



NEWSLETTER

No. 22, Autumn, 2001

In the Footsteps of Caecilius - 2002!

David Cullen, Chair of our Teacher Tour Committee, issues an inviting invitation

"Visit Pompeii and walk in the steps of Caecilius to the forum... Imagine being greeted by Metella in the *atrium* of Caecilius' house...Enjoy the coolness of the *frigidarium* in the Forum Baths... Climb to the top of Mount Vesuvius...Admire the Arch of Titus in Rome, built by Haterius... Explore the ruins of the palace of Domitian on the Palatine Hill..."

Next summer, from July 9th to July 26th, a group of *Cambridge Latin* teachers will have the opportunity to visit many sites in Pompeii, in Rome, and in the areas near these two cities - sites which are significant in the *Cambridge Latin Course*, especially Units 1 and 3. This tour has been planned especially for *Cambridge Latin* teachers. It will be led by **Sally Davis** from Arlington, Virginia; Sally, one of the leading Latin teachers in North America, is also now a *Cambridge Latin* teacher.

The group has been limited to 24 participants. The travel arrangements have been made by Georgia Hardy Tours of Toronto, Ontario, a highly recommended company for educational tours. Georgia Hardy herself has been involved in planning the itinerary; many Latin teachers both in the United States and in Canada have taken their students to

Italy and/or Greece on tours planned by her company.

The tour has been divided into two parts: the first in Sorrento for nine days and the second in Rome for seven days. In Sorrento the group will stay at a deluxe hotel overlooking the Bay of Naples with Mount Vesuvius in the distance.



Pompeii: the Grand Palaestra

The program includes two-and-a-half days to tour Pompeii and ample opportunity to visit many of the sites which are significant in Unit 1 of the *Cambridge Latin Course*: Caecilius' house, other houses, the forum, the basilica, the streets, the shops, the temples, the baths, the amphitheater, the theaters, and the tombs. Other highlights include the National Archaeological Museum in Naples, Herculaneum, the Villa Oplontis, the Amalfi coast, Paestum, Cumae, the Villa Vergiliana, Pozzuoli, Capri, and Capua. Start buying your camera film now!

In Rome the hotel is conveniently located on the subway line. The major focus of the program will be on Domitian's Rome with visits to the Colosseum, the Forum Romanum, the Palatine Hill, and the Arch of Titus. Other aspects of the tour will look at Rome and its environs in a much wider context: classical Rome, mediaeval Rome, Renaissance Rome, Baroque Rome and modern Rome. Among the sites to be visited are the Circus Maximus, the Tiber area, the Capitoline Hill and its museums, Nero's Domus Aurea, the Piazza Navona, the Pantheon, St. Peter's Basilica, the Vatican museums and the Sistine Chapel, the Baths of

Diocletian, the Borghese galleries, Hadrian's Villa, Tivoli, and Ostia.

This tour offers both professional development and a holiday with ample free time for independent sightseeing and shopping. Since the brochure was printed in June, some participants have already registered for the tour. Spaces are limited; early registration is advised. If you wish a brochure and an application form, please visit the NACCP web site at cambridgelatin.org or write to the NACCP Director, Stephanie Pope, 1192 Cypress Point Way, Virginia Beach, VA 23455-6842 or e-mail smpope@infi.net.

Salvete, omnes!! I truly hope that you had a restful and inspiring summer. It has been a busy time for the members of the NACCP and the *CLC* Revision Team. The summer started in mid-June with a week-long meeting of the Revision Team, writing many components of the Unit 3 Student's Text, the Teacher's Manual, and the Omnibus Workbook. Watch for publication by June, 2002.

