



# NEWSLETTER

No. 40, Autumn 2010

## What a Week at the Shore with the Caecilians!



*July workshop participants find a shady spot for a photograph in the atrium of Caecilius' house. Photo from Shannon Stieg.*

*Below, Melody Hannegan, NACCP Workshop Coordinator, reports on the success of this ambitious project.*

Only a year and a half has passed since the inception of our work on the NACCP Castellammare-based workshop, and I cannot believe it is now a fond memory. My initial goal was to offer an affordable opportunity for *Cambridge Latin Course* teachers to experience an intensive week in the area that Caecilius called home and that so many of us call home today in our classrooms. As is the case with any trip to the shore, we encountered unavoidable circumstances such as excessive heat, a lack of air-conditioning, lost luggage and sometimes-noisy neighbors countered by gorgeous scenery, breezes in the shade, newly-discovered sights, and mouth-watering culinary delights. What really made the trip, however, were the people involved.

I would like to acknowledge **Audrey Fastuca** and the staff at the Vesuvian International Institute in Castellammare di Stabia for housing and feeding us so graciously during our stay in Italy. In addition, Audrey led our tour of the two Stabian villas and arranged for a wonderful presentation by Synaulia, an in-residence group of musicians and dancers of ancient music. Many thanks to **Domenica Luisi** at Georgia Hardy Tours for arranging air transportation.

**Giovanni Fattore** served as our able Italian tour guide at most of the archaeological sites. He obtained permission for us to enter the Suburban Baths and Caecilius' house in Pompeii, gave us detailed histories and found for us every possible shady spot along the way. *mille grazie, Giovanni!*

I extend special thanks to **Pat Bell**, our Cambridge on-site expert for setting the proper Latin mood for us in the Villa of the Mysteries, Caecilius' house and the Sibyl's cave at Cumae. She also provided us with a wonderful packet of background information to reference on the trip and at home. *(continued on page 6)*

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# Director's Message

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Martha Altieri

I hope that all of you had a restful summer and were able to enjoy many rewarding pursuits. One of the highlights of my summer was to participate in the summer workshop tour in Italy planned and organized by **Melody Hannegan**, Workshop Coordinator. Our tour leader, **Pat Bell**, and a local guide did an outstanding job of providing their insights at Pompeii, Stabiae, Herculaneum and Cumae. You will find reports and photographs from the trip scattered throughout this newsletter.

**Jim Salisbury**, a member of the NACCP Board since 1998, retired from teaching in June and also completed his final term on the board. We thank Jim for his many years of service to NACCP and we appreciate his useful insights and suggestions over the years. Jim has worked with **Ephy Howard** on the scholarship selections and continues to work with **Stan Farrow** on the newsletter. And Jim remains our #1 customer for T-Shirt sales!

**Terry Klein** and **Melody Hannegan** also retired from teaching in June but will continue to serve on the NACCP Board. We appreciate their continued involvement and wish them the best as they begin new chapters in their lives.

**Ed Patterson** completed his tenure as our Webmaster, having served NACCP in that capacity since 1998. He was instrumental in developing our website, keeping it operational throughout the years and establishing a solid foundation to support NACCP. Ed effectively managed our relationships with web hosting companies, e-mail providers



*Martha (left) poses with Terry Klein in Caecilius' house during the summer workshop at Castellammare.*

and domain name registration. We thank Ed for his service in this key role and wish him continued success at Norfolk Academy.

Please join me in welcoming **Rick Hannegan** as our new Webmaster. His interest in Latin and ancient history basically stems from marriage, since he is the husband of our workshop coordinator. We wish them great success in this "joint effort" as Rick and Melody begin retired life together.

At the annual NACCP Board Meeting held during ACL in June, **Ben Harris**, Classics Publisher, Education, Cambridge University Press, and **Will Griffiths**, Cambridge School Classics Project Director, met with us to discuss future plans for the *Cambridge Latin Course*. Exciting developments are being planned in partnership between CUP, CSCP and NACCP for integrated

print and digital materials. Ben has been canvassing North American teachers about wants and needs and has been approaching interested individuals about assisting with any future projects.

