



NEWSLETTER

No. 20, Autumn 2000

Fun in the Sun - Cambridge Workshop 2000

A report from Leslie Perkins, St. John's Country Day School, Orange Park, Florida

Thirty-four Latin teachers from around the country gathered at Rollins College in Winter Park, Florida for four days of work and fun this summer. The majority, relatively new to *CLC* and the reading method, were looking for opportunities to learn effective strategies for the Cambridge classroom. Others wanted fresh ideas and new approaches to strengthen already successful programs. No one left Florida disappointed.

Master teachers with years of experience shared techniques which would get us started with the right approach from day one. As someone who had never had a Latin methods course, I was thrilled to see the great variety of approaches used to help students learn endings and forms. We worked with flash cards, pictures, paired drills, and oral recitation to increase student participation and lower student anxiety. Those of us new to the method were reassured that Cambridge was not "grammarless" and shown effective ways to help all types of learners understand and retain the rules necessary for reading.

Grammar and reading were not the sole focuses of our attention. On Fri-

day we traveled to Trinity Preparatory School where local host **Bob McClure** and his colleague **Matt Ramsby** showed us the variety of ways they incorporated technology into the Cambridge classroom.



Workshop participants at Rollins College

Powerpoint demonstrations, Vocabulary Drill from Centaur Systems, and a list of sites on the world wide web left us all excited about the possibilities for using our computers more effectively. **Alice Yoder** shared her award-winning project on using Cable in the Classroom to enhance our study of culture. We left with ample materials from A&E, the History Channel, and the Discovery Channel to get us started in the fall.

On our final day we had an opportunity to make take-home projects as we explored the world

of ancient medicine and astrology. We used sculpey to make our own amulets, and sniffed herbs that were valued for their medicinal uses by the Romans.

Intense as the sessions were, there was also some time for fun scripted into our "Latin Camp." A boat tour of the lakes of Winter Park was the highlight of one evening and an afternoon was spent at the Morris West Museum viewing the glass windows and lamps of Louis Comfort Tiffany. Another evening was spent participating in a Roman murder mystery in which workshop participants took part.

I came home laden with excellent hand-outs, materials from the Resource Center, and effective ideas for alternative teaching techniques. This was the most profitable workshop I have ever attended, and it would be useful to any Latin teacher. After over twenty years in the classroom, I still found that there were many ways in which I could grow and improve. I was this year's scholarship winner, and I am very grateful for the opportunity I was provided to help me make the transition from grammar-translation to Cambridge.

Director's Message

from Stephanie Pope

Welcome back to school and happy fall to everyone. It has been a busy summer for the NACCP. Many members attended the American Classical League's Institute and Workshops held at Indiana University in Bloomington, Indiana this



The NACCP at the ACL: Alice Yoder and t-shirts

past June. **Alice Yoder** had a wonderful Resource Center display that took advantage of the recent movie "Gladiator." Many people stopped to admire the gladiator t-shirts and to buy NACCP products. NACCP members **Joe Davenport**, **Allyson Raymer**, and Resource Center Director, **Alice Yoder** spoke on various aspects of the *CLC* during the Institute. **Carine Mitchell**, **Andy Martin**, and **Jamie Branch** from the CUP New York office were on hand to discuss Cambridge matters with interested attendees. It was great to see our British friends from CUP as well. **Keith Rose**, **Fiona Kelly**, and **Bob Lister** all participated in the various activities.

Later in the summer thirty-four

Latin teachers attended the fifteenth annual Cambridge Latin Teachers Workshop held at Rollins College in Winter Park, Florida. **Beth Lindsey** and **Alice Yoder** provided attendees with wonderful presenters and great experiences in the Winter Park area. Our local contacts, **Bob McClure** and **Matt Ramsby**, were very gracious and helpful hosts. You can read a full account of the workshop by our first Phinney-Gleason Scholarship recipient, **Leslie Perkins**, on the front page of this Newsletter.

Plans are well under way for the summer of 2001 Workshop to be held at my school in Norfolk, Virginia from July 8 to July 13, 2001. An article and application forms for the workshop and scholarship are also found in this Newsletter. Please make plans to attend.

We are looking forward

to seeing you next summer.