In late June NACCP board members headed for Trinity University in San Antonio, Texas for the 54th Annual ACL Institute and Workshops and the annual meeting of the NACCP. While there, members were treated to presentations about *Cambridge Latin* and the reading approach given by **Carlene Craib**, **Joe Davenport**, **Stan Farrow**, **Norah Jones**, **Stephanie Pope**, **Richard Popeck**, and **Anne Shaw**. The Cambridge University Press book display, featuring the new components of the North American Fourth Edition of the *CLC*, was ably staffed by **Jamie Branch**, **Norah Jones**, **Fiona Kelly**, and **Carine Mitchell**. Throughout the Institute, members were offered excursions to the beautiful San Antonio Art Museum and to the city's famed River Walk. Saturday evening was Cambridge's night to shine, hosting the pre- and post-banquet receptions, complete with the masterful pianism of our own **Stan Farrow**, to celebrate the launch for the Fourth Edition. **Keith Rose** ran the annual Cambridge Contest, won by (that name again!) **Stan Farrow**. If these activities weren't enough, the surprise of the evening came during the banquet when the American Classical League presented not one, but two MERITA Awards to charter NACCP members, **Cynthia King** and **Stephanie Pope**. Congratulations to all who worked

Director's Message from Stephanie Pope

many hours to make this very special Institute such a success.

During the annual meeting of the NACCP we said good-bye to faithful member, **Marianne Lorinchak**, but hello to new members, **Ephy Howard** from Troy, Alabama; **Bob McClure** from Winter Park, Florida; and **Ellen Sell** from Norfolk, Virginia. Ephy will help us with the needs of *CLC* teachers from the southeastern corner of the United States and Bob will work with **Cynthia King** to determine the needs of our supporters at the post-secondary level. If you have any suggestions for Cynthia or Bob, please contact them. Their addresses are found on the website. Ellen comes on board with considerable financial experience and was elected our new treasurer to relieve **Richard Popeck** of that position. Richard has much to do in his role as Publications Officer and member of the Revision Team.

As Units 1 and 2 of the Fourth Edition become available for school use this fall, we sincerely hope that you will share your thoughts and opinions about the new edition with us. Richard Popeck is especially interested in seeing any new material that you might create and want to share with *Cambridge Latin* teachers. It would also be very helpful if you could tell Richard or any of the board members what new publications you would like to see. NACCP

members are currently working on Quintus' School Book to fill the gap in early Roman history and mythology, a new publication of vocabulary exercises, and the creation of CDROMs to store on one disk several publications of the NACCP Resource Center.

From July 8 to July 13, 2001, 37 teachers from 16 states and two provinces of Canada met at Norfolk Academy in Norfolk, Virginia to attend the Sixteenth Annual Cambridge Latin Teachers' Workshop. It was a fast-paced five-day period during which congenial and flexible workshop participants helped where needed, and generally enjoyed each other's company. It was such a pleasure for me to meet so many wonderful



Stephanie Pope and her Headmaster, Dennis Manning, greet Workshop participants in July at Norfolk Academy

teachers from around the US and Canada. Please read about our adventures in the Newsletter.

Plans are well under way for the Roman Italy Tour in the summer of 2002 led by veteran teacher and guide, **Sally Davis**. Please visit the web site to view a color brochure of the itinerary and to download the application not only for the tour but also for the scholarship mentioned elsewhere in this Newsletter.

It has been an exciting summer on the NACCP and *Cambridge Latin* fronts. I send best wishes for a special new year with your students and look forward to sharing with you in the Spring Newsletter our latest activities. Until then, all my best for a wonderful fall and a warming holiday season with family and friends.

Phinney-Gleason Scholarship

The Phinney-Gleason Memorial Scholarship continues to grow, thanks to contributions from supporters of the work of the late **Ed Phinney** and **Bill Gleason**, who diligently promoted 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 and groups since our last Newsletter: **Doris Kays**, **Cynthia King**, **Stephanie Pope**, and the members of the 2001 Norfolk Cambridge Latin Teachers' Workshop.

Thanks to an anonymous donor, the Phinney-Gleason Fund was able to award two scholarships this year. The first recipient was **Amanda Wall** of Adams, Massachusetts, who will be entering her third year

of teaching this fall. She currently teaches at Mt. Greylock Regional High School in Williamstown, Massachusetts and is an MAT graduate of the University of Massachusetts in Amherst. Amanda has had much experience with the reading approach.

The second scholarship recipient was **Kevin Murphy** who is a long-time *Cambridge Latin* proponent from Hampton, Virginia. Kevin teaches at Bethel High School in Hampton and brings a special perspective to his classroom, as he is himself a graduate of the *Cambridge Latin Course*.

