

Latin Camp Memories



Phinney-Gleason Scholarship winners Alicia Jekel and Maegan Cooper at this summer's NACCP Workshop. Read their profiles on pg. 3 and their reports on pgs. 4-5.



Lisa Druebert holds the Thumb Ball during a Workshop session. Tablemates Phil Hickey, Curtis Bower and Melissa Hayes look on (or not!).

NEWSLETTER

No. 42, Autumn 2011

An Important Notice to Readers

This newsletter is being sent out to everyone on our mailing list. But with it we are offering you the option of cancelling your "snail mail" delivery in favor of reading it on and/or downloading it from our website in the future. You would be saving the NACCP considerable printing and mailing costs. You would be saving quite a few trees. You would get to see the photos in full color. And you would get the newsletter on time!

The impetus for this suggestion can be traced back to our Spring edition, which in some cases took a whole month to deliver to readers. That included our business manager, **Heather Kemp**, who did the mailings in Norfolk, VA, where she lives, and still waited a month for her own copy to arrive - in the city where it was mailed! While most of our "news" is not exactly stop-the-press, we do include information on upcoming events and deadlines for applications for scholarships and conferences. You should not have to wait a month to be notified.

Here's how to request the change: Send an email to **Marlene Weiner** (marweiner@aol.com) asking to convert to electronic delivery of the newsletter (giving the email address to which you wish information sent). Marlene suggests that you put "newsletter request" in the subject field, to alert her that the message is NACCP-related. She will work with Heather to create an email data base to which we will send notification when a new newsletter is posted on our website (with a link to click to get there), and you can then check it out, read it on site, or print it up if you prefer. We will also remove your name(s) from the mailing list for the newsletter.

If you would still prefer getting the newsletter as at present, then do nothing, and we will continue to send out the black-and-white version like this one. We know electronic delivery doesn't work for all. And we want to stay connected.

Thank you to Marlene and Heather for volunteering to handle our changeover. When the Spring newsletter arrives, by whatever means, we would invite feedback on whether our alternative delivery is working to your satisfaction.

Director's Message

Martha Altieri

I hope that you had an excellent summer break that included a mix of rest and relaxation, travel, and (for some) continuing education.

At the ACL Institute held this year in Minneapolis, I attended many inspiring, useful and practical sessions. Particularly useful was a Pre-Institute Workshop, conducted by **Will Griffiths**, Cambridge School Classics Project (CSCP) Director, assisted by **William Lee**, NACCP Board member. The workshop provided training on the use of the E-Learning Resource DVDs for *CLC* Units I and II. I am excited about incorporating this resource into my teaching this year!



Sarah Bjorkman, Will Griffiths and Martha Altieri share a light moment at the ACL Pre-Institute Workshop. William Lee (dimly) is standing at the back of the room.

Each E-Learning Resource is designed for use alongside *The Cambridge Latin Course* and contains over 1,000 downloadable multimedia activities that support teaching and learning. Included are documentaries, dramatizations, introductions to the stories, audio recordings of the stories, language explanations, interactive activities, printable materials and web-links.

If you are not familiar with these resources, I encourage you to go to both CSCP and CUP websites for full details of the E-Learning Resource for each Unit. The E-Learning Resources are available directly from Cambridge University Press.

Also at the annual NACCP Board Meeting held during ACL in June, **Ben Harris**, Classics Publisher, Education, Cambridge University Press, and **Will Griffiths**, CSCP Director, met with the board members to discuss the 5th Edition of *The Cambridge Latin Course* that is scheduled for release in 2014. CUP, CSCP and NACCP are working together to develop integrated print and digital materials for the 5th Edition.

Carlene Craib, a long- time member of the NACCP NACCP Newsletter - Autumn 2011 - page 2 Board, has completed her term and is leaving the Board. We thank Carlene for her many years of outstanding service and we appreciate her dedication and contributions to the development and growth of NACCP. She served as Secretary from 1996 to 2004 and through the years was on the Membership/Nominating Committee, the Workshop Committee, the Speakers List, and the Resource Center Materials Update Committee. She was chair of the Summer Workshop at Tufts University and worked on a revision of the NACCP Constitution and by-laws. In addition, Carlene has presented many workshops on the reading approach of the *CLC*.

