



NEWSLETTER

No. 36, Autumn 2008

Life's A (New Jersey) Beach



If you want to know how the participants at the NACCP Summer Workshop in Red Bank, NJ spent most of their time, you can turn to the report which begins on page 4. You will find an enthusiastic assortment of comments from newcomers, veterans and even workshop leaders, assembled by **Bobbie Thorpe-Nelson**. All work and no play, however, has never been an NACCP motto. So, following the celebratory dinner at It's Greek to Me, Pier Village, in Long Branch, NJ, some of the intrepid participants tested the waters of the Atlantic after dark (wisely *sine calceis*). There was a beautiful full moon and a gentle summer breeze. Pictured above are **Martha Beck, Linette Maxson, Matt Luce, Ken Wright and Becky Gunn**. Thank you to **Gerry Farrelly** for the workshop photos here and elsewhere in the newsletter.

If the photos or the report whet your appetite to attend future workshops, be advised that next summer's will be in Pittsburgh, PA from July 13 to 16. There will also be a weekend workshop Saturday, February 28, 2009 in Austin, TX, focusing on *CLC* Units 3 and 4 and the transition to authentic literature. We are even exploring a workshop just prior to the ACL Institute at the end of June in California. You can check planning progress on our web-site: www.cambridgelatin.com.

And, if you think a financial boost might make attendance at a workshop more affordable, check out the application form for the Phinney-Gleason scholarship. This year, for the first time, there were no applicants for this scholarship. We have decided to increase its value to a maximum possible \$1000.00 towards registration, lodging and travel expenses for attending an NACCP Workshop. You need to assemble some information for the application. So, although the deadline is next May 1, think it over now. If you had applied this past year, you might have won by default! *verbum sapientibus*.

Finally, check out the other news and pedagogical information in the newsletter. If you have items you would like to see in future newsletters, please contact your humble (?) editor at stanleyfarrow@rogers.com.

Director's Message

Martha Altieri



I hope this message finds you refreshed from the pleasures of summer and that another school term is off to a great start for you and your students!

NACCP's continued focus is the effectiveness and reach of our offerings that support *Cambridge* classroom teachers. Thank you to those who offered feedback and suggestions in the spring, and let me

encourage all of you to let us know how we can help you and your colleagues. I would like to review our recent activities and recognize the contributions of several individuals. But first, I want to update you on the changes to our board.

After many years of outstanding service to NACCP, **Allyson Raymer** and **Donna Gerard** are leaving the NACCP Executive Board. Allyson, Executive Director from 2002 through 2006, provided the future vision for NACCP, created the business model, and restructured the organization. Donna has been a key member of our workshop team and, as I'm sure many of you can attest, an outstanding workshop presenter. We wish them both the best.

At our annual meeting (held during ACL in June), **Kathy McGuigan** and **Robert Patrick** were elected to new terms on the NACCP Executive Board.

Kathy has a BA in classics from Boston College and a Masters in Secondary Education from Fitchburg State College. She has been teaching Latin in Lunenburg, MA since 1980, initially at the Middle School, then at the middle and high school level, then for the past 14 years solely at Lunenburg High. She has also served there as head of the foreign language department. She has offered workshops for MaFLA, CAM and CANE. She was a presenter at the NACCP summer workshop at Tufts. In 1984 she was named the Teacher of Excellence by the Classical Association of Massachusetts. She will be retiring in October to spend more time with husband, Jim, and especially with their three grandchildren. But she is pleased to serve on our Board as a thank-you for all the support the *CLC* and NACCP provided to her students and her program over the years.

Bob Patrick resides in Lawrenceville, GA, a suburb of Atlanta. A National Board Certified Latin teacher, he teaches at Parkview High School in the Gwinnett County Public School system. He has been teaching Latin (and sometimes Greek) for 20 years in private

and public schools in Alabama and Georgia. Bob holds a BA in Biblical Literature from Oral Roberts University and a Masters of Divinity from Emory University. He is currently a Ph.D. student in the Classics Department at the University of Florida.

Beginning this school year, we are changing responsibilities for our workshops. **Ginny Blasi**, formerly Workshop Coordinator, will assume a new role focused on using new technology to make training and education more accessible for all of you. Stay tuned to listserv for more information, including her new title! **Melody Hannegan** from Pennsylvania, formerly Secretary, will be our new Workshop Coordinator; she will be assisted by **William Lee** from Texas. **Mark Pearsall** from Connecticut will be our new Secretary.