Both Amanda and Kevin attended the Norfolk Workshop and added great enthusiasm to the daily events. You can read their accounts of the workshop on pp. 4-6.

This year's scholarship for the

2002 Roman Italy Tour will provide one \$1,000.00 stipend for a worthy recipient. If you would like to apply for the 2002 scholarship, please use the application form found in this Newsletter or check out the web site <cambridgelatin.org> where you may download the application. If you need a third option, write to Stephanie Pope at 1192 Cypress Point Way, Virginia Beach, VA 23455, and she will send you the form.

To keep alive Ed's and Bill's educational goals for Latin, we still need new contributions to the Scholarship Fund. If you would like to contribute, please send Stephanie Pope a check at the above-mentioned address. Make out the check to the "Phinney-Gleason Memorial Fund." We will acknowledge your gift in the next newsletter.

Introducing Norah Jones

(Norah Lulich Jones has been appointed to the newly created position of Associate Marketing Development Manager, Education, with the Cambridge University Press. We asked her to introduce herself to our readers. If you get to meet her in person, we think you will be favourably impressed by her expertise and enthusiasm.)

My maiden name, Lulich, is Croatian - my father is from Dalmatia. From him I absorbed a deep love for languages and cultures that has filled my life with interesting jobs and activities. Although my Bachelor's degree is in Modern European History and my Master's in English, I have been teaching, supervising, presenting, and consulting in the area of modern and classical languages for 21 years. Along the way I realized the power of good textbooks and materials in the lives

of students and teachers, and that led to my involvement in various aspects of publishing: writing student and teacher materials, selling world language textbooks and technology, and training teachers and sales representatives.

Cambridge's quality materials and clear commitment to educational excellence proved irresistible draws for me. So too did the description of what the Press looks for this new position to do: to support and increase the presence of the *Cambridge Latin Course* in North America in partnership with the classicists of the NACCP. In this capacity I look to support the editor and authors in producing quality materials in a timely fashion; to partner with the NACCP in outreach to and training of teachers of Latin; to ensure prompt, effective, and courteous customer serv-

ice; and to enhance the image and presence of Cambridge University Press in general and the *Latin Course* in particular throughout North America.

I am excited to be working with Cambridge University Press and with the dedicated professionals of the NACCP.



New empires to discover: Norah Jones at the ACL - the *CLC* Roman Empire map as a backdrop.

The Wonderful Sessions at 2001 Latin Camp

Again this year, we have asked our *Phinney-Gleason Scholarship* recipients to report on the July Workshop

What a week! The 2001 Cambridge Latin Teachers' Workshop was such a success that everyone is sad that the next Latin Camp won't be until 2003. The individual workshops helped both seasoned users of the *CLC* as well as *CLC* neophytes. **Stephanie Pope, Pat Bell, Ginny Blasi, Beth Lindsey, Marianne Lorinchak, and Richard Popeck** organized and ran a wonderful and energetic week full of fantastic presentations, demonstrations, handouts, and collegiality.

Participants from as far away as British Columbia, California, Michigan, Ontario, and Alaska (Hi Martha!) gathered to celebrate Latin and augment their teaching.

The week began as **Stephanie** explained the *CLC* philosophy, which is centered on reading and culture. **Beth** then shared not only her tremendous enthusiasm but also numerous creative ways to engage the students in reading the stories in the *CLC*. **Marianne** guided participants step-by-step on her first days of school using *Cambridge*, and to end the first day, the earlier presenters and **Richard** had us demonstrate some fun games to review grammar and vocabulary.

On Tuesday, **Cyndie Harrison** gave a delightful presentation on her use of portfolios with her middle school students. She shared her requirements, means of assessment, and some very cute sample projects. After the Spirit of Norfolk cruise, **Pat Bell** showed how we can use cultural realia from all sorts of sources to awaken students' senses and increase their understanding of Roman culture. We delighted in tasting olives, smelling the oil burning in a *lucerna*, and seeing examples from her collection of Roman

jewelry and assorted Classics-based t-shirts.

The next morning, Pat gave an amazing presentation on her use of Poetry Profiles as a transition from the *CLC* into Latin poems. Her students, working in small groups, are responsible for guiding the class through a translation of a given poem and then leading a discussion on the themes of the poem. A video she showed of two students singing about a crooked pot-luck meal proved that the students understood Catullus 13 and enjoyed the poem.