We appreciate your continued interest in NACCP and Cambridge and welcome your comments and suggestions to help us better support you and your fellow CLC colleagues in the classroom. I thank each of you who have provided financial support through annual membership and/or donations to the Phinney-Gleason Scholarship Fund.



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## Congratulations, Dr. Patrick

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Regular visitors to the NACCP listserv site ([www.cambridgelatin.com](http://www.cambridgelatin.com) and click on the listserv link) will certainly have met Board member, **Bob Patrick**, whose enthusiasm for and expertise in various aspects of teaching Latin by the reading method is regularly on display, either in answering questions from fellow chatters or in issuing challenges to be taken up by his teaching colleagues.

But for those who are not regulars, and who don't already know, from his daughter's proud note on the site, Bob Patrick is now Dr. Robert Patrick, having successfully attained his Ph.D. in Latin and Roman Studies from the University of Florida. His dissertation was "Groves in Ovid's *Metamorphoses*: Domesticity, Wildness and Transformation." The study followed the frequent references to sacred groves in the poem and examined how they became an interpretive element in the work as a means by which Ovid reveals himself as the Orphic bard as well as the kinds of nonlinear, transformative events that his stories always include.

Bob can be seen, right, with hood in hand, just prior to the ceremony. Congratulations!



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# Ave Phinney-Gleason Scholarship Winners!

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This year, we were pleased to award two Phinney-Gleason Memorial Scholarships towards attendance at the summer workshop in Italy to **Aimee Brown** and to **Jennifer Blackwell**. Their reports on the July adventure are part of this newsletter, but we thought readers would also like to know more about our two winners and get a glimpse of the reasons why it was not difficult to say yes to their applications.

Aimee has been teaching a full Honors Latin program for the past seven years in the Cleveland Metropolitan School District. She currently teaches at The Cleveland School of Science and Medicine, an urban school of choice rated “excellent” by the State of Ohio. She, her students and her principal have all tried valiantly to find grants, donations and other financial support to fulfill a dream of hers to take a number of her students to Italy to experience the realia around the language they study. But her district simply did not have access to funding of that magnitude. So Aimee felt the next best thing was to attend the workshop in Italy and bring Pompeii and Herculaneum back to her students!

Aimee became a committed convert to the *Cambridge Latin Course* midway through a teaching career that began following graduation from Hiram College with a B.A. in Classical Humanities in 1971 (Summa cum Laude, Valedictorian and Phi Beta Kappa). She has taught at Oberlin, Berea, Midpark and North Royalton High Schools, handling full Latin programs in addition to many extracurricular leadership activities in school and beyond. She obtained her M. A. in English Literature from Cleveland State University in 1973.

Aimee is a member of the American Classical League, the Ohio Classical Conference and the Classical Association of the Mid-West and South. She has been a Facilitator for the National Latin Exam, the Ohio Junior Classical League and the National Junior Classical League. She co-developed a North Royalton Pilot Program for Middle School Mentorship, has authored a North Royalton Curriculum and Course of Study, Latin I-IV and a CMSD Honors Latin Course of Study Levels I through AP and has had articles published in *Classical Outlook* and the *Pompeiana Newsletter*.

The Phinney-Gleason Scholarship is certainly not the first

honor she has achieved. She has been awarded scholarships to attend both ACL and CAMWS conferences. She also received an ACL Summer Travel Grant in 2002. She was a Selected Participant in the Ping Institute Summer Workshop in Rome that same year. In 2006 she won the Ohio Foreign Language Association Professional Service Award. She has also won the CMSD Multilingual Multicultural Award. And, perhaps most interesting of all, she was a Top Ten Essay Winner in the Cleveland Plain Dealer’s “Why I have the Best Local Job” in 2007.

Unlike Aimee, Jennifer is just beginning her career. She received her B.A. in Classics with a Minor in History at the University of Florida, Gainesville, in 2001 and her M.A. in Latin there in 2003. From 2003 to 2006 she pursued a Ph.D. in Classics at Brown University in Providence, RI, her degree as yet incomplete. During her years at Brown she was a Teaching Fellow, Latin 0020 (using Wheelock).