As NACCP members continue working on new publications, flash card sets, and revisions of the text, one of our major focuses will be on the website. As reported elsewhere in the Newsletter, **Ginny Blasi** has started a mailing list for Cambridge Latin teachers which I hope you will join and visit frequently at the web site: CambridgeLatin@egroups.com. **Ginny** and **Doris Kays** are also compiling lists of web links that would be helpful for Cambridge Latin teachers. These sites will be posted and updated throughout the year. We hope that you will find this informa-

tion useful. Please alert Ginny if you know a site we have not listed.

Plans are also underway to investigate the possibility of producing NACCP materials on CDROMs. There is a possibility that teachers could purchase all of the Treasure Boxes on one disk. Before we mass produce many of these disks, we need to know from you what software preferences you have. If you would be good enough to e-mail me at smpope@pilot.infi.net to tell me what computer platform (MAC or IBM) you use and which software you prefer (Claris 5.0 or Word 6.0, etc.), then we could generate these disks for your use.

The Spring Newsletter will bring a complete update on the progress of the North American Fourth Edition of the Cambridge Latin Course. Until then, all of us at the NACCP wish you a most pleasant fall, a very happy holiday season, and a successful start to the new year.



Jamie Branch, Keith Rose, and Fiona Kelly at the CUP booth, ACL Book Display

From the Editor

The Autumn Newsletter is usually quite a major enterprise, but this year's seems to have outdone itself. Eight pages! And that is without the application forms which were included in the hard copy sent out to our mailing list. If you need these application forms, contact our Director, Stephanie Pope. To get on the mailing list, contact the Resource Center. Both are on this web site. Then you would be able to photocopy the forms and notices you would like to use or pass along to colleagues in your area, and receive the Resource Center catalog.

Beyond the application forms, we have included a variety of items which we hope will be of use and interest. We have news of workshops past and future, reports from two of the Cambridge-related presentations given at this past summer's ACL Institute, an invitation to chat on a new Website, and two success stories from students whose enthusiasm for Latin, we hope, will prove contagious. As usual, we invite you to pass along similar items for inclusion in future newsletters. Have your students been involved in projects that we should read about? Have you or your colleagues given presentations or discovered interesting teaching strategies which you would like to share? Is there a topic you would like us to include? Deadline for the Spring newsletter is the end of January, 2001. Contact Stan Farrow, 267 Chine Dr., Scarborough, ON, Canada, M1M 2L6 or e-mail me at Stan.Farrow@etel.tdsb.on.ca.

Finally, we send our congratulations to NACCP executive member **Mark Pearsall**, chosen as Teacher of the Year in Glastonbury, CT. Mark's energy, enthusiasm, and initiative are no secret to his *CLC* colleagues!

Changes at NACCP

Every year at the American Classical League's Institute and Workshops, the North American Cambridge Classics Project holds its annual meeting to conduct business and to elect new members. This year **Martha Altieri** and **Allyson Raymer** were elected to the Project. We would like to welcome Martha and Allyson to the board and share with you some of their qualifications for being elected.

Martha has been a Cambridge Latin teacher since 1980. She currently teaches at Woodbridge High School in Irvine, California, where she has 135 students in five classes of Latin ranging from Latin I to A.P. Vergil.

Allyson Raymer has used Cambridge Latin since 1982. She has taught at the Isidore Newman School in New Orleans and St. Mary's Episcopal School in Memphis, Tennessee, where she started a Latin program that eventually went from Latin I to A.P. Latin V. Allyson has just moved to San Antonio, Texas, where she hopes to build a similar Cambridge Latin program at the Texas Military Academy. It is a pleasure to have Martha and Allyson on the NACCP Board.



Pat Bell and Stephanie Pope at Rollins Coilege

in Bloomington, Illinois, Pat reluctantly tendered her resignation as Publications Officer, citing her strenuous teaching load and the ever-increasing demands of her position on the Revision Team for the North American Fourth Edition of the *Cambridge Latin Course* as reasons for resigning. Pat also feels that it is time to find someone new with exciting ideas and a fresh focus. We will always be grateful to Pat for her keen eye and ability to tackle many projects at once.

While she will be hard to replace, our long-time NACCP member and well-known Resource Center writer, **Richard Popeck**, has agreed to take on this important job. While we wish Pat the best with all of her endeavors, we also welcome Richard to this important position.