Next, **Cecil Mays** used a section of the *Aeneid* to show how we can continue to stress derivatives, vocabulary, and grammar even with advanced students in meaningful

by the end of the demonstration!

Tina Salowey, Classics professor at Hollins University, made two presentations: one on her legacy with the *CLC*, and the other on the art of Pompeii. Tina was weaned on the *CLC* and now teaches it to her university students. What a great testament to the value of this text!



Tina Salowey

I think I speak for many participants when I say that the **Ginny Blasi**-led computer demos put me in my place as far as my command of technology was concerned! Ginny patiently guided us through the wonders of PowerPoint and, to demonstrate how PowerPoint can enrich any aspect of teaching, showed some of her own presenta-



Ginny Blasi leads a hands-on computer session

ways. Then **Richard Popeck**, dressed as a retired centurion, came out to show us how the Roman soldier suited up and what implements and garments were standard for him. For this presentation, **Richard** recruited **Jarred Williams**, who turned as red as his military tunic

tions as well as some her students had created on topics from myth and culture. Participants were then let loose in the computer lab to experiment with and create their own PowerPoint presentations. Although it was a bit chaotic, we were glad to have this time to play with

Latin Camp cont.

PowerPoint while Ginny was close by to answer questions and rescue us!

In one of the last presentations, **Pat Bell** and **Marianne Lorinchak** told us about their respective Latin Clubs. We heard about their activities, from floats in parades to fundraising ideas (Pat's "semper ubi sub ubi" boxer shorts are a stroke of genius) to leadership strategies. Anyone who is involved with a Latin club knows how much the kids enjoy it, and these two shared great ideas for the rest of us to take back to pre-existing clubs, or to use when forming new clubs.

As mentioned, one of the strengths of the workshop was the strong collegiality. I have never met a Latin teacher who was unwilling to share, listen, and learn from other teachers. The share sessions throughout the week were a great way for everyone to hear from everyone else, see what goes on in many different classrooms, and gather new ideas. Thanks to all who shared their wonderful materials and ideas!!!

After attending the Cambridge Latin Teachers' Workshop this summer, I recommend it to all of you Latin teachers out there. The sessions were informative, the field trips were amazing, the leaders were awesome, everyone was nice, and we all had fun - in short, a great way to spend a week of your summer! On behalf of all participants, I would like to thank Pat, Ginny, Beth, Marianne, Richard, and especially Stephanie for their efforts, organization, intellectual gifts, and great energy!

-Amanda Wall

The Cambridge Latin Course is a big part of why I am a Latin teacher. I was fortunate enough to have studied with it in high school, and though I had to wait through my first eight years of teaching with other texts, the past two years have been a homecoming for me. The recently completed workshop was



Pat and Marianne on board

like unlocking the door to an undiscovered treasure room in a pyramid — what a week! Amanda has covered the classroom presentations, so I will handle the outings, but first let me say the best thing about the workshop is the people. The staff and participants create a one-of-a-kind experience for all. The sharing, stimulation, and camaraderie alone make it worthwhile.

A frequent but misinformed complaint about the CLC is that it is too much fun! I was reminded of this when thinking about the outings we had. Some were organized to be purely social: the receptions, min-

gling, Orapax restaurant dinner, and Spirit of Norfolk lunch, but they gave an opportunity to connect and discuss. The lunch cruise with three aircraft carriers in port was a great chance to compare the Pax Americana with the Pax Romana.

Other activities offered a connection between the past and present. The glassmaking experience was one that all who participated in will not soon forget and gave valuable insights to the ancient practice. That dovetailed nicely with the wonderful glass at the Chrysler Museum, getting to see what modern artists have done with the ancient form. **Bernard Barcio's** captivating persona was what the CLC is all about—bringing a lively, authentic Roman to a 21st century audience.

I would like to thank and congratulate Stephanie Pope and all the presenters and organizers for an inspiring and enjoyable week. I would also like to thank all who have made the Phinney/Gleason scholarships possible; I am really excited for another year after this workshop. To all who will have the opportunity to attend future "Latin camps," *ITE!* You will be glad you did.

