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

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[1] Association Announcements & News

[1] Annonces et nouvelles de la Société

Message from the President

Message du président

From / De Bruce Robertson

Following our online AGM, I am delighted to welcome to CAC Council Judith Fletcher (Wilfrid Laurier — Ontario), who will serve as Vice-President for a two-year term (2020–22), to be followed, without election and by appointment, as President and Past-President. Aussi, je suis heureux que Christian Raschle (UdeMontréal — Québec) exercera les fonctions de secrétaire pendant les années 2020–23. Anne-France Morand (Laval — Québec) et Jessica Romney (MacEwan — Alberta) ont été élues au conseil pour la même période.

I'd like to make one final appeal for members to fill out [the online survey of this year's equity panel](#). The more complete this data, the better an understanding we have of our association's situation and how it is changing.

Finally, I'd like to thank personally Mark Joyal for his six years of service on CAC executive and Allison Glazebrook for her two years' leadership as President, which has been all the more valuable during these unusual circumstances.

Vote Results

Résultats du vote

From the Acting Secretary (Jan. 1st–May 15th) / Du secrétaire intérimaire (1er janvier–15 mai)

As CAC members know, a vote took place from Friday, May 8th to Friday, May 15th 2020 to adopt the minutes of the 2019 AGM, to adopt the CAC's and *Mouseion's* financial statements, to elect the new members of the Executive and Council, and to adopt two motions to amend the Bylaws. The relevant documents were made available for consultation on the CAC website on the page "[Forthcoming Conference](#)" (but have since then been moved to the page "[Previous Annual Conferences](#)").

Le vote a été géré par l'entremise de « Simply Voting », une plateforme de vote en ligne. Les électeurs –c'est-à-dire les membres en règle de la Société– étaient au nombre de

323, un seul n'ayant pu être rejoint à cause d'une adresse courriel périmée. Cent trente-quatre (134) électeurs se sont exprimés, ce qui représente 41.5% des membres. Les résultats pour chaque question suivent:

- **Motion: Adoption of the Minutes of the 2019 AGM** (J. Chlup / G. Chamberland)
Motion: Adoption du procès verbal de l'AGA de 2019 (J. Chlup / G. Chamberland)
In favour / Pour 108 (83.1%); Against / Contre 0 (0.0%); Abstention 22 (16.9%)
- **Motion: Adoption of the Financial Statement of the Association** (P. Ripat / B. Robertson)
Motion: Adoption des états financiers de la Société (P. Ripat / B. Robertson)
In favour / Pour 121 (93.8%); Against / Contre 0 (0.0%); Abstention 8 (6.2%)
- **Motion: Adoption of the Financial Statement of *Mouseion*** (T. Allen / P. Ripat)
Motion: Adoption des états financiers de *Mouseion* (T. Allen / P. Ripat)
In favour / Pour 116 (89.9%); Against / Contre 0 (0.0%); Abstention 13 (10.1%)
- **Motion: Election of Officers, Council Members, and Committee Members** (M. Joyal / A. Glazebrook)
Motion: Élection des membres du bureau, du conseil et des comités (M. Joyal / A. Glazebrook)
In favour / Pour 122 (93.1%); Abstention 8 (6.1%); Against / Contre 1 (0.8%)
- **Motion: Adoption of proposed changes to by-law 4d** (P. Ripat / G. Chamberland)
Motion: Adoption des changements proposés au règlement 4d (P. Ripat / G. Chamberland)
In favour / Pour 118 (92.2%); Against / Contre 0 (0.0%); Abstention 10 (7.8%)
- **Motion: Adoption of proposed changes to by-law 6** (P. Ripat / G. Chamberland)
Motion: Adoption des changements proposés au règlement 6 (P. Ripat / G. Chamberland)
In favour / Pour 119 (92.2%); Against / Contre 1 (0.8%); Abstention 9 (7.0%)

CAC Translation Competition Concours de version de la SCÉC

From / De Craig Maynes

I took over the coordination of the sight competition this year. I am very grateful to Rob Nau, who passed along a meticulously organized portfolio and has been very helpful answering any questions I came up with over the year.

I am grateful also to this year's university adjudicators (Fanny Dolansky, Kyle Gervais, Kathryn Mattison, and Vernon Provencal), and high school adjudicator (Diana Pai) and her team (Patrick Letendre, Margaret Rogow, and Agathe Roman), as well as to Guy Chamberland for his help with translation into French.