NACCP would like to welcome **Sarah Bjorkman** to the Board. Sarah currently teaches at Westford Academy in Westford, MA, where she is beginning her 12th year of teaching. A past recipient of the Phinney-Gleason Scholarshp, she first made direct contact with the *CLC* as a student teacher for **Lorie Healy** in Longmeadow, MA back in 1999. She was hooked immediately. She loves being able to "ham it up" a bit through the character delineation and story line. That emotional connection appeals to and motivates her students. A fine addition to our Board!

For anyone who will be taking students to Italy with some flexibility in your itinerary and who wants to offer a unique experience for your group, I suggest that you consider arranging a tour of Villa San Marco and Villa Arianna in Castellammare di Stabia. I first experienced these seaside villas overlooking the Bay of Naples as a participant last summer in our workshop held at The Vesuvian International Institute. I contacted them and arranged a private, guided tour for 20 of my high school students during their spring break trip this year. The tour enabled the students to experience an ancient site and its many frescoes without navigating the typical crowds and vendors.



Ben Harris and Will Griffiths pose by Minnehaha Falls during a tour of the Twin Cities at the June ACL.

We would welcome and also encourage your feedback and suggestions to help NACCP better support you and your fellow *CLC* colleagues in the classroom. We also appreciate your help in making new *CLC* teachers aware of NACCP and its benefits. And if you

can provide financial support through annual membership and/or donations to the Phinney-Gleason Scholarship Fund, we would be most grateful.

Phinney-Gleason Scholarship Winners 2011

As in 2010, we were able to present two \$1000 Phinney-Gleason Scholarships this year, to help defray costs of attending the Workshop in San Antonio in July. Traditionally, we ask our winners to double as reporters for the workshop; so you will find those reports on pages 4-5. On this page, we would like to introduce you to those winners/writers: **Maegan Cooper** and **Alicia Jekel** (*photos on page 1*).

Since 2008, Maegan has been a teacher at Lebanon High School in Lebanon, Missouri. She teaches Latin I, II, III and AP and also sponsors the Latin Club. In 2006-07 she taught Latin to Grades 1-6 at Good Shepherd Lutheran School. She has served as Non-Academic Chair for the Missouri Junior Classical League and she organizes and leads student trips to Rome every two years.

Maegan received a BA in Latin and a BA in Art History and Archaeology at the University of Missouri - Columbia and an MA in Teaching from Missouri State University. She was a Student Docent from 2004 to 2006 at the University of Missouri Museum of Art and Archaeology, giving guided tours to students of all ages. She was a founding member of the Museum Advisory Council of Students.

In June, 2005, she attended field school in Pylos, Greece on the Iklaina Archaeological Project, performing a surface survey of potential dig sites and cataloguing artifacts in the Pylos Museum. From August 2005 to May 2006 she was part of the McNair Scholar's Program at the University of Missouri. She conducted research in Classical Archaeology under the guidance of Dr. Susan Langdon and presented research findings at the McNair Scholar's conference and the University's Undergraduate Research Program.

Maegan's predecessor at Lebanon suggested that if she could go to any workshop designed for Latin teachers, the NACCP workshops would be the best. In south-west Missouri, Maegan's is the only full-time Latin program; so the opportunity to meet and collaborate with near-by colleagues is difficult: all the more reason for seeking such collaboration at one of our workshops. We're pleased that our scholarship program was able to help make that possible.