-Kevin Murphy



The Spirit of Norfolk luncheon cruise

Top 10 Best Memories of Latin Camp 2001

by Amanda Wall and Kevin Murphy with a lot of help from Lance Novotny

10 The *Cambridge Latin Course* teacher workshop is better than other textbooks' summer camps. (Oops, that's right—other textbooks DON'T HAVE a summer camp.)

9 Being the recipients of **Stephanie Pope's** *benignitas, misericordia, et molles risus . . . atque LABOR!*

8 Going 'AWOL' at the *Chrysler Domus Autocineticorum* . . . oops! . . . Chrysler Museum of Art.

7 Learning the difference between a "hot-dog fold" and a "hamburger fold."

6 **Joan Mazur, Pamela Atkinson, and Lynn Ronaldi** showing up for **Bernard Barcio's** talk in *impromptu stolae*.

5 Meeting new friends.

4 **Karen** ("of the hat") **Villarreal's** sounds and hand gestures when presenting *huc, hic, hinc* and *eo, eo, eo!*

3 Seeing the Catullus-inspired "Crooked Pot-Luck Meal" video done by **Pat Bell's** students.

2 Watching and waiting for **Richard Popeck** to find **Heike Johrdan** outside of Nauticus and the USS Wisconsin dock while she was on the bus the whole time.

1 The reaction of the CLC teachers to Richard's question *quid est?* when pointing to **Jarred Williams'** tunic, but pointing at his LOWER abdominal region.



1



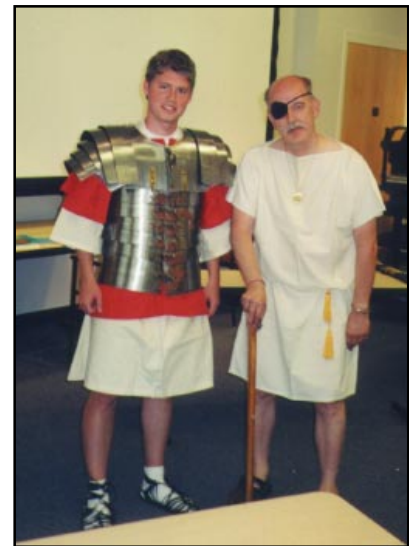
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5



1 Dubious welcome at the Quality Inn
 2 Latin Scrabble
 3 Bernard Barcio and the "Three Graces"
 4 Karen Villarreal: millefiori glass (and hat!)
 5 Ellen Sell and Beth Lindsey
 6 Jarred Williams and Richard Popeck
 7 Group photo at Norfolk Academy wearing Workshop t-shirts

Written for the Way Students Learn

by *Melody Hannegan, Marshall Middle School, Wexford, PA*

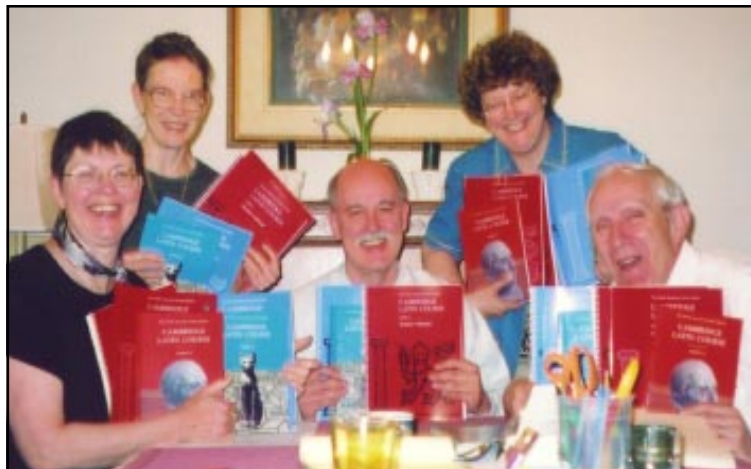
At the June ACL Institute in San Antonio, Texas, members of the Revision Team for the North American Fourth Edition of the *Cambridge Latin Course* led a panel discussion. Chair **Norah Jones** introduced panelists **Stephanie Pope, Stan Farrow, Anne Shaw, and Richard Popeck**, four of the five-member team, who have each had between thirteen and twenty-seven years of teaching experience with the *CLC*.