Despite a few "learning moments" and the attendant minor delays, the initial organizing and conducting of the competitions went well. I have made a few notes to myself about things to do differently next year, particularly with regard to increasing participation at institutions that have students who could participate, but choose not to. One avenue I plan to pursue is to encourage the establishment of small, local "side prizes" to reward the best translations at each institution. These would be administered locally and awarded by each institution before submitting the entries to the CAC for adjudication in the national competition.

Unfortunately, the COVID-19 crisis hit our country just as the adjudicators were doing their assessments. This has delayed the process. The university adjudicators have now

all submitted their reports, but the high school adjudication must be postponed indefinitely. I am currently in the process of figuring out how to get the post-secondary winners their certificates and cheques.

Participation

This year, 27 post-secondary institutions participated in the competitions, although 7 of them had no submissions to enter (see above, about my desire to encourage more participation). In total, there were 40 submissions for Junior Greek, 24 for Senior Greek, 59 for Junior Latin, and 36 for Senior Latin.

As you will note from the results below, Université de Montréal dominated this year's competitions, placing at least once and often twice in each of the four categories. Perhaps we should all interrogate them about what they are doing!

Results

Junior Greek

- 1st place Christophe Turcotte-Richard (Université de Montréal)
- 2nd place William Chénier (Université de Montréal)
- 3rd place Madeline C. McIntire (Mount Allison University)
- Honourable Mention: Dana Jensen (University of Victoria)

Senior Greek

- 1st place Jakob Barnes (University of Toronto)
- 2nd place Romane Auger (Université de Montréal)
- 3rd place Graham Braun (University of Victoria)
- Honourable Mention: Dustin Backer (Concordia University)

Junior Latin

- 1st place William Bouchard (Université de Montréal)
- 2nd place Élias Massey-Neves (Université de Montréal)
- 3rd place John Gillmore (Université d'Ottawa)
- Honourable Mentions: Malcolm Sepulchre (Dalhousie University), Angus Wilson (Dalhousie University)

Senior Latin

- 1st place Julie Parent (Université de Montréal)
- 2nd place Yilin Zhu (University of Toronto)
- 3rd place Romane Auger (Université de Montréal)

High School Latin

- TBA

Adjudicator's Reports

Junior Greek [Achilles Tatius, Leucippe and Clitophon II.8.2-3] Report from Vernon Provencal, Acadia University

There were no near-perfect translations; those chosen were quite good. At first (as usual) I thought the passage was too hard, but it turns out to have worked out ok – everyone got some of it. The real qualitative difference lay in those who got some sense of what the passage was about generally, which seemed to have guided them through it. It may be that the most peculiar downside was a result of that general sense: of the four chosen, all confused *hoios* (of such a sort) with *oinon* (wine), and so confused the key moments of first sharing a drink of water (same water as the oxen drink) and then drinking the wine provided by the god. Generally, they stumbled on *pothen* (whence), *oupw* (not yet), which indicates not paying enough attention to detail (it would be worth knowing if students felt they had enough time). Finally, as expected, brave attempts to make good sense of the effect of drinking the wine – I would have been surprised if

anyone had heroically traversed those waters – and it was there, if anywhere, that I thought #1 fared a little better, though not much, than the rival #2.

*Senior Greek [Hesiod, Works and Days]
Report from Kathryn Mattison, McMaster University*

I received 24 total test papers (only two in French). Of those, 8 were significantly incomplete with large gaps in the text owing, presumably, to issues of vocabulary (there was one which, in spite of "non possum" written across the top was not bad at all!).

Of the remaining complete papers, the four [winners] were all truly excellent. They were distinct from one another in very small ways, and my final ranking came down to the particular elegance of the winner.

The difficulties seemed to come from vocabulary and morphology, which I suspect stems from a lack of familiarity with epic in general. There were some that started strong but appeared flummoxed by fairly regular epic forms (ἔησθα, for example). The top papers clearly had familiarity with the genre in a way that the others did not.

*Junior Latin [Cicero, In Verrem 2.1.46]
Report from Fanny Dolansky, Brock University*

Overall the quality of the submissions was good with some programs showing a number of very strong submissions; these programs should be especially proud of their students' achievements and the strength of instruction taking place. Though the number of French submissions was much smaller than English, the French submissions were all solid and among the top 20% of the total submissions.