Alicia's current Latin teaching background at Providence Classical Christian School in Lynnwood, Washington, is also fairly recent. She returned to teaching in 2005 following a hiatus raising a family at home. She has been teaching Latin courses at Providence (while also teaching sixth grade full-time) since 2006 and has served as the Latin Department Head since 2009. The school has about 125 Latin students each year (in grades 3 to 10), with anywhere from two to six different teachers responsible for the program. This past year, Alicia's own timetable included 6th grade (Unit 1), 8th grade (first half of Unit 3), 9th grade (second half of Unit 3) and 10th grade (Unit 4), as well as sixth grade history, literature, writing, and grammar. This coming year, she will be leaving her sixth grade classroom behind to take on more of the Latin program by picking up 5th grade Latin and 7th grade Latin. She also hopes to start a Latin Club and is considering getting her students involved in JCL.

Although she did not pursue a degree in Classics, Alicia has always loved the Latin language and served as the Latin Club vice-president during her high school years in Wheaton, Illinois. She graduated from Calvin College, Grand Rapids, MI in 1991 with an honors BA in English and a minor in History. In 1988-89 she won the John Die Bie Prize for best scholarly paper in the Calvin College History Department. She obtained her MS in Library and Information Science at the Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign in 1993 (with a 5.0 GPA!), winning the Donald G. Wing Award for outstanding paper on a bibliographic subject. She also completed seven additional graduate-level courses in English at the university from 1991 to 1992 while serving as a Teaching Assistant in the English Department (teaching Rhetoric 105), and in her spare time at graduate school, she participated in a medieval Latin reading group.

When Alicia began teaching Latin at Providence in 2006, she joined a department that had only recently adopted the *Cambridge Latin Course* (after using *Latin for Americans* for many years). Most of the teachers, raised, like Alicia, on the grammar-translation method, were frustrated with the text, not realizing that, as a reading course, it required a completely different approach. Alicia began to research the *Cambridge* method in order to use the curriculum as it was intended to be used. Because of her commitment and enthusiasm, she was asked to become Latin Department Head in 2009 and tasked with breathing new life into the program by developing appropriate teaching methods.

To improve her effectiveness as both a teacher and a Department Head, Alicia has attended a number of ACL Institutes, as well as Conventicula for spoken Latin and other conferences. She is an avid lurker and occasional poster on the *CLC* Yahoo listserv. Being in a small school with an even smaller budget, she has paid for her professional development opportunities out of her own pocket. The scholarship meant that, for the first time, she could soak up the expertise of an NACCP Workshop without worrying unduly about the expense.

Congratulations to our two worthy Phinney-Gleason Scholarship winners for 2011!

How did Maegan and Alicia win their scholarships? Well, for one thing, they applied! If you are interested in such financial support to attend a workshop, the application form can be found on our website: www.cambridgelatin.com. (Donation forms are also there, to support the program!)

My Summer at "Latin Camp"

by Phinney-Gleason Scholarship winner, Maegam Cooper

The conference in Texas began on Tuesday morning, with **Melody Hannegan** welcoming us and speaking about her previous experiences at, as she called it, Latin camp. Prior to this description, I had never heard of, nor thought of, a Latin summer camp. Over the three day period of the conference, I learned that the NACCP workshop was definitely a Latin camp. During those three days, we lived and breathed Latin...and it was wonderful!



Latin Camp presenters: Richard Popeck, Donna Gerard, William Lee, Melody Hannegan, Randy Thompson

Each day was filled with talented presenters, enjoyable activities, and new perspectives on *Cambridge* Latin. It was so refreshing to interact with teachers who not only taught the same subject as myself, but used the same textbook! **William Lee** provided an interactive classroom activity for practicing the imperatives, with *Caesar dicit* and spoke of the benefits of student illustrations with the *Cambridge* stories. He also walked us through the use of the *Cambridge* website and the new *Cambridge* software, allowing an interactive use of technology in the classroom.

Richard Popeck presented an interesting lecture on Roman glass, demonstrating how we as teachers can go beyond *Cambridge* and bring in elements to our lessons that not only may be some of our favorite elements of the Latin world, but more importantly will intrigue our students. He also showed many lessons using music to help students learn their word endings more easily.