First, Stephanie gave an historical overview of the *Cambridge Latin Course* from its inception in the late 1960s through the initial 4th-edition revision work in 1998. She spoke of the inductive-learning philosophy embraced by the *CLC*, and of the current successes of Cambridge students documented by National Latin Exam and Advanced Placement scores. Also, in pre-planning surveys, teachers responded positively to the text and gave suggestions for improvements. Stephanie then introduced the areas of concentration for revision: culture, stories, grammar, and derivatives and vocabulary.

Speaking on behalf of **Patricia Bell**, the fifth member of the team, Stephanie touched upon cultural theme expansions in the Fourth Edition. For example, the role of women in the ancient Roman world has been given greater emphasis, with more information in Stages 1, 10, and 11. In addition, colored pictures and maps, along with refer-

ences to recent archeological findings, have revitalized the cultural materials in Units I and II.

"The principal purpose behind the Cambridge stories," stated Stan, "is to make students want to learn Latin." As the teacher surveys had indicated, not many changes were



Pat Bell, Anne Shaw, Richard Popeck, Stephanie Pope, and Stan Farrow hold first copies of the new Fourth Edition

needed to improve upon the already engaging story lines. Therefore, the team decided to alter only a few stories, such as venatio (Stage 7). Gaius no longer appears; the "new" story, animal ferox, describes a hunting expedition with Quintus and Felix.

Anne discussed the grammatical revisions in Units I and II. Most notable were the earlier presentation of the ablative case, neuter nouns, and 4th and 5th declensions in the new edition. By the end of Unit II (first year), students will have learned about all the noun declensions and verb conjugations. Furthermore, as Anne explained, additional exercises on the structures in each stage have pulled some grammar from the background to the foreground.

The biggest changes have probably occurred in the area of vocabu-

lary and derivatives. Richard explained the inclusion of the 3rd person, singular, perfect-tense form of all verbs in the Vocabulary Checklists, beginning in Stage 7. He then enthusiastically described the varied activities added to the word study: analogies, Latin phrases in English, cloze, and picture clues, to mention a few.

Additional revisions in the Fourth Edition include an expanded Teacher's Manual for each Stage, with Keys to the model sentences, stories, and activities in the textbook as well as to the activities in the Omnibus Workbook and to questions on the diagnostic tests. Also, the team has incorporated

a greater variety of activities in the Omnibus Workbook, including those that enhance aural-oral skills.

The session ended with a time for questions and answers. After a few general questions regarding Unit I and Unit II, the focus shifted to the work which lies ahead. The editing process on the Fourth Edition of Units III and IV is well underway with planned publishing dates within the next two years.

At last, one participant posed the semi-facetious, semi-hopeful question, "Will there be another story about Grumio?" There ensued a lively discussion on the students' (and teachers'!) love for the Cambridge characters, an enthusiasm which illustrates that the *CLC* is indeed written for the way students learn - and for the way teachers teach!



The Student Muse

John Lucian ("Luke") Smith III was one of the National Latin Exam scholarship winners for 2001. He was also one of two valedictorians for the Class of 2001 at Norfolk Academy in Norfolk, VA. Latin has always been a special subject for Luke, as evidenced by a long list of Latin awards he has won, but he truly loves the language and uses it at every appropriate opportunity. Part of his valedictory address was in Latin, and so is the award-winning poem which we are reprinting, together with Luke's introduction and English parallel. Stephanie Pope says it has been a rare treat to teach such a gifted student and to see what a background in Cambridge Latin can mean to a talented scholar.

The impulses that define us as human beings today, I feel, are the same as those that defined us two thousand years ago with the rise of the first truly great civilizations and empires. So much of our literature takes root in the writings of ancient Rome that, for this poem, I composed three stanzas in original Latin using the ancient meter of the Alcaic Strophe and the poet Horace as a literary model. I have incorporated several themes prominent in Roman poetry, such as the price of treachery and the inevitability of retribution for wrongdoing, while still preserving the integrity of a brief lyric structure.