I now want to update you on workshops, resources, and membership. **Ginny Blasi**, Workshop Coordinator, planned and organized two very successful workshops this past year. Ginny's team at the spring weekend workshop at Atlanta in March were **Melody Hannegan**, **Keith Toda** and **Marlene Weiner**. Ginny's team at the summer workshop at Red Bank, New Jersey in July included **Donna Gerard**, **Keith Toda**, **Marlene Weiner**, **Barbara Thorpe-Nelson**, and **Richard Popeck**. As a result of Ginny's leadership, both workshops received very positive feedback from the participants.

NACCP would like to thank all of you who have purchased materials this past year from our Resource Center under the leadership of **Richard Popeck**, Resource Manager. Richard has worked tirelessly to fill orders quickly and efficiently. Our sales are stronger than ever, and we have again added many new materials to support you in the classroom. Please look for those new items in the Teacher Resource Catalogue that accompanies this newsletter.

We rely on new memberships and annual renewals to help us provide more ancillary materials, to conduct additional teacher training, and to offer more workshop scholarships. I encourage those of you who are not yet members, to join us and help NACCP support the Cambridge Latin community.

Browse our CafePress Store for apparel and other items featuring images of Caecilius, Cerberus, and Grumio.



<http://www.cafepress.com/cambridgelatin>

Using TPRS with the CLC

Do you TPRS? **Bob Patrick** does, at Parkview High School in Lilburn, Georgia. So does **Stephanie Sylvester**, at Edmond North High School, Edmond, Oklahoma. And so does **Rachel Ash** with her younger students at Paragon Preparatory Middle School in Austin, Texas. As it happens, all three teachers use the *Cambridge Latin Course* and all three combined forces for a presentation on using TPRS in Latin classes at last June's American Classical League Institute.

First, what is TPRS? The initials stand for "Teaching Proficiency Through Reading and Storytelling." This relatively new approach, based on the latest research into language acquisition, is making its way into 21st-century classrooms. TPRS-oriented materials are readily available for Spanish, French, German, Italian and Chinese studies. By selecting vocabulary and/or language features (grammar) as targets for acquisition in a particular lesson, teachers guide students into creating a story, initially orally and then in written form, which correctly uses those target elements.

So far, Latin is not included in the languages for which instructional materials have been produced, perhaps because, unlike the languages listed above, it is no longer a spoken language for any country in the world. But that hasn't stopped our three intrepid teachers, and others with whom they are in contact, from adapting the approach to fit the textbook series that are available for Latin.

One major adaptation involves the use of stories. Pure TPRS techniques suggest joint teacher-and-student efforts to create a new story in class matching the vocabulary and grammar to be acquired. Since the *CLC* and other reading-approach textbooks already contain stories used in just that way, Bob, Stephanie and Rachel prefer to use the stories as starting points in their lesson preparation and work backwards from there to "design" the classroom interaction leading up to the reading of those stories. Hence the title of their workshop: Latin Via Storytelling: Backwards Design to Fit Any Textbook.

To avoid concentrating on any one textbook, the workshop used the description of Envy in Ovid's *Metamorphoses* II.760-782, 790-796 as the "story." Oral questions and answers, all in Latin, elicited the concepts of *squalens* (one audience member was handed a cardboard bar of soap so that she would no longer be *squalens*) and *virago* (the Amazons were prominent in this discussion), for example. Bit by bit, as we alternated between a classroom recreation and a pedagogical discussion, audience members found the passage taking shape in their understanding.

But in the handouts, containing examples from their own teaching, our leaders, of necessity, referred to the *CLC*. One of Bob's lesson plans involved the story "testamentum" from Stage 28. Working backwards, the initial oral discussion in Latin should focus on the central problem of this story:

to whom is Cogidubnus to bequeath his property? The grammar involved will center, of course, on the dative case with *do*, *lego* as well as a number of new impersonal verbs, which will also be amongst the new vocabulary words. For other words, check the Checklists and/or the glossed words for any story.

One approach would involve listing the property on an overhead/board plus a list of possible recipients. Using, in particular, questions which can be answered with *certe* and *minime* plus a repetition of the question words, try to determine who gets what. (e.g. *Salvio aulam do/lego?*) It is also possible to expand the approach to creating alternate situations beyond the story. What if you had to make a will? What would you have to bequeath? To whom would you give it (being as imaginative as you wish with possessions and possible beneficiaries)? A writing exercise on the original will or the imaginary one could close off this approach - a timed activity with the goal of using as many Latin words as possible.