In 2006 she arrived at F. W. Springstead High School in Spring Hill, FL, facing the daunting task of building a brand new Latin program in a county where even other teachers had doubts about the relevance of that language in today’s world. With the support of her principal and her fellow language teachers, she has managed that challenge superbly. Originally filling out her timetable with English I and Classical Literature, she now has Latin I, II, III and IV on her schedule. She has been the Latin Club sponsor for all

four years at Springstead, Senior Class Sponsor 2008-2009 and World Languages Department Chair 2008-2009.

Her own Latin education was heavily grammar-based; so she felt quite at home with Wheelock at the university level, and she fully intended to teach as she was taught. But she discovered that her students found this approach hard to relate to, and, in searching for an alternative, she discovered the *Cambridge Latin Course*, to which she gives considerable credit for her success in building the program at her school.

The students get involved in the story line, and that involvement helps offset the less glamorous aspects of

*continued on page 7*



*Jennifer Blackwell and Aimee Brown at Cumae*

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# Five Days in the Shadow of Vesuvius:

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*by Phinney-Gleason Scholarship winner, Aimee Brown,*

I've been back in Ohio a day now, reflecting on my travels made possible by the Phinney-Gleason Scholarship. I've read again the information provided by the gracious and knowledgeable **Pat Bell**. I've looked again at my wonderful array of pictures. I've read my daily journal entries and I have my "treasures" spread out on the dining room table.

First, a quick summary of the wonders we visited. We stayed at the Vesuvian International Institute in a town called Castellammare di Stabia overlooking the Bay of Naples. For eight days Mount Vesuvius visibly connected us to the past.



*Aimee and her husband, Chris, with Martha Altieri and her husband, John*

Day One took us to Pompeii with the wonderful guide, **Giovanni**, whose enthusiasm spread to all. We began at the Marine Gate and Suburban Baths and traveled from there to the Forum with remnants of the Basilica, Temple of Apollo and Temple of Jupiter. We saw the amphitheater, the main theater, the Odeon, and many houses.

Day Two, wonder of wonders, we were allowed into the house of the very Caecilius we know and love. Throwing backpacks and bags into the corner, many put on togas, tunics and stolas to act out an original rendition of "Grumio in culina," read by **Pat Bell**. Then off to the Villa of the Mysteries with a superb explanation of the fresco story line by Pat.

Our second site that day was Stabia itself, where the excavations are still quite new. The Restoring Ancient Stabiae Foundation was formed in 2004 to "excavate, restore and build an archeological park at the ancient site of Stabiae," an area of immense villas of extremely wealthy Romans.

Day Three began in Oplontis at the beautiful Villa of Poppaea, then on to Herculaneum, a much smaller and less bustling city than Pompeii, where we saw original doors, steps and wooden beams preserved by the volcanic mud, as well as frescoes and mosaics.

Day Four was one of my favorites. It began with the arduous climb up Mount Vesuvius where we were literally above the clouds peering down the crater that had held such death and destruction. We then went to the Museo Archeologico Virtuale to experience Herculaneum and other Vesuvian cities through virtual interactive travel. The final part of the day sent us to Cumae and the Cave of the Sibyl, whose voice rose once again in the stillness thanks to **Pat Bell**'s remarkable performance. That same night after dinner there was a visit by Synaulia, "a team of musicians, archeologists, paleorganologists and choreographers" who performed ancient music and dance based on their historical research. I had never before heard such stirring and emotive music.

Day Five, our last official "group day," was a culminating visit to the Archaeological Museum in Naples. I was disappointed when I heard the mosaic displays were closed and the bust of Caecilius was in Germany, but the rest of this phenomenal museum was well worth the visit. The Farnese collection of sculptures, the delicate glass pieces, the intricately carved silver and the vivid frescoes made me feel a part of history.

So again, a huge thank-you for this opportunity to experience first hand what I teach. For me, the entire trip has become my own mosaic: the leaders, the participants, the workshops, the guides, the places and experiences. In the fall I will add one more piece to make my mosaic complete: my urban students, who will have a richer educational experience because I will bring back a bit of Pompeii and Herculaneum for them.