As the publication of the Unit 4 Cambridge Exams is near at hand, **Stan Farrow** has stepped down as the head of the Examination Board and suggested that the work of the board be temporarily suspended until it is time to revise the examinations for the Fourth Edition. The NACCP would like to congratulate and thank Stan for his careful and painstaking work on behalf of the *CLC* Examinations. He has been a tireless and patient chair!

Workshop 2001 - Norfolk, Virginia

NACCP Director, **Stephanie Pope**, and the Norfolk Academy cordially welcome the sixteenth annual Cambridge Latin Teachers' Workshop to Norfolk, Virginia from the evening of July 8, 2001 to the afternoon of July 13, 2001.



Wright Motel, conveniently located across the street from Norfolk Academy. At the motel there will be the book store for the workshop with hours of operation convenient for people staying locally and at the motel. In order to meet each other and to view the latest from the NACCP and Cambridge University Press, participants will be treated to an opening reception in the book room at the Lake Wright on Sunday evening, July 8th.

During the course of the week, participants will view Norfolk's historic Elizabeth River and the world famous Hampton Roads Naval Station on a luncheon cruise aboard the Spirit of Norfolk. The world of ancient Pompeii will

come alive when **Bernie Barcio** presents his version of the life of wealthy Pompeian citizen, Marcus Loreius Tiburtinus. Another afternoon will be spent exploring the worlds of ancient and modern glass at the Chrysler Museum in Norfolk. The festivities will close with a farewell banquet at noon at the Lake Wright on July 13th.

Registration is currently taking place for this workshop. The registration deadline is June 8, 2001. Scholarship funds and optional graduate credits in Latin teaching methodology are available. For further information, please contact Stephanie Pope, 1192 Cypress Point Way, Virginia Beach, VA. 23455, 757-499-7181 between 9 a.m. to 6 p.m. seven days a week or e-mail at smpope@pilot.infi.net.

An advertisement and application form were included in the hard copy of this Newsletter. Stephanie can supply a form, if you would like one, or find a colleague who has one, and obtain a photocopy.

Cambridge Latin teachers from all over North America are invited to participate in this workshop which will cover the Cambridge reading approach not only for beginning teachers but also for veterans who are interested in making the transition to Advanced Placement Literature classes. Cambridge Latin teachers will share their experiences and provide many hands-on activities for teachers to use in their own schools. The latest in computer developments and Internet sites will be presented as well.

The official residence for participants will be the Lake



One of the most valuable parts of the NACCP workshops are the Show-and-Tell sessions. Above, Nan Druskin with an Overhead presentation before an appreciative audience at Rollins College. Above left, Judy Emst displays her puppet characters.

The CLC and AP Latin: A Leap of Faith

The following is an abstract of a paper presented by Allyson Raymer at the 2000 ACL Institute in June. Since presenting this paper, Allyson has taken another leap of faith. She is now teaching at the Texas Military Academy in San Antonio, hoping to repeat the success of her program in Tennessee.

At the time that this paper was presented, I had just completed my sixth year at St. Mary's Episcopal School, a highly competitive independent school in Memphis for girls, with an enrollment circa 830. The Latin program in place when I arrived was constructed upon a grammar-based traditional text. By mandate, all eighth graders took Latin; in that first year, nine students were enrolled in Latin II and six in Latin III. There were no Advanced Placement courses or Latin classes beyond the tenth grade.

My experience with the Cambridge system was born of my early teaching years at Isidore Newman School in New Orleans. Having been trained with Wheelock, I had some nagging fear then that my students were not 'getting' the grammar. The answer became clear as I compared my Newman middle school students with the college students whom I taught at Tulane during the same time period: not only were my middle schoolers more enthusiastic and better prepared than the college students, I myself was becoming more proficient and accomplished in Latin. The middle schoolers were internalizing the language much more thoroughly than their older counterparts. More significantly, through teaching Cambridge, I grew more comfortable with this wonderful language. For the first time, I understood myself to be a reader, not just a translator.

Sold on the value of the Cambridge method for years, I took my campaign for the program to St. Mary's many years later. As is often the case in successful and traditional schools, change was first re-

garded as suspect. As I reflect upon those days, my approach was zealous: I circulated materials and pitched proposals to a myriad of committees; I strategized with mentors **Ed Phinney**, **Bill Gleason**, and

M a r t h a Beveridge; I enlisted the help of sympathetic local professors. My diligence was eventually rewarded with permission to overhaul the Latin curriculum with Cambridge materials.