The sample classroom activities at the workshop proved that this approach can be quite stimulating (and amusing!) and that it does indeed accomplish its goal of helping students acquire the language, rather than simply memorizing the vocabulary and understanding the rules. During question period, some teachers questioned the time necessary to add this introductory activity before doing the reading of the target story, which, itself, is designed to accomplish somewhat the same things. Bob, Stephanie and Rachel all agreed that initially extra time was involved but as teachers and students mastered the approach, the time shortened and, in addition, was rewarded with a much more effortless (and hence less time-consuming) reading. They also felt that many of their students would not pick up on all the necessary details of the story without the repetition involved in the preparatory process of oral discussion.

A question was also raised about how the culture component of the *CLC* fit in with this approach. Here the answers varied, with some teachers leaving the detailed study of the culture to individual student assignments, some using the stories themselves as the main source of the culture information, letting students read the formal notes in each Stage for themselves, and still others following the various suggestions in the Teacher's Manuals.

A short article really cannot do justice to this whole topic, but luckily, many of the handouts and templates can be accessed on the web at: <http://mygrove.us/oral_latin/index.html>. All three presenters are quite active in the *Cambridge* listserv discussions, so that is another source of inspiration. And, if you would like to make personal contact, here are their email addresses:

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Reflections from the Navesink River



Workshop participants pose on the staircase in the hotel lobby.

On July 14, 2008 the NACCP Summer Workshop convened at the Oyster Point Hotel on the Navesink River in Red Bank, NJ. Things were looking a bit frightful just hours prior to the start when the hotel evacuated the entire building for a fire alarm - *Di Immortales!* But just as we began to ponder the “what if’s” in life, the presentation team was permitted to return to quarters!

The afternoon started with a delicious luncheon and casual conversation on the outside deck, literally *in flumine*. We then began what was surely our summer renewal for the teaching of Latin. Here are some post-workshop reflections of participants as well as presenters:

First we were blessed with some brand new or newer Latin teachers in our group. In their own words:

“Before I began the *Cambridge Latin* conference in Red Bank, NJ, I was looking forward - albeit with some trepidation - to entering the classroom for the first time on the other side of the grade book. As a new teacher, I was excited to share the beauty and mysterious terseness of classical Latin with my junior high and high school students but didn’t have many practical ideas for conveying the day-to-day material. The NACCP Conference remedied that problem. From the first moment I and the other teachers received our bag of pedagogical goodies to the closing lunch spent with the conference director and fellow teachers, I was certain I had come to the right place. The seminar lecturers were dynamic and engaging, and many of their ideas will be

extremely useful for the Latin (and Science!) classroom. For instance, I have never before seen vocabulary drilling become fun, but they managed to make it so with a variety of games that students actually enjoy. Their theoretical framework for understanding how to teach Latin was different from my own background (as a grammar-translator) but thought-provoking. The participants were also very friendly and their advice has been helpful in more ways than I expected. For example, someone suggested reading through the *Cambridge* story line from beginning to end before the school year. I’m halfway through Unit 3 and found that not only has it given me a good background for understanding the overall plot of the amusing and well-written story, it’s also been a tremendously useful review of Latin idiom and grammar. I am (just about) a convert to the reading comprehension school of thought, and plan on using reading comprehension with some grammar and translation in the classroom this fall.

Multas gratias, Karen Jones

“Having just finished my first year of teaching Latin, I was so looking forward to this conference. I was hoping to come out of it with a clearer view of how to teach the text and some practical exercises for doing that, but it exceeded my expectations by leaps and bounds. The presenters were excellent, and the atmosphere was so supportive and encouraging. It was a lot of fun!

We were bombarded with information, techniques, and hands-on exercises from 8:30 to nearly 5:00 each day; it was exhausting, but I didn’t want it to stop. With each new topic, I kept thinking: “What a great approach! I would have never thought of that.” The time just flew.

The conference really opened my eyes to a variety of ways I could teach the material and prepare my classes - methods that would make it easier for my students to learn Latin, and more fun for me to teach it. I was so excited that I started practicing on my own young sons the day after I got home. They really enjoyed the Stage 17 graham cracker and icing activity and can now tell me quite a bit about the history of Alexandria!”

Nora Kelley Spruth

“This is my second year teaching and I found the *Cambridge* Conference to be very helpful. I have tons of new ideas for the upcoming year. Coming from a school

with only one faculty member in Latin, I appreciated the benefit of discussion with colleagues. I would love to come again next year!"