I learned many basic classroom activities and procedures

from **Randall Thompson**. He introduced me to motivators for better quiz and test scores and to new versions of games that make students think about Latin but encourage them to have fun. He also spoke of basic classroom procedures such as the use of a sundial to pair students together for activities, and classroom design such as placing basic Latin questions on the wall and using them in discussions with students, allowing for the use of oral Latin.

We were also given ideas about preparing students from day one to be successful with the AP Latin exam. **Melody Hannegan** presented several ideas of character analysis that begin in the first *Cambridge* book. Students then are being prepared to analyze a Latin text from level one! **Donna Gerard** gave us helpful information on how to grade student work by "chunking," a technique that can also be applied from Latin I onwards, preparing the students for success on the AP exam.

On Wednesday, we were able to go on a tour of the San Antonio Museum of Art. I must say, if you ever find yourself in San Antonio, please go to this museum! Our docent was very knowledgeable, not only about the items in the museum and its history, but also on our textbooks: she had researched our textbooks and built a tour around them, bringing in Latin elements from all over the world and from different time frames. A nice dinner of Mexican food and a trip down the river walk completed this fun-filled day.



Katherine Schmidt-Morrell, Jeanine Edson and Ned Tuck enjoy a Mexican meal at Mi Tierra.

My goals as a teacher are to make Latin as enjoyable and as easy

as I possibly can for my students. I came to Latin later in my academic career, coming from a high school that, like so many others, did not offer Latin. I began my study of Latin in college and fell in love with it. A love of the language is one thing, but teaching it is a wholly different matter. I am thankful to have had the opportunity to meet with other teachers and hear new ideas to use in my classroom.

So, what did you do this summer? I do not know about you, but I went to Latin camp, where I learned how to be a better teacher with new techniques for my classroom and met wonderful teachers who work every day to keep Latin alive and to make it fun for the next generation.

Two Reports on the Summer Workshop

by Phinney-Gleason Scholarship winner, Alicia Jekel

Thanks to NACCP and the Phinney-Gleason Memorial Scholarships, I had the opportunity to attend the 2011 summer workshop held in San Antonio, Texas, in July. This workshop far exceeded my expectations; "Latin Camp" met each day from roughly 8:00 a.m.. to 5:00 p.m., and every second was well-spent. While I originally hoped to pick up some tips for implementing the *Cambridge* curriculum and the reading method more successfully in my classroom, I came away with so much more in terms of practical ideas, enjoyable and creative approaches and a huge notebook and CD just bulging with teacher-tested worksheets, games and other resources for teaching *Cambridge* Units I-IV. The workshop presenters were all encouraging, inspiring and generous with their time and ideas. Since it would be impossible to do justice to the entire three-day workshop in a short summary article, I will describe some of the highlights of what each presenter gave to me.

From presenter and workshop organizer **Melody Hannegan** I picked up a number of wonderful games and activities. One of my favorites was her kinesthetic lesson about the Pompeian forum in which we all received signs representing important buildings and locations and then had to arrange ourselves in the correct order to represent the forum. Another fun-inspiring classroom activity drills the dative case by having students toss a stuffed bear around the classroom while participating in a Latin dialogue (*ego ursum teneo*; *ego amico ursum emitto*; *hic discipulus amico ursum emitti*). We will definitely be doing that in my classroom when we reach Stage 9! Melody also demonstrated several other games and activities and shared some great tips from her unit on teaching poetry with *Cambridge* Unit IV.

From presenter **William Lee** I learned how to add enjoyable enrichment activities that complement the *Cambridge* story line while covertly drilling grammar in an appealing manner. For example, in Stage 20, students write their own *testamentum* using the formula *do, lego* while practicing the dative for the recipient and the accusative for the object being bequeathed. In Stage 22, students write *defixiones*, or curse tablets, with the stipulation that they may not curse any living person. William also demonstrated many ways to make Latin lessons connect across the curriculum. One of my favorites was the "Imaginary Map" exercise in which students label a large imaginary map by putting a finger on Rome and then responding to such questions as *ubi est Africa*? or *ubi est Germania* by pointing with the other hand. He further challenges his students by asking them to rotate the map 90 degrees or 180 degrees and label again. Most of the participants were nodding, smiling or laughing by the time that demonstration was done. William also offered a session about the *Cambridge* website resources and the e-Learning DVD's and allowed participants a chance to try them out.