Advesperascunt sidera et alite
qua me fefellisti proditore te
elapsa fallax ab cubile,
libera sic capra sub Dianam.

*The stars fall dark in the night sky -
under this ill omen, you, traitor,
you, a treacherous goat set free
into the night, escaped our bedroom:*

Sic filius Martis bene scivit - o
nefas malum dictu - geminum nihil
pravi sperare et crediturum:
tunc viduus nece condit urbem.

*Just as Romulus, son of Mars,
knew Remus would suspect nothing
of evil and would believe! Romulus
alone established a great city.*

Cave, cave sed perfida mulier!
Scandendus est clivus Scythicis equis,
os atque spargendum Quirinum
volveta in amneve pulverem euro,

*But beware, beware, treacherous woman!
For on the ill-fated hills of Rome, a Scythian
horseman will ride, and scatter to dust
the bones of Quirinus on the east wind.*

Cambridge Latin Exams

This past summer we received a note from a long-standing CLC friend, **Denise Reading**, who teaches at the Ravenswood School for Girls in Sydney, Australia. She sent along her latest results from the Cambridge Latin Examinations, held in the spring. On the Unit 1 exam, 4 students out of 13 received certificates, and two of those were over the magic 65 out of 70, for reporting on these pages. Congratulations to **Sara Allen** and **Erin Bassett**. On the Unit 2 exam, 8 out of 13 received certificates, and three topped the 70/75 mark: **Dora Chan**, **Ching-Ling Yeng**, and **Sarah Wheeler**. Well done!

Denise not only inspires her students, she takes the time to share their successes with us. The examinations are available in booklet form from Cambridge University Press or individually from NACCP. Try them - and send us your best results.

Latin Sight Winners

We also have some congratulations to pass along to Canada. Each year The Classical Association of Canada/Societe Canadienne des Etudes Classiques sponsors a Latin Sight Translation Contest. Students in this country-wide competition are given a passage of unadapted/original Latin.

When the prize-winners were announced for this past year, the top three, and four of the six named winners were from Centennial Collegiate and Vocational School in Guelph. The first- and second-place winners were both in their fourth year of Latin. The third-place winner was a third-year Latin student.

Pat Bell, their teacher, had retired by the time the results reached her, but what a way to finish! Congratulations to Pat and to her students. Who says that *Cambridge Latin* readers can't handle the transition to real Latin?

The Student Muse: Part 2

And now for something completely different! **Madhav Saxena**, an eighth-grader at Isidore Newman School in New Orleans, LA, responded to an assignment from teacher **Bee Smith** with a very entertaining rap. The assignment was to present the cultural information in Stage 29 on the Roman Forum accurately and creatively so that it would make an impression on an audience. Suggestions were to write a story, poem, or news broadcast, or create a card or board game. Here's the result:

A Walk Through the Forum --- with a Freedman

I see the Miliarium aureum,
As I enter
This social and commercial center.
It's getting real loud,
As I step into the crowd.
Now I found my friends,
Fortius, Leo, Julius, and Caesar.
Pass the basilica,
Lawyers arguing,
Requesting sidebars.
Now I see a funeral procession;
He might have been a slave's owner,
But he still gets my blessing,
'Cause you'll never catch me disrespecting
The dead.
I look at the life he's led,
And I'm gonna learn from his lessons.
Now I pass the rostra;
I think of Marc Antony's speech
From 44 B.C.
One day I'm gonna be up there,
And the whole empire's going to want to see me.
Then, not far from the rostra
Is the prison;
Takes me back to Masada,
When the Jews had risen,
Almost succeeded;
They tried to stay strong,
But by committing suicide
They conceded.
If you had 24 hours to live,
What would you do?
If you knew
You would be persecuted
For being a Jew?
Let me repeat the question,
What would you do?
Now that I look back,
I'd probably take my own life too,
But anyway,
Now we're passing the Via Sacra,

The Sacred Way,
The avenue.
We stop at a shop,
Go inside
And have a few
Drinks of wine,
Not too many,
Because I've got to stay in line
In the procession
Of the Arch of Titus.
I don't feel right about his actions,
But I got to fight it,
'Cause I'm just a freedman in Rome,
I've got to do what's expected.
If they want to make an arch for Titus,
That's fine if they want to erect it.
I mean, what can I do
For the Jews?
If I was to break all the rules
And kill Domitian,
Then I'd be remembered as a psycho fool.