Ashley Irminger

In case anyone is thinking that a summer workshop is merely for the new or recent beginners, *quaeso - lege!*

"The workshop was great! It was packed with more ideas than I could use, so I will be sharing them with my department members. It was very well organized and I would highly recommend this workshop to all *CLC* teachers."

Martha Beck

"Great! I did want to say that this was one of the most rewarding seminars that I have ever attended. And at such a beautiful setting. The quality of the presentations was outstanding and there was much attention paid to all who had questions or needed clarification. I am slowly going through the wealth of information, websites, etc. given to me and am so excited to begin using it. In particular, the pre-reading, reading and post-reading suggestions are invaluable. My kids will love Keith's power-points, and Donna's Cookie Archaeology will be such an enticing way to start the year! And I still have more than half of the binder and handouts to read!"

Ellen Gatton

"Time well spent" definitely sums up the workshop for me. I've been happily using the *Cambridge* series for a long time - since before they used case names - but one can get complacent. It was an energizing experience, a time to reappraise, to reevaluate the old and to incorporate the new. I work in a great school with wonderful students and fantastic colleagues but I am the only Latin teacher. To be surrounded by others who know chapter and verse of the Stages was pretty cool! Moreover, meeting those newly excited about *Cambridge* was invigorating as well. Each presenter had a unique perspective to share reinforcing how the *CLC* supports and encourages different teaching and learning styles.

I had not attended a workshop previously, but I will aim to do so again. It certainly gets the juices flowing.

In addition to all that, the site of the workshop was beautiful; the deck overlooking the Navesink River was delightful. Two thumbs up! (or is it down?)"

Christine Clark

for 33 years, including Latin for 25 of those, this old dog has learned some new tricks. *Latin for Americans* and *Jenney* were the texts I used, supplementing heavily to make the courses interesting, fun, and successful. Next year I will be teaching *Cambridge* for the first time, and my new school sent me to the summer workshop. I was concerned about such a radical change in teaching styles and presentation of material. The presenters and the other teachers attending put those fears to rest. The workshop was so well organized. We were given a tremendous amount of support material and taught how to use it. Latin teachers get so few chances to get together in a relaxed setting to share and learn from each other. This is a great opportunity to do just that. There were completely new teachers there, teachers new to *Cambridge* (like me), and experienced hands getting a refresher course and enjoying the camaraderie. Questions were answered, different teachings styles modeled, and the NACCP material was available to look at and purchase.

Of course it wasn't all just studying. We ate delicious food (lots of it), had beautiful scenery, and had time to relax however we wanted. Some of us saw a Broadway play, others heard the Philharmonic symphony in an outdoor performance, and some just rested during our free time.

Thanks to those who work all year to make the NACCP such a benefit for so many teachers. They have set up this wonderful organization for all of us - the listserv, the materials, the workshops, and friends and mentors - because they saw a need."

Becky Gunn



Food for thought

And no workshop would be complete without the presenters. This year's presenters included **Ginny Blasi** (also our Workshop Coordinator), **Melody Hannegan**, **Keith Toda**, **Donna Gerard**, **Richard Popeck**, **Barbara Thorpe-Nelson** and **John Rathgeb**. We cannot leave out **Marlene Weiner** managing all the fine details behind the

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"Go! Go to an NACCP workshop! After teaching school

Stan Farrow, Distinguished Alumni Award Winner

Pat Bell an emerita member of the NACCP Board, contributed this article, a slightly revised version of the speech she gave at the Award presentation.

Congratulations to **Stan Farrow**, the 2007 Victoria College Distinguished Alumni Award Winner, nominated for more than 60 years of community service. He joined such previous winners as **Pauline McGibbon**, former Lieutenant Governor of Ontario and the first woman to represent the Queen in Canada.

On April 30, 2008, friends and family gathered in Alumni Hall, Victoria College, University of Toronto, for a tribute dinner, celebrating Stan's extraordinary contributions to society: 27 years entertaining patients for a therapy program at Scarborough Hospital, 37 years as a pianist for the Scarborough Gilbert and Sullivan Society, 60 years of service to his church, many years producing newsletters for three of his groups, and a life-time of sustained impact on the educational community.

The many-faceted talents of Stan are so interwoven it is nearly impossible to separate the strands. A born teacher, Stan has spent 50 years dedicated to education, with contributions ranging from teaching to writing, and with recognition stretching from local to international.