From presenter **Randy Thompson** I picked up a lot of outstanding pedagogical tips and practical ideas for implementing variety in the classroom. He encouraged teachers to think and plan carefully by explaining that the *Cambridge* curriculum is like a well-stocked grocery store with more resources than you can possibly use to make one meal, but it is up to you, the teacher, to know your students and objectives so that you can pick the best ingredients to use for the day. Randy explained that he motivates students by adding layering, which means adding more reasons for students to want to do well (e.g. students will be motivated to study vocabulary if they might win the classroom competition). Along the way, he cultivates appreciation for Roman values of order and practicality as he encourages his students.

From presenter **Donna Gerard** I learned how to make a fun-filled and tasty archaeology lesson about the city of Alexandria using graham crackers, icing and assorted candies. (The miniature chocolate chips were the Egyptians.) She also made a compelling case for the chunking method of grading, both because it lays a better groundwork for preparing students to take the AP Latin exam and because it is also a more effective and more accurate way to assess their mastery and give them feedback.

From presenter **Richard Popeck** I learned about Roman glassware manufacturing (perfect for Stage 18) and got an overview of several very helpful resources available from the NACCP catalog. I also picked up several enjoyable songs during our "Sing Along with Rich" session.

I thoroughly enjoyed my whole "Latin Camp" experience, including the afternoon trip to the San Antonio Art Museum with a very knowledgeable docent. The workshop allowed me to pick up ideas, techniques and enthusiasm from NACCP's team of talented and experienced *Cambridge* users. The diversity of their approaches also underscored one of their main messages: *Cambridge* is a well-designed, powerful, and adaptable curriculum. After each presentation, I came away thinking, "I'd like to go back to high school and be in his (or her) class." While that is certainly not possible, I am better equipped now to incorporate new ideas and activities which may cause my students to fall in love with Latin all over again. I am excited to share these ideas with my colleague in the Latin Department and look forward to enhancing our students' *Cambridge* learning experience.

Once again, I would like to thank NACCP for the scholarship that enabled me to attend this wonderful workshop. Gratias maximas vobis ago!

cogito "magnum"; ergo Linguam Latinam doceo! Thinking "Big" in the *Cambridge Latin Course* Classroom!

Workshop Coordinator Melody Hannegan offers her comments on the summer workshop and plans for future workshops.



It's true: Texas is big, Texans think big and Texan Hospitality is even bigger! The beautiful city of San Antonio served as the setting for the 2011 NACCP summer workshop during the second week of July. There, twenty-one teachers and five presenters from hither and yon (see the photo, left) comfortably settled in for three days of exchange. We all brought to the workshop our diverse teaching backgrounds, curricular expectations and day-today challenges. We all carried away a sense of unity as Cambridge Latin Course Teachers who have a great deal to share with each other and our students.

I extend my deepest gratitude to William Lee, Randy Thompson



Laurie Springer, Frances Gannon and friend at the Museum of Art

and **Donna Gerard**, all knowledgeable and committed Texas teachers of *Cambridge*. They offered a bonanza of strategies, activities and assessments for use in the Latin reading-method classroom. Also, many thanks to **Richard Popeck**, who wore two cowboy hats: one of presenter, the other as the Resource Center Manager! Finally, we appreciated the opportunity to talk with **Vincent DiBlasi**, CUP Sales Representative.

The San Antonio Museum of Art is a gold mine for Texas Latin teachers. Its Ancient Egyptian, Greek and Roman collection is quite impressive. Thank you to **Judith Ely**, who organized our visit and led one of the tours. The event staff at the Holiday Inn – San Antonio Airport graciously jumped when we whistled and provided fabulous Texas fixin's, and the

dining experience at the festive Mi Tierra gave us a wonderful chance to relax together. San Antonio – what an appropriate place for dedicated, big-hearted Latin educators to gather and share – deep in the heart of Texas!