I have not given up on taking students to Caecilius' house. I will keep trying. In the meantime I have no doubt that this experience has made me a better instructor.



*Roman music with Synaulia founder, Walter Maioli*



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# Two Reports on the Summer Workshop

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*by Phinney-Gleason Scholarship winner, Jennifer Blackwell*

Ciao flowers! As I bask in the glory of my air conditioner at home in Florida, I can't help but think of the sweltering Italian sun that dogged us relentlessly on our week at the shore in search of Caecilius. But despite the heat, we had a wonderful time exploring the ruins of Pompeii, Stabiae, Herculaneum, Oplontis, and Cumae, all the while under the constant shadow of the slumbering Vesuvius.

Under the expert leadership of **Melody Hannegan** and **Patricia Bell**, we ventured forth from our home at the Vesuvian Institute in Castellammare di Stabia for Pompeii. We were an eclectic group of all ages, from a range of locations, with vastly different teaching experiences and backgrounds. However there was one thing we all had in common: a love for the *Cambridge Latin Course*, and a particular fondness for Caecilius, Quintus, Clemens, Cerberus and all of the characters who populate the Unit 1 textbook. So, armed with cameras, sunscreen and a light step, we gladly followed our intrepid guide, **Giovanni**, through the Suburban Baths, up through the Sea Gate, and into the heart of Pompeii. We visited the basilica, the markets and the Hall of Eumachia. We saw the temples, theaters, streets and fountains that Caecilius would have seen every day.



*Jennifer atop Mount Vesuvius*

We saved the best for last of course. The second morning, **Giovanni** worked his magic and got us access to Caecilius' house, which is not currently open. I can only imagine the thoughts of the Italian guard as he watched a large group of very excited Americans (and two Canadians!) explore the house with a mixture of awe and exuberance. I will never forget seeing **Marc Ferrara**, **Leslie Orsburn**, **Marla Hampton**, **Shannon Stieg** and **Judi Wilson-Ernst** in their togas and stolas, playing our favorite family as **Pat Bell** read the Latin aloud. It is a memory I will cherish, and one that I can't wait to share with my students.



*Pat Bell at Cumae*

Our tour continued with trips to the villas of San Marco and Arianna in modern Stabia, to Oplontis and the beautifully preserved Villa of Poppaea, to Herculaneum and the Museo Archeologico Virtuale with its amazing interactive exhibits, to Naples and the treasures of the Archeological Museum and to Cumae and the Sybil's cave, which I can still hear resounding with the dramatic performance of **Pat Bell** and the singing of **Shannon Stieg**.

As we traveled to all of these sites, and as we ate and slept each night at the Institute, the hulking Vesuvius was constantly a presence, looming in the background. I wondered what it must have been like 2,000 years ago, how it felt to see it come to life. What would happen if it suddenly exploded right now? So it was truly a highlight for me to climb up to the crater. The (literally!) breathtaking hike was filled with the smell of the yellow broom plants that covered the sides of the mountain, and fluffy white cloud-tops stretched for miles. Reaching the top and looking down into the crater was another moment I will never forget. I only wish all of my students could have been there with me.

But I know that I can now bring all of these experiences to life for my students in the classroom. As we talk about Vesuvius, or the baths, or the games, or the houses in Pompeii, I can share my memories as well as my pictures with them. Thanks to **Bobbie Thorpe-Nelson** and **Melody Hannegan** and their

wonderful presentations, I also have new ideas on how to use everything I learned in my classroom. And thanks to all of the wonderful people I met on this trip, I have thirty new friends that I know I can turn to for help or guidance. I extend my sincerest gratitude to the NACCP and the Phinney-Gleason Memorial Scholarship Committee for making "A Week at the Shore with the Caecilians" an extraordinary experience for me.