Stan attended Victoria College from 1954 to 1958 where he did a specialty in Latin and English. Not only was he a top student in his course, but he also found time to write music and lyrics for Vic's annual show, the Bob Revue, and to help with Gilbert and Sullivan productions.

After graduation from Vic and the Ontario College of Education, Stan was hired by the Scarborough Board of Education, in 1959, to teach at the new David and Mary Thomson Collegiate Institute. He started work on opening day at that school and there he taught English, Latin, Classical Civilization, Music and even Desk Top Publishing during his 35-year career. Stan was so involved in his school's theatrical productions over the years that the auditorium was named in his honor at his retirement in 1994. Stan was beloved by his students, many of whom still keep in touch, and respected and admired by his peers. During his career Stan received various teaching awards, in well-deserved recognition of his leadership, commitment, and dedication in educational arenas.

In addition, Stan's involvement and influence go beyond the community of his school and his province to the rest of Canada and throughout the USA. In 1987 Stan was a founding member of the North American Cambridge Classics Project. Stan was the chair of its Examination Board and has been its Newsletter Editor since 1994.



Stan poses with his award. With him are those who spoke at his dinner.

Pat Bell is to Stan's left.

He was one of two Canadians on the writing team for the fourth edition of the *Cambridge Latin Course*. The revision team edited 4 textbooks, 4 Teachers' Manuals and 4 Student Workbooks - a multi-year project. Stan's eagle eye, attention to detail, prodigious intellect, and good humor never flagged.

Stan is also an active member of the American Classical League, regularly presenting workshops at their annual Institute, and for many years inspiring members with his piano-playing at the sing-alongs that have become a popular ACL tradition. The ACL recognized Stan's talents as teacher, writer, and musician by presenting him with its coveted Meritus Award. He was only the second Canadian so honored.

Stan is a man generous of his talents and his time. His dedication marks all his commitments to his many communities. Still, to give a bald, however glowing, list of Stan's achievements, is to miss the essence of the man: Stan is a born raconteur. The *Cambridge Latin Course* teaches through Latin stories, with a cast of characters involved in culturally-correct but exciting soap-opera adventures. How do you test the mastery of reading Latin? By giving the students a new story. Year after year, Stan wrote countless Latin stories based on the characters in the textbook. I can't begin to express how incredibly useful Stan's stories are and how much in demand. Cambridge University Press has now published two books of Stan's stories. Because of his work beyond the classroom and his willingness to share, teachers have richer tools for teaching and assessment. A "Stan story", of course, tests the grammar, vocabulary, and culture of any particular chapter. More importantly, though, each is

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Changes at Cambridge University Press

The photo to the right, taken at the Cambridge University Press display at last June's ACL Institute, represents a changing-of-the-guard at CUP in the Classics field. On the right is **Ann Conable**, who, when the photo was taken, held the cumbersome title (and cumbersome job) of National Education Specialist with additional responsibility for Classics. On the left is **Jim Harmon**, the new National Classics Specialist for the Press. Before Ann stepped down from her position, she did manage to convince her superiors that Classics required its own representative, and Jim has become that person.

Jim Harmon grew up in suburban New York and graduated from Hamilton College with a BA in French, having spent his Junior Year at the University of Paris. After teaching French at the Portsmouth Abbey School in Rhode Island and spending a year as a graduate student and teaching assistant at Indiana University, he joined the Peace Corps and spent three years in Chad, teaching English as a Foreign Language. Returning to New York he completed an MA in Teaching English as a Second Language at Columbia University's Teachers College, while teaching in a variety of ESL programs.

Jim began his publishing career as the New York City sales representative for D.C. Heath and Company, and progressed through a series of sales, marketing, and editorial positions at Holt, Rinehart and Winston; National Textbook Company; and McGraw Hill. He joined Cambridge University Press in 2006 as Sales Specialist for English as a Second Language and Classics in Illinois, Indiana, Ohio, Wisconsin and Michigan.

An abiding interest in history, languages, and cultures contributes to his delight in his new position as Cambridge's National Classics Specialist. Jim spends as much time as he can in France. One of his favorite places there is Autun, formerly Augustodunum, a jewel of Roman Gaul famous for its school of rhetoric. He is also a docent with the Chicago Architectural Foundation and he invites you to come on one of his Historic Chicago Skyscrapers tours to witness the influence of the Classical Revival on the City that Works.

He is looking forward to learning much more about the ancient world and to contributing to the NACCP's important mission as he works with the Classics community.