Adam Sales tries out an Imaginary Map.

And now, here's news of our workshop program for 2011-2012:

The Winter Workshop: Singing the Blues! Spend a Saturday with *Cambridge Latin Course* teachers in Memphis, TN while we focus on Unit 2 – the "Blues" book! We'll explore approaches to reading the stories, utilizing deductive language and culture learning, and assessing student understanding. There will also be a session on the e-learning DVD for Unit 2. Tentative Plans for the 2012 Summer Workshop: The location will be somewhere in New York State near Corning and will

include a visit to the Corning Museum. The theme of the workshop will be "Best Practices in the Latin Classroom." Look for more information and online registration forms on our website: www.cambridgelatin.org

Grammar and Pace in the CLC

Will Griffiths, Director of the Cambridge School Classics Project, gave a version of this paper at the ACL in Minneapolis.



Introduction - what is the CLC designed to do?

When CSCP was formed in 1966, it had just two aims. The first was "to develop materials and techniques which will accelerate and improve pupils' ability to read classical Latin literature and widen their knowledge of classical civilisation." It is this aim which led to the development of the *Cambridge Latin Course (CLC*) and which this article briefly considers.

First, we notice that the aim is not just to develop materials (a textbook, and now electronic, course), but also techniques. We have never expected the *CLC* materials to work in isolation. Very specific teaching techniques are also required if the aim is to be achieved.

Second, the aim is very precise about what is to be achieved: enable students to read Latin. Not write, nor speak, nor listen to Latin, but to read it. And not even to read Latin, but very specifically Latin literature. And not any or all Latin literature, but classical Latin literature.

The aim of the *CLC*, then, is extremely precise and, it should be said, radical: it does not aim to 'teach students Latin' for the sake of it. It aims to teach them to read classical Latin literature. The difference between the two is, of course, huge. The *CLC* is not primarily interested in the study of Latin language in its own right, that is to say as an exercise in linguistics. It is interested in that study only in so far as it helps students access classical Latin literature and the ideas, emotions and understanding which spring from it. It is this very precise aim which both enables, and requires, a high pace through the Course.

Third, note 'accelerate' and 'improve': pace was built into the *CLC*'s structure from the beginning. The *CLC*'s aim is not just to enable students to read classical Latin literature (many courses do that), it is to enable them to get to that point quickly and fluently; more quickly and fluently, at least, than tends to result from alternative approaches.

From Stage 1, therefore, the *CLC* is focusing on one overriding aim: enabling students to read classical Latin literature with an understanding of its cultural context. Dig a little deeper into the Project's writings and you'll also see that when we say 'read', we're talking about reading for meaning: understanding what the author has to say.

Grammar and pace in a reading course

From time to time parents, teachers, journalists say "There's no grammar in the *CLC*." It is not the case, of course, that one can write even the simplest of Latin sentences without grammar, let alone write over 200 Latin stories devoid of it. The *CLC*'s approach of embedding each new language feature into the model sentences and stories is easy to misunderstand and requires those specific teaching techniques referred to above. Some have interpreted its inductive approach to mean that the *CLC* advocates avoiding the discussion or active learning of grammar, relying instead on a form of linguistic osmosis. Not so. The approach allows, but also demands, that the teacher investigates and discusses the new feature with the students in context. The method of introduction may differ from methods which seek first to explain by definition rather than by example, but once the new language feature has been discovered in context, the *CLC* endorses explicit exploration and discussion of it, and active learning where necessary. Indeed, the *CLC* purposefully provides hundreds, if not thousands, of examples of many linguistic features which enable on-going contextualized discussion of the grammar.