A few issues with the grammar came up even among the strongest submissions:

- Only a couple of students from the total number of submissions successfully translated the result clause that begins *est enim tanta...* I think word order threw many off and then things were complicated by recognizing what the subject was – most took it to be *fani* rather than the two 3rd declension nouns, *religio* and *antiquitas*, on which *fani* is actually dependent; additionally, *antiquitas* was thought to mean "antiquities" by all but a few and sometimes thought to be accusative plural.
- In the same sentence, the indirect statement introduced by *arbitrentur* was difficult.
- The negative purpose clause *ne forte... pertineret* was missed by most but was more consistently a problem for English translators.

Fairly consistently students had difficulty with *forte* (thought to be *fortiter*) and deponent verbs (basic meaning more so than recognizing that these translate actively). Other problems that recurred a number of times were: neuter plurals *signa* (and associated adjectives) and *ea* translated as singulars; *venire* taken to mean "to go"; *audebant* mistaken for *audiebant*; the meaning of *ferre* as to bear something emotionally rather than literally; confusion over the adverb *ibi* (thought to be a form of *eo*, *ire* by several); confusion over the alternate 3rd pl. masculine personal pronoun *ii* as the equivalent of *ei* (several thought this was "two men"). Generally students seemed to have a good core vocabulary at their disposal though not surprisingly either did not translate or mistranslated a number of the adverbs (e.g., *clam*, *postridie*, *vix*).

*Senior Latin [Epigrammata Bobiensia]
Report from Kyle Gervais, Western University*

There ended up being a very clear top three. Of these three, [the clear first place winner] has a lovely (French) translation with only a few minor vocabulary issues (and mostly in the places where everybody had some trouble).

I had a tough time deciding between second and third place. Both had a few minor vocabulary issues, but also a couple larger difficulties with the meaning (and by "larger" I mean not quite getting the syntax of one line of poetry here and there). In the end, [the second place] had a couple more vocabulary problems than the [third], but had fewer syntax problems (and I figured that vocabulary issues are more forgivable than syntax).

Of the remaining translations, I classified 13 in the second rung, meaning that they mostly got the sense of the passage but had significant issues in several sections.

The remaining 20 I classified in the third rung, meaning that they weren't able to keep up with the sense of the passage or had really severe problems with sections that I wouldn't have expected difficulty with.

In terms of overall reflection, I was mildly surprised that so many translations kept up with the passage all the way through. The problems mostly came where I expected. Lots of people had trouble with l. 2, which is hard to render in satisfying English (something like "beautifully represented in wondrous ways" might do it). People had vocabulary issues in consistently the same places: 3 *finxit*, 4 *laesa*, 12 *ultra*, 16 *furta*. I was a little surprised with how many people had trouble with the syntax of l. 15 ("you, readers, trust more in historians when it comes to me than in...") – even two of the three winners didn't quite get it. But I guess *historicis* is easy enough to misread as an ablative of comparison rather than a dative with *credite*, and *de me* meaning "on the topic of me" is tricky... l. 9 also tripped a few people up, often when they couldn't figure out what *castus* meant. Kids these days!

[2] CCB Announcements

[2] Annonces du BCÉA

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

[3] Positions Available

[3] Postes à combler

University of British Columbia
Classical, Near Eastern, and Religious Studies
One-year leave replacement Lecturer position in Classical Studies and Latin Language

From Matthew M. McCarty

THIS IS A REPOSTING OF AN EARLIER AD WITH A NEW DEADLINE. THIS IS NOT A SECOND POSITION. THOSE APPLICATIONS ALREADY RECEIVED IN RESPONSE TO THE PREVIOUS AD WILL BE CONSIDERED – DO NOT REAPPLY.

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 (both prose and verse), 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 (for example, student evaluations of teaching, course syllabi, or peer reviews of teaching), and a one-page statement about your experience working with a diverse student body and your contributions or potential contributions to

creating/advancing a culture of equity and inclusion along with the names and contact information of three referees to:

Dr. Leanne Bablitz
Department of Classical, Near Eastern and Religious Studies
University of British Columbia

These materials may be sent electronically to cners.jobsearch@ubc.ca. Applications must be received **by May 31st, 2020**.

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.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

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

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

New books / Nouveaux livres

From the Editor

Jessica M. Romney, [Lyric Poetry and Social Identity in Archaic Greece](#), University of Michigan Press, 2020.

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« Les Presses de l'Université Laval viennent de publier [Moi, Aristote](#), par Gilles Maloney, une biographie romancée d'Aristote. La version imprimée est disponible chez l'éditeur et en librairie, ou en ligne – en format pdf – ou imprimée. »

Next regular issue 2020–06–15 / Prochaine livraison régulière 2020–06–15

Send submissions to ccb@cac-scec.ca
Pour nous faire parvenir vos soumissions: 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.
