information about the Department of Classics](#).

**Course Descriptions:**

**CLST 203 (Winter 3.0 units) – Myth and Religion**

Greek concepts of the supernatural and humanity's relationship to it. The basic myths, official and secret creeds, meaning and social function of myth and ritual.

Learning hours 126 (36L;90P)

**GREK 208 (Fall 3.0 units) – Intermediate Greek**

Review of grammar, and developing facility in translation, study of literary content and background of authors.

Learning hours 282 (72L;210P).

**GREK 321/421/8xx (Winter 3.0 units) – Greek Prose**

Selected passages of Greek prose, usually drawn from oratory, history, and philosophy, read in the original Greek and commented upon for their linguistic, literary, and historical significance.

Learning hours 126 (36L;90P).

**GREK 322/422/8xx (Fall 3.0 units) – Greek Verse**

Selected passages of Greek verse, usually drawn from works of epic, lyric, elegy, and drama, read in the original Greek and

commented upon for their linguistic, literary, and historical significance.

Learning hours 126 (36L;90P).

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**Queen's University  
Department of Classics  
Teaching Position # 2**

From Judy Vanhooser

The Department of Classics at Queen's University invites applications from suitably qualified candidates interested in teaching a course in **Ancient Humour** (CLST 205, winter term. This is an on-campus, blended learning course with an expected enrolment of around 600 students. **Introductory Latin** (LATN 110 A, fall term, and LATN 110 B winter term) is an on-campus lecture course with enrolment of around 50 students. **Latin Prose** (LATIN 321/421/8xx, fall term) is a small combined seminar course with a small enrolment. Candidates should have a Ph.D, and teaching experience at the University level in Classics. This is a fall/winter term appointment for the period September 1, 2020 to April 30, 2021, with classes in session from September 10, 2020 to December 4, 2020 and January 4, 2021 to April 1, 2021.

The University invites applications from all qualified individuals. Queen's is committed to employment equity and diversity in the workplace and welcomes applications from women, visible minorities, Aboriginal peoples, persons with disabilities, and LGBTQ persons. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

The University will provide support in its recruitment processes to applicants with disabilities, including accommodation that takes into account an applicant's accessibility needs. If you require accommodation during this process, please contact: Department of Classics, Judy Vanhooser, [classics@queensu.ca](mailto:classics@queensu.ca) (613) 533-2745.

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Applications should include a complete and current curriculum vitae, letters of reference from two (2) referees, and any other relevant materials the candidate wishes to submit for consideration such as a letter of intent, teaching dossier, etc. Please arrange to have applications and supporting letters sent directly to:

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Email address [Classics@queensu.ca](mailto:Classics@queensu.ca)

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**Course Descriptions:**

**CLST 205 (Winter 3.0 units) – Ancient Humour**

The techniques by which humour was created in literature and the visual arts in antiquity; social and psychological aspects of humour.

Learning hours 104 (2L;18G;24O;60P)

**LATN 110 A (Fall 3.0 units) and LATN 110 B (Winter 3.0 units) – Introductory Latin**

Fundamentals of grammar, syntax and etymology for students with no or little knowledge of Latin; provides sufficient background to read Latin prose and poetry.

Learning hours 276 (72L;24T;180P).

**LATN 321/421/8xx (Fall 3.0 units) – Latin Prose**

Selected passages of Latin prose, usually drawn from oratory, history, and philosophy, read in the original Latin and commented upon for their linguistic, literary, and historical significance.

Learning hours 126 (36L;90P).

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**Queen's University  
Department of Classics  
Teaching Position # 3**

From Judy Vanhooser

The Department of Classics at Queen's University invites applications from suitably qualified candidates interested in teaching a course in **Introduction to Archaeology I** (CLST 130, fall term). This is an on-campus introductory lecture course with an expected enrolment of 100 students. **Scientific/Medical Terminology** (CLST 204, fall term) an on-campus lecture course with enrolment of around 200 students. **Ancient Science** (CLST 214, winter term) is an on-campus lecture course of around 60 students. **Greek and Roman Epic** (CLST 311, winter term) is an on-campus lecture course of around 50 students. Candidates should have a Ph.D. and teaching experience at the University level in Classics. This is a fall/winter term appointment for the period September 1, 2020 to April 30, 2021, with classes in session from September 10, 2020 to December 4, 2020 and January 4, 2021 to April 1, 2021.

The University invites applications from all qualified individuals. Queen's is committed to employment equity and diversity in the workplace and welcomes applications from women, visible minorities, Aboriginal peoples, persons with disabilities, and LGBTQ persons. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

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Applications should include a complete and current curriculum vitae, letters of reference from two (2) referees, and any other relevant materials the candidate wishes to submit for consideration such as a letter of intent, teaching dossier, etc. Please arrange to have applications and supporting letters sent directly to:

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Department of Classics  
Queen's University  
Kingston Ontario Canada K7L 3N6  
Email address [Classics@queensu.ca](mailto:Classics@queensu.ca)

Applications will be received **until March 31**. Review of applications will commence shortly thereafter, and the final appointment is subject to budgetary approval. Please follow the link for [additional information about the Department of Classics](#).