Let's look at the story **mercator** in Stage 2. By this point the model sentences have already introduced us to the forms and function of the nominative and accusative singular and, depending on the class, the teacher may also have introduced the students to the terminology. We might start our reading with "Who is visiting whom?" or, depending on the class or the individual student, more simply "Whom is the friend visiting?" We then follow with "How do we know it's not Caecilius who is visiting the friend?" Some valid responses might be: "Because we've seen what's happening in the storyline in the model sentences."; "Because 'the friend'/*amicus* comes first and 'Caecilius'/*Caecilium* second in the sentence."; "Because *Caecilium* ends in *-um*"; "Because *Caecilium* is accusative."

If a student gives any one of those, or other equally valid answers, that's great, but even better if we can elicit all of them from the class. A response based on word order is useful and valid, but we may wish to ensure the students have some other methods up their sleeves for those occasions where the author alters the usual word order. It is unlikely that an individual reader comprehends meaning from one route alone and 20 individuals in one room are very unlikely to all take the same approach.

Every time in this story, and the one that follows, we might ask the students "How do we know it's not such-and-such a person who's doing this-or-that?", until the students find the concept of nominative and accusative, and the application of the accusative endings, so familiar, so simple they wonder why we bother asking.

continued on page 8

GRAMMAR AND PACE - cont. from page 7

Ten minutes is more than enough to read **mercator** for meaning and grammar with the above method. That's not to say that such a method (or any method) should be followed all the time with every story - how dull - but it is a very effective way of generating pace without losing focus. Whatever approach one takes, three or four teaching hours should be more than enough for a Stage of Unit 1, and four or five hours thereafter. Each Stage introduces only two or three new language elements: that's not a lot for students to become familiar with in four hours.

It's also useful to remember that the plethora of print and ancillary materials that now exist for the *CLC* ought to be completely unnecessary. Certainly we should consider them a menu from which we may pick the occasional tasty morsel, rather than feeling we need to consume everything. If not, a reading course risks becoming a language manipulation course with some reading thrown in. The Teacher's Manual reminds us that even some of the stories and exercises in the textbook itself are optional. The *CLC* relies on pace to keep the storyline alive and exciting and to maintain exposure to, and discussion of, grammatical features. There are plenty of examples of grammatical features to discuss in the stories themselves. This year, try locking most of those ancillary materials away, cross out a few of the exercises in the textbook, and read on, read on.

Will Griffiths is Director of the University of Cambridge School Classics Project and has a reputation for significantly increasing class size, retention and attainment in UK secondary state school Latin classes.

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, 2012

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

A Call for CLC Mentors

Robert Patrick

At its recent annual meeting during the ACL Institute in Minneapolis, the NACCP Board acknowledged how often teachers new to the *Cambridge Latin Course* indicate, one way or another, the need for a mentor. Some of these teachers are new to teaching Latin while others are veteran teachers who are new to *Cambridge*. While the NACCP sponsors successful teacher training workshops every year and locates those workshops so that they will be most accessible to the largest number of people, they cannot meet all the needs of all new members each year.

The NACCP Board also sponsors the *Cambridge* listserv (http://groups.yahoo.com/group/CambridgeLatin/) which over the years has offered and continues to offer extremely valuable help, advice and materials to list members. New teachers, though, sometimes find entering a listserv, especially one with several hundred members, overwhelming. The Board began to search for a way to make help for new teachers more personal and immediate.

As a result of its discussions, the NACCP Board is issuing a call to experienced *CLC* teachers who would be willing to serve as mentors to a new *CLC* teacher in their areas. Offering support as a mentor teacher could take on various forms from email and phone support to actual meetings in person if time and distance allow. Often enough, simply having an experienced person to ask questions of and articulate worries or concerns to is enough to give the new teacher confidence to use the *CLC* materials well and successfully with students. The Board would love to hear from any experienced *CLC* teacher (using *CLC* for more than 3 years) who is willing to be a mentor. Those interested should send the following information to **Martha Altieri**, NACCP Director (mlaltieri@cox.net):

Name; City and State; Number of years using the *CLC*; Regional area n which you would be willing to serve; Contact information (email, phone, mailing address).

Thank you in advance from NACCP and *CLC* teachers.