Madhav reads his poem before a rap(t) audience

Two NACCP members among ACL MERITA winners

In 2000, the American Classical League instituted its MERITA Award “intended to recognize sustained and distinguished service to the League and to the Classics profession generally.” Two of this year’s four recipients are long-time NACCP members, **Cynthia King** and **Stephanie Pope**. We thought readers would like to “hear” what was said about this deserving pair:

Cynthia: There is probably no Classicist in the Buckeye State who is not familiar with the work of this Merita honoree. For more than forty years she has embodied the spirit of Classics in her state, and, according to her nominator, we can hope for forty more, due to her dedication and enthusiasm. Devoted to ACL, she has been a regular participant in the Institutes and also served four years as ACL Secretary.

Other significant positions include serving as Vice-President and President of the Ohio Classical Conference, as CAMWS Vice-President for Ohio, serving on AIA and APA Education Committees, and long and varied service for the National Committee for Latin and Greek.

Beyond these accomplishments, she has also done much editorial and promotional work for texts and brochures in the field of Classics. Despite all of the above evidence of service, her greatest legacy is her demonstrated excellence as a teacher. For this and her many other merits, *plaudite, quaeso*, Cynthia King.

(Cynthia was unable to attend the ceremony. Last October, her husband and fellow-Classicalist, **Bill**, had both legs amputated following serious blood clots. He is mending well, physically and mentally, adjusting to his new prosthetic legs, and the Kings hope to be on hand

in Wisconsin next year to accept her award in person.)



Stephanie (seen above, holding her award with pride): This honoree can be found speaking about Latin and making presentations to teachers in every corner of the Commonwealth of Virginia as well as in many other parts of the country. She has been involved in the teaching of Latin at the middle and high school levels for over 24 years. She is committed to helping students love Latin and classical culture while presenting lessons and materials which both engage the students and enable them to perform well on national tests. In recognition of this dedication she was chosen the 1995 Teacher of the Year at her middle school.

She served as Vice-President of the Classical Association of Virginia from 1992 to 1994 and continues to chair committees for that organization.

Not only has she served as secretary of the North American Cambridge Classics Project from 1987 to 1996, she has chaired several committees and workshops for the Project and became its Director in 1996. In 1998 she was named the North American consultant for the

Cambridge Latin Course and is now heading the Revision Team which is producing the Fourth edition for North America. In these capacities she has had to speak to local and state textbook adoption committees all over the country.

She has attended 12 ACL Institutes at which she has made at least four presentations, but in her other travels she has made well over 41 presentations to help further the case for Classics and to help teachers of all levels maintain strong Latin programs in the face of overwhelming obstacles. She has organized or presented at training workshops for teachers in eight different states and in Canada. Not only has she spoken about Classics, but she has made numerous presentations to teachers of Classics about the McCarthy 4MAT system and how it can enrich their teaching.

For these and her many other merits, *plaudite, quaeso*, Stephanie Pope!

From the Editor

The theme address at the ACL was given by **Steven Saylor**, the popular “ancient Roman mystery” novelist. Mr. Saylor mentioned the problem writers sometimes encounter with editors who don’t understand their work. When perusing the British edition of one of his novels, he discovered that every time he had referred to a *lemur* (an Underworld shade), the editor had changed it to *femur*! (There is an indirect reference to this in my CUP contest entry on the facing page.)

We hope all our busy readers, who have submitted news items for this very full edition, will not have the same complaints for their editor! Thanks for all the news. Deadline for Spring is January 31, 2002.

To a Bell

In an earlier article, we made reference to the fact that **Pat Bell**, a beloved CLC teacher for close to 30 years, retired in January of this year. At a reception in her honor, **Stan Farrow** was inspired to present her with this tribute, including some tongue-in-cheek footnotes:

O TINTINNABULUM

(Elegiac Couplet to honour the retirement of Pat Bell)

**O tintinnabulum, dictis animos sociorum
ex animo mulces. cara diu resonēs.**

Notes:

tintinnabulum The poem begins with an apostrophic reference