The results? After one year of Cambridge instruction, 43 of sixty eighth graders chose to go on with Latin. After six years, St. Mary's not only carries two full sections of Latin II and healthy numbers at every level, but also has added two Advanced Placement courses, one Vergil and the other Ovid/Catullus. A second full-time instructor was hired to share the load caused by the program's growth. National Latin Exam and Advanced Placement scores attest to a level of achievement commensurate with the new level of enthusiasm.

Why does this program work? Compared with traditional methods, Cambridge offers broader av-

enues for success to a wider variety of students and their learning styles. Diligent memorizers and parsers enjoy success as they always have, but Cambridge also attracts and retains talented students



Allyson Raymer in discussion following her ACL paper

who operate more from an intuitive feel for the language. The method is inductive - - while reading about the adventures of their favorite characters, students acquire new syntax, morphology, and unfamiliar vocabulary in context. Building upon a carefully designed spiral of repetition, the Cambridge stories create an anticipatory element which enhances a student's intuitive skills. In short, (*cont. on pg. 8*)

without a jump between grammar and translation, students become more comfortable with risk and more reliant upon their intellects.

The Cambridge series is loaded with allusions to the works of Rome's great literary masters as well as vocabulary frequently encountered in their works. The funeral games of Anchises (*Aeneid* Book V) bring cries of recognition from Advanced Placement students recalling scenes of *ludi funebres* (Stage 15) from their first year. Cambridge creates the sort of students rewarded by high AP scores: skilled translators, competent analyzers, and independent thinkers. They are adept at the analysis of character, plot, and theme. By the time they reach advanced Latin courses, Cambridge students are where they need to be . . . they have simply arrived by a different path. Most of all, and best of all, Cambridge students love Latin.

I title this paper a "Leap of Faith" because so much was on the line for me at St. Mary's. Not only was my program under scrutiny because of its popularity, but, with so much personal investment in the Cambridge method, I did not want to see it fail at the most critical level. I admit that tears flowed freely when my first student, one of my original eighth graders, called to report proudly her 'five' on the AP Vergil exam. We Latin teachers are often left to our own counsel on matters of curricular change. I suggest that you spend time with the Cambridge series, paying careful attention to the gradual introduction of grammar and the absence of those chapters which stump your students year after year. In the end, I urge you to take the "Leap of Faith" mentioned in this title - - it has paid off in abundance for my students and for their Latin teacher!

Internet Forum

by Ginny Blasi
*Shore Regional High School,
West Long Branch, N.J.*

As of June, 2000, the NACCP has been sponsoring a mailing list on the Internet. The purpose of the list is to provide a forum for *CLC* teachers to share ideas, questions, concerns, and problems while using the textbook series.

The mail list works as follows. We have an address set up on a server: CambridgeLatin@egroups.com

This site offers free mailing lists. I am serving as moderator. My job is to oversee the daily mechanics of running the list, set the tone by keeping the list on topic, and serve as a referee if needed.

You can join the list by sending a blank email to:

C a m b r i d g e L a t i n -
subscribe@egroups.com

Once you do, you will begin to receive whatever e-mail is generated. For those who do not want a flood of individual e-mails, you can set the list to send out a digest once a day. Not everyone subscribed to a list actually participates. Some "lurkers" just read along without comment. This is totally acceptable.

Also, previous postings can be read without subscribing, at the home page provided by e-groups:

<http://www.egroups.com/group/CambridgeLatin>.

Besides introducing ourselves, early topics have been the unit tests and the exam books, the timing of a unit, ideas for a links page for the web, and the release date of the new edition.

In my humble opinion, the list provides a live daily link to *CLC* teachers. It can give us ideas of what people need, serve as a 'heads up' for concerns and problems, and also put the NACCP in touch with a wider network of its teachers.

Phinney- Gleason Scholarship

The Phinney-Gleason Memorial Scholarship is alive and well thanks to contributions from supporters of the work that Ed Phinney and Bill Gleason did to promote the cause of Latin and the Classics via the *Cambridge Latin Course* and the North American Cambridge Classics Project. The NACCP would like to thank the generous donations of the following individuals since our last Newsletter:

Judith Ernst, Cynthia King, Marianne Lorinchak, John McCormick, Jim Mulkin, Leslie Perkins, Mary Catherine Phinney, Stephanie Pope, and Carol Sheber.