**Course Descriptions:**

**CLST 130 (Fall 3.0 units) –Introduction to Archaeology I**

An introduction to major themes in the development of Roman civilization using the evidence of literature, history and archaeology. Some attention will be given to those aspects of ancient cultural and intellectual growth that are of significance in the western tradition.

Learning hours 126 (36L;90P)

**CLST 204 (Fall 3.0 units) –Scientific/Medical Terminology**

This course will introduce students to the vocabulary, building blocks, and structural quirks of Greek and Latin scientific terminology to provide them with a strong foundation for understanding technical vocabulary as they encounter it in their educational and professional lives. Students will also complete the course with a stronger understanding of the etymology and linguistic structures of English more generally.

Learning hours 126 (36L;90P). This course does not require any previous knowledge of Greek or Latin.

**CLST 214 (Winter 3.0 units) – Ancient Science**

Ancient concepts of nature and of natural phenomena: what *did* the ancients (e.g. Babylonians and Greeks) know about the natural world and how did they come to know it?

Learning hours 126 (36L;90P).

**CLST 311 (Winter 3.0 units) – Greek and Roman Epic**

Intensive study (in translation) of the major epics of classical antiquity: Homer, Hesiod, Apollonios, Vergil and Lucan in the

context of the oral and literate heroic traditions. Comparative study of English heroic poetry encouraged. Learning hours 126 (36L;90P).

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## [4] Conferences & Lectures; Calls for Papers [4] Conférences; appels à communications

### Special Issue of *TAPA* Race and Racism: Beyond the Spectacular

From Helen Cullyer

Patrice Rankine and Sasha-Mae Eccleston will serve as guest editors of a future issue of *TAPA* with the theme of race, racism, and Classics (issue 153:1, to appear April 2023). Their detailed call for papers, along with instructions and deadlines for submission, follows.

### Race and Racism: Beyond the Spectacular

... the "cultural logic" of lynching enables it to emerge and persist throughout the modern era because its violence "fit" within the broader, national cultural developments. This synchronicity captures why I refer to lynching as "spectacular": the violence made certain cultural developments and tensions visible for Americans to confront.

Jacqueline Goldsby, *A Spectacular Secret: Lynching in American Life and Literature*

The last few annual meetings of the Society for Classical Studies (SCS) have been the staging ground for long overdue discussions about race and other marginalized identities within the discipline of Classics. These discussions have taken place in spectacular fashion, to borrow from Jacqueline Goldsby's analysis of the cultural logic of lynching, a violent example of the pervasive yet less visible realities structuring American life. This heightened awareness of race and racism might be a new watershed, but it recalls the polarizing controversies that revolved around Bernal's *Black Athena* during the culture wars of the 1980s and 90s. That is, having escaped notice for a time, Classical Studies is once again being made to confront its relationship to broader cultural developments. Through keynotes, presidential panels, award ceremonies, and gatherings of caucus groups, classicists have sought of late to counter the public and blatant acts of racism that have drawn the attention of outlets outside of the regular disciplinary orbit. SCS sessions such as Robin DiAngelo's "white fragility" workshop have revealed the stability of majoritarian, white supremacist practices, exposing what minoritized members of the field have long known: spectacular acts of bigotry and endangerment are not exceptional, not a blip in the otherwise "civilized" rhythms of scholarly life. They are better publicized iterations of everyday experiences.

For Classical Studies, the spectacular is also prismatic. Modern instantiations of whiteness, race, and racism project back onto the past, so that scholarship regularly and unremarkably advances the cultural logic. This logic likewise recurs in conversations about representational diversity and inclusion. The academy at large has only recently begun to systematically interrogate how professional routines normalize racism and racialize other forms of discrimination. As a field, the Classics must also imagine a full-throated response to the realities of this discrimination in both its spectacular and mundane manifestations.

This issue of *TAPA* intends to be a catalyst for transformative ideas regarding the reality of race and racism within all aspects of Greek and Roman Studies. We seek contributions that analyze and critically engage phenomena which have been considered unrelated to race, have been so familiar as to remain un-critiqued as spectacular, have not yet been brought to light, or that have tended to be avoided for being too disruptive of the disciplinary *status quo*. Rather than cordon off advances from other branches of scholarship, this issue welcomes reflections on Classical Studies from other disciplines. We remain attentive to the discipline's self-declared roots in philology. But the scope of this endeavor demands that we also open ourselves up to other models of critique and to the insights that those models produce. To that end, scholars from fields with similar disciplinary trajectories, with research interests that dovetail with Classics, or whose work is assumed to have no relationship to race and/in the Classics are especially encouraged to submit abstracts.