Meanwhile, Ann Conable is not leaving the Press completely, merely reducing her workload. She will be replacing **Donna Lee Kennedy** as the Press's Specialist in Alabama, Arkansas, Iowa, Kansas, Kentucky, Louisiana, Minnesota, Missouri, Nebraska, Tennessee and West



Virginia. In turn, **Ellen Zlotnick** will be replacing Jim in Illinois, Indiana, Michigan, Ohio and Wisconsin.

In other changes, **Ann Savino** is the new Specialist in Colorado, Utah, New Mexico and Oklahoma. **JoAnn Ludovici** is the new Specialist for Los Angeles and surrounding counties. And **Swetha Regunathan** is the new Marketing Assistant in New York. Take note of any changes that affect your area if you are wishing to communicate with the Press.

(By the way, in case you were wondering, that is Caecilius on the table between Jim and Ann - a bust purchased by **Joe Davenport** in Pompeii.)

PHINNEY-GLEASON MEMORIAL SCHOLARSHIP



\$1,000

FOR PARTICIPATION IN A
NACCP SUMMER WORKSHOP

Information and application form at
<http://cambridgelatin.com>

Application Deadline:
May 1, 2009

Includes NACCP Summer Workshop tuition, lodging, and travel expenses, up to a total of \$1,000. Tuition and lodging paid directly by the NACCP. Travel expenses reimbursed to the recipient with required documentation.

TPRS cont.

Bob Patrick: potoole1@bellsouth.net

Stephanie Sylvester: stephaniesylvester@hotmail.com

Rachel Ash: Rachel@paragonprep.com

Whether you want to explore TPRS as a way of incorporating oral elements to match language study requirements for your jurisdiction, or whether, like Bob, Stephanie and Rachel, you just want to try it because it seems like fun and it works, it's good to know that, once again, the *CLC* can inspire teachers to use the textbook imaginatively for the benefit of their students.



Richard Popeck and Bobbie Thorpe-Nelson investigate the wonders of modern technology at the Summer Workshop.

STAN FARROW cont.

crafted to maintain characterization, suspense, surprise, and often Stan's trade-mark humor. I could always tell during a test when the students reached the punch line - they would laugh out loud. Can you imagine a more gratifying sound in the middle of a silent examination room?

In short: personality, grace, intelligence, humor, enthusiasm, talent, kindness - Stan is the genuine article. This Distinguished Alumni Award is a fitting recognition of the depth and range of Stan's extraordinary influence on so many lives.

To Stan: the Latin Man, the Story Man, the Music Man, the Caring Man. As we say in Latin: *plaudite quæso*. Applause for Stan Farrow, please!

Readers should know that Pat Bell was the other Canadian involved in the CLC revision and also the first Canadian honored with an ACL Merita Award.

NAVESINK WORKSHOP cont.

scenes daily! Despite the fact that the presenters are there to present, they also become recharged with new ideas while waiting in the wings. Here are a few of their thoughts:

"I love COOKIE ARCHAEOLOGY! I'll make a guestimate and say that this was my 10th Workshop / Latin Camp. I never cease to be amazed at the creativity, talent and enthusiasm of the presenters. This year featured a beautiful setting, outstanding victuals and wonderfully receptive attendees. A tip of the hat to Ginny and her team! I'm already looking forward to Pittsburgh and next year's workshop!"

Richard Popeck

"Even though I have been a presenter at the last three summer workshops, I still learn so much from attending them. All of the presenters are so open in sharing their ideas and materials, and the attendees are always so gracious and willing to learn new ways of teaching the *Cambridge Latin Course*. There is always such a tremendous and strong camaraderie shared by those in attendance. The Jersey shore was a perfect place to host this year's summer workshop, and I am sure that next year's location will be just as good!"

Keith Toda

So I will sign off with my own words. We had a wonderful time, learned many things and had fun while doing it. I look forward to spending my time and energy with the NACCP folks - I always walk away with great ideas and an amazing experience, ready to do it again! Can't wait to see you all at the next one!

Cura et Vale,

Barbara Thorpe-Nelson



We will sign off with a photo of your NACCP Board hard at work. The Board meets annually, usually at the site of the ACL Institute, to report on the past year and to plan for future projects in support of *CLC* teachers. In June, at Durham, NH, Caecilius was on hand to oversee proceedings and may have discomfited Director **Martha Altieri** at the head of the table. As always, we invite comments and suggestions via our website or listserv if we can help in any way.