This was the first year that a Phinney-Gleason Scholarship was awarded. The recipient was **Leslie Perkins** of Orange Park, Florida. Leslie has been a Latin teacher since 1979 and is relatively new to the *Cambridge Latin Course*. She used her scholarship to attend the Cambridge Latin Teachers' Workshop held this past summer at Rollins College (and was "re-warded" with the task of writing the Workshop report for this Newsletter!). She is currently a Latin teacher at St. John's Country Day School.

If you would like to keep alive Ed's and Bill's educational goals for Latin, you can contribute to this fund by sending a check made out to the "Phinney-Gleason Memorial Fund" to Stephanie Pope, 1192 Cypress Point Way, Virginia Beach, VA 23455.

If you would like to apply for the 2001 scholarship, please use the application form found on pages 9-10 of the Newsletter hardcopy and return it to **Doris Kays** by the deadline of February 12, 2001.

New Technologies and the CLC

Jim Salisbury, Goshen H.S., Cincinnati, OH, reports on one of the CLC-related ACL presentations

Luke Marsden is a 12-year old student in Britain who takes Latin only because he is a "techno freak," and it gives him more opportunities to get into the computer lab. So **Bob Lister**, director of the Cambridge Schools Latin Project, told a packed room at Indiana University last June. The occasion was an ACL Institute session entitled, "Edging into the Future with New Technologies." In tandem with **Tony Smith**, Bob presented various ways in which electronic resources can be and are being used to enhance the teaching of Latin.

Bob coordinates the Online Latin project in Cambridge, UK, which he terms a "low-level, toe-in-the-water" pilot program. He began his presentation by answering the question, "Why learn electronically?" Perhaps Latin is not offered in the school, or it cannot be fitted into a schedule crowded with required courses. Electronic learning also provides resources for adults who have never studied Latin, or desire a refresher course.

The Online Project at present involves only two schools, with one class at each. The students, selected by ability and provided with an individual learning manual, and an e-mail tutor, meet once a week after school in the computer lab, using Unit 1 of the *CLC*. They also have access, via www.Caecilius.com, to supplemental materials such as sound files, games, quizzes, and links to classical sites.

Such an approach does have its limitations, concedes Bob. The lack of individual e-mail addresses, the cooperating teachers' lack of technological expertise, and limited access to the internet all pose problems. Many students dislike inde-

pendent work and do not perform as well without a tutor to keep them on task. The program needs good materials, particularly the textbook (the *CLC*, of course!), and supportive teachers. "For all the technology, what matters is the teaching," says Bob. "Technology needs to be alongside of, not instead of, teaching."



Bob Lister in action with some of his British students

Despite these limitations, Bob reports that the students remain very enthusiastic, even after eight months. This spring, he led a group of them to Sorrento, Pompeii, and environs, where Luke, the aforementioned "techno freak," took 70-80 photos for a web site.

Publicity about the project in the national press has led to enquiries from 16 interested schools and more than 1500 students from Albania to Zimbabwe who wish to start or resume the study of Latin. More importantly, the government will be providing the equivalent of 2.5 million dollars for development of the Online Project II. This may include access to the introductory course via internet, an online manual for *CLC* Unit 1, video footage of key *CLC* stories, a photo gallery of archeological evidence, and self-correcting exercises.

Bob then passed the torch to Tony Smith, who outlined and demonstrated some very exciting developments in electronic Latin learning. After teaching for 3 years, Tony turned his energies toward computer programming and, for the last 8 years has been involved in electronic publishing for Oxford University Press.

Tony began by demonstrating the features available to online students at www.caecilius.com, including a vocabulary tester and a Latin endings program, both of which provide feedback to the students with hints, scoring, and a chance to battle the clock.

Next, Tony displayed the parsing Latin dictionary he has developed. Based on the Pocket Latin Oxford dictionary it eliminates time-consuming look-ups, resulting in faster reading and greater comprehension. Although it is currently available only on the Windows platform, Tony said that a Mac version may be developed to meet the needs of the large number of American schools with that operating system. The dictionary will likely be available online, downloaded for only \$35-40. For details, contact Tony at tony@werdz.com.