We offer the following clusters of questions as **non-exhaustive** entry points into a longer conversation:

What, if any, is the semantic force of the term "Classical Studies," as opposed to other potential rubrics, e.g., Greek and Roman Studies, Mediterranean Studies, etc.? What is the force of "Classical Studies" in relation to Indigenous Studies, Asian American Studies, Arab American Studies, Latinx Studies and so on?

Are there disciplinary transformations we might use as guides for an anti-racist restructuring of the field?

Though it is often posited as outside of or resistant to cultural difference, how can philology and other formalisms operationalize racial competence? What concepts from sociolinguistics, queer of color critique, feminist science studies,



for example, could be added to the standard toolkit of classicists?

How has the elasticity of whiteness manifested in periods when the discipline of Classical Studies has been most self-conscious? Has the warm reception of postcolonial studies within the field obscured the relationship between Classical Studies and contemporary forms of imperial conquest, e.g., global markets, philanthropy and humanitarian relief in the Global South, and American educational expansionism?

How can critical approaches to work and other institutions —universities, prisons, the healthcare industry and so on— inform our understanding of the entanglements of our field and its practitioners? What coalitions does such an approach make possible, perhaps at both the local/regional and national levels?

Submission deadlines and instructions:

- Articles for this issue should be submitted **no earlier than August 1, 2021, and no later than January 1, 2022**.
- Submissions should be directed to the regular *TAPA* editor ([tapa@uci.edu](mailto:tapa@uci.edu)).
- Contributors should consult the current [TAPA guidelines for authors and style sheet](#).

All submissions will receive double-blind refereeing as is usual for *TAPA*.

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## [5] Scholarships & Competitions

### [5] Bourses et concours

#### Bursaries for Summer Courses in Greek and Latin at the University of Toronto

From Jonathan Burgess

The Department of Classics is promoting language study by students from underrepresented groups in our summer language courses. We are offering bursaries to cover tuition (\$700 per semester course), and for those visiting from outside the Toronto area, up to an additional \$1,000 per semester.

In the first summer term, starting in early May and running through June, we offer LAT101, LAT 201, and GRK 101.

In the second summer term, starting in July and running through mid-August, we offer LAT 102, LAT 202, and GRK 102.

If you are interested in applying for a bursary, please send by March 23rd a cover letter as well as a copy of your university transcript (an unofficial copy is fine) to the Undergraduate Coordinator, Professor Kevin Wilkinson, at: [undergrad.classics@utoronto.ca](mailto:undergrad.classics@utoronto.ca)

In your cover letter please briefly explain your interests in taking Ancient Greek and/or Latin (e.g., academic background, current interests in classical antiquity or related fields, plans for future study). Please also describe the ways in which you might contribute to diversity (e.g., on the basis of race, ethnicity, sexual orientation, socio-economic status). We are especially interested in applicants with expressed financial need.

If you are coming from another university in North America or overseas, please see [this link for information about applying and enrolling in courses through Woodsworth College](#) (the online process is straightforward but you will need a Letter of Permission from your own university registrar or study abroad office).

Woodsworth College also has limited accommodation spaces for visiting students; please find [information about that through the Woodsworth College website](#).

See the following link for [preliminary and \(when available\) official course timetables](#).

If you have additional questions about our summer language courses, feel free to contact the Undergraduate Coordinator, Professor Kevin Wilkinson, at: [undergrad.classics@utoronto.ca](mailto:undergrad.classics@utoronto.ca).

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## [6] Summer Study, Field Schools, Special Programmes

### [6] Cours d'été, écoles de terrain, programmes spécialisés

No announcement in this issue / Rien à signaler dans ce numéro-ci

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**[7] Varia (including members' new books)**  
**[7] Varia (dont les nouveaux livres des membres)**

No announcement in this issue / Rien à signaler dans ce numéro-ci

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Next regular issue 2020-04-15 / Prochaine livraison régulière 2020-04-15

Send submissions to [ccb@cac-scec.ca](mailto:ccb@cac-scec.ca)  
Pour nous faire parvenir vos soumissions: [ccb@cac-scec.ca](mailto:ccb@cac-scec.ca)

Place the word SUBMISSION in the subject heading. Please send announcements in an editable format (.doc, .docx, .rtf, .html). The editor typically does not allow attachments; provide a link to posters, flyers, &c.

Écrivez le mot SOUMISSION sur la ligne "sujet". Veuillez envoyer les annonces dans un format éditable (.doc, .docx, .rtf, .html). En général le rédacteur ne permet pas les pièces jointes; insérez les liens à toutes affiches, circulaires, etc.

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