## A WEEK AT THE SHORE - cont. from page 1

I also want to thank **Bobbie Thorpe-Nelson** for her lesson on using pictures and information from the various sites, not only in Unit 1, but also throughout the *CLC* curriculum. For being my right arm by giving me support whenever I needed it, I am so very grateful to **Terry Klein**. (*Ed note: Terry also supplied most of the photographs from the workshop that appear in this newsletter.*) **Colleen Schumacher** and **Molly Dwyer** at Cambridge University Press supplied our workshop participants with demo discs of the e-learning DVD for Unit 1 and **Richard Popeck** provided numerous teaching materials for the CD.

Finally, I so deeply appreciate all the gifts and talents that were embodied in the 28 individuals who signed on for the week at the shore. Your knowledge of Italian; your perseverance in the heat when you didn't feel so well; your diligence in being where you needed to be, when you needed to be there; your sharing of your own teaching experiences; your additional interests in gardening, constellations, music and photography – to name just some of your contributions – made this a very special journey. Thank you all for helping this workshop to exceed my expectations!



*Pat Bell, Melody Hannegan and Audrey Fastuca enjoy melon from a street vendor in Castellammare.*



*Giovanni Fattore (center) at Cumae with Ellen and Paddy Driscoll*



*Marc Ferrara is ready to serve customers at a thermopolium in Herculaneum.*



*Maria and Orrick Hampton dip their feet in the impluvium. Don't let Metella catch you!*

*As we went to press in mid-August, Melody was still investigating sites for week-end and summer workshops for 2010-2011. Less adventurous, perhaps, but also less expensive! Check our website for updates as the fall season progresses.*



## PHINNEY-GLEASON MEMORIAL SCHOLARSHIP



**\$1000  
FOR PARTICIPATION IN A  
NACCP SUMMER WORKSHOP**

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

**Application Deadline: May 1, 2011**

**Scholarship includes workshop tuition, lodging and  
travel expenses, up to a total of \$1000.**

## SCHOLARSHIP WINNERS

*cont. from page 3*

language learning. Participation in the Castellammare workshop will now let her add first-hand accounts and photographs to her presentations of Unit 1, in particular. And, as the only Latin teacher in Hernando County, she will also get a chance to share information with colleagues and develop professional relationships for the future.

Like Aimee, Jennifer has won her share of honors in the academic field. For her undergraduate years (1997-2001) she received the Anderson Scholar Gerson Scholarship, the McLaughlin Scholarship, and the Four-Year Scholar awards from CLAS in addition to being a Florida Academic Scholar (Bright Futures) with Full Tuition. She was a member of Eta Sigma Phi, the Classics Honor Society from 1999 to 2001. In 2000 she won the Deiss Award for Summer Study in Rome, and the CLAS/UFIC Study Abroad Scholarship allowing her to participate in the UF 6-week Rome Program. She was also Phi Beta Kappa in 2000. In 2001 to 2003 she received a Tuition Stipend and Assistantship at the University of Florida. In 2003 to 2004 she received a first-year Fellowship at Brown University, and the same institution awarded her a Tuition Stipend and Assistantship from 2004 to 2006. In November, 2002, she presented a paper in Birmingham, AL at the CAMWS Southern Section: Spadones et Castrati: Legal Distinctions in the Digest.

The NACCP is proud to recognize the talents of these two outstanding teachers. As wonderful as we think the *Cambridge Latin Course* is, in Aimee and Jennifer, the students have “the best local job” holders possible to lead them through its pages and beyond.

## Attention, Student Writers!

From England comes news of an intriguing event which is now open to North American students. The Burgess Hill School for Girls announces the 2010 Golden Sponge-Stick Competition for stories set in Roman times: short stories, mysteries, detective stories, thrillers. There are four age categories: 8 and below; 9-11; 12-13; 14 and above. Stories are to be no longer than 1500 words. Knowledge of Latin is not essential, but the stories should display some research into and/or knowledge of Roman historical and social background. Some Latin dialogue could, however, be a bonus!

The best entry in each category will receive the prestigious golden sponge-stick, while other classical prizes will also be awarded. The closing date for entries is Friday, December 17, 2010, with winners notified by January 14, 2011. Entries are to be sent to **Jerry Pine**, Burgess Hill School for Girls, Keymer Road, Burgess Hill, West Sussex, UK, RH15 0EG or emailed to [j.pine610@btinternet.com](mailto:j.pine610@btinternet.com).