Finally, Tony looked into the future, when he hopes to add a text reading support program, featuring commentary and grammar, and including Java in the browser, allowing the program to run anywhere.

This ACL session provided yet more evidence of how the *CLC* continues to lead the way in Latin education as we head into the next millennium. The course is constantly adapting, evolving, and improving to meet the ever-changing needs of its teachers and students.

Reflections on the *Cambridge Latin Course*

by Jeff Bullian, Gateway Senior High School, Monroeville PA

This article was originally written for the *Keystone*, the Newsletter of the Pennsylvania Junior Classical League. Jeff, currently a 12th grader at Gateway, and the school's JCL president, surprised and pleased his "Magistra", Marianne Lorinchak (pictured), with his comments. She thought our readers would like to share his enthusiasm for the CLC.



It all started with *Caecilius est pater*. I can still remember the very day I first read these words, some three years ago in a hot Gateway Middle School classroom. Naturally I had no idea what they meant, nor did I have any idea how to pronounce them (CAY-CE-LEUS, anyone?). But gradually, and with the help of an outstanding Magistra, this seemingly meaningless sentence has blossomed into one of the passions of my life. How? Well, that's simple: the *Cambridge Latin Course*. They say the view's always different on the way out, and that's definitely the case for me as I complete my four years with the *Cambridge Latin Course*. With fond memories to cherish, I feel completely different from the bewilderment I felt on the first days of *Caecilius*.

Perhaps my fondest memories were the earlier ones, those of Unit 1. There, we followed the lives of *Caecilius* and his family. I can still remember when *Caecilius*, much to the chagrin of his wife, *Metella*, purchased an attractive slave from a *venalicius* and when *Grumio*, the cook, snuck out of the festivities on a holiday to see his girlfriend, *Poppaea*. These somewhat comical episodes inserted an aura of fun into the classroom, and thus made it much easier to learn. And I first learned the, shall we say, eccentricity of my Magistra when she, portraying *Cerberus*, the dog, jumped up and down and barked. Not surprisingly, the vast majority of us found her to be crazy, but she, along with Latin through Cambridge, gradually grew on us, especially by the time she threw us out of our seats onto "boats" to escape the eruption of Mount *Vesuvius* at the end of Unit 1.

As time went by, we experienced much of Roman life through the stories in the text: we entered the Roman army, took part in two *certamina*, or boat races, witnessed an attempted poisoning, learned about *Catullus'* *Lesbia*, and went almost everywhere in the Roman empire, from Rome to Pompeii to Britain to Alexandria and more. In any event, although bigger and better things, those being Vergil's *Aeneid*, await, a part of me is still sad that my exciting journey through the *Cambridge Latin Course* is coming to an end.

Student Organizes Summer Institute

We follow up one story of student enthusiasm with another! The following article is a synopsis of various newspaper reports and internet postings from Virginia.

Doug Bunch, a Junior at the College of William and Mary in Williamsburg, VA, is another outstanding example of the enthusiasm for Classics that the CLC (and inspiring teachers) can engender. A graduate of Stuarts Draft H.S. (also in Virginia), Doug was first introduced to *Caecilius* and Co. by **Barbara Sheffield** in Latin I. **Richard Popeck** was his teacher and mentor through Latin II-IV and the AP exam.

Throughout his high school career, Doug taught Latin to elementary school students, convinced that without a Classical background, students are missing something. "When students study Latin, they learn about far more than a language and a culture," he says. "They learn to appreciate humanity." That philosophy led to a Monroe Scholar project this past summer, the Augusta County Institute for Classical Studies, with Doug as Founder and Director, and a host of prestigious sponsors, including his College's Department of Classical Studies and Center for Gifted Education, the Augusta County Public School Board, the American Classical League, and the National Committee for Latin and Greek.

Over the course of ten days, 85 third-through-fifth-graders shared Doug's enthusiasm for the language and culture of the ancient world with music, military exploits, and even Pokemon! Instructors from across Virginia joined Doug in leading classes and workshops, culminating in an auspicious sacrifice (of a stuffed pig from the local Wal-Mart) followed by a banquet.

Richard Popeck, who acted as county liaison for the project, and also attended the presentations to elementary school teachers, was justifiably proud of his protege. So are we all!