Obviously there isn't room here for the full set of rules and competition details; so if you have interested students, we suggest you contact Jerry at either of the addresses above and ask him to send them along. And, of course, you can also enquire about the origin of the unique prize! (Jerry promises to come clean.)



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# E-Learning Resource DVDs for Units 1 and 2

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*Will Griffiths, Director of the Cambridge School Classics Project, reports on these new teaching aids.*

In April 2000, the UK government announced its intention to investigate the extent to which e-learning materials can support teaching and learning in secondary schools, with particular reference to subjects where there was a shortage of specialist teachers. It chose three subjects for its trial: Japanese, Latin and Mathematics. The Cambridge School Classics Project (CSCP), Cambridge University Press (CUP) and Granada Media (a UK television company with an interest in digital learning) together won the contract to develop materials to support Latin, and thus began an operation which was in many ways larger than the original authoring of the *Cambridge Latin Course* itself.

A few facts and figures may help give a sense of the scale of the initiative:

Development time: 7 years

Staffing: 200+

Text fields: ~76,000

Activities created: ~2,000

Number of videos created: 212

Number of audio activities: 205

Number of interactive activities: 485

Cost: ~ £5,000,000 (\$8,000,000)

The impact on Latin teaching and learning in the UK has been similarly extensive. The number of schools teaching Latin has risen from ~600 to ~1,100 and the number of students studying the subject in schools has also increased. Teachers have reported significant improvements in student perceptions of Latin and a consequent increase in student enrolment and engagement: *"my numbers for GCSE Latin next year have doubled"*, *"overall understanding of all aspects of the course has increased"*.

Independent analysis of the software was carried out by researchers at the University of Keele and the University of Nottingham. It reported that *"[t]he overall quality of the materials is described by the subject consultant as excellent with 'outstanding' educational value."* and *"[t]he resources ... have 'massive' potential for supporting and developing subject use."* The fight to save Latin in UK schools is not, will never be, won, but the development of the software has allowed us to move from the back foot to the front and take a number of strides forward.

In 2008 CSCP began work to match the software to the North American edition of the *Cambridge Latin Course*. With over 76,000 texts fields to review and a number of video teaching activities to reshoot, the work was a significant undertaking in its own right and took our team 9 months. The resulting E-Learning Resource DVDs for Units 1 and 2, completed at the end of December 2008, are now available from CUP.

Developing software on such a scale is akin to building a

large mansion: even when the cost of construction has been met, there are considerable ongoing maintenance expenses. The current price of the annual licences for the software reflects CSCP's own expenditure in creating and maintaining the software. Clearly, though, the price of the licences places the software out of reach of many schools in North America - a situation which is at odds with our aim, as an educational charity, to help as many teachers and students as possible benefit from our work. We're therefore now working with CUP to investigate ways in which the pricing of the software can be reduced. While work on this front is ongoing at the time of writing, new arrangements will definitely be in place by 1st January 2011. It is likely that an annual licence for one Unit will be no more than \$99 and for both Units 1 and



*Faces to names: Will Griffiths (bottom right) joined "Cambridge" colleagues for a photo-op at the American Classical League Institute banquet in June. In the rear are Tony Smith, a key developer of the e-learning resources, and Ben Harris (see Martha Altieri's report). In front, from the New York office, are Colleen Schumacher and Molly Dwyer, also mentioned elsewhere in this newsletter.*

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**Colleen Schumacher**, from the CUP New York office, has two information items to pass along. First, if you need to contact your state's Press rep, and don't know who or how, check [www.cambridge.org/us/education/repfinder\\_1.asp](http://www.cambridge.org/us/education/repfinder_1.asp) for the list of names and contact information. Secondly, Colleen is also the person to contact if you notice typos or other errors in the *CLC* texts. She is compiling a list to have on hand for any future reprints or new editions. Her email address is [cschumacher@cambridge.org](mailto:cschumacher@cambridge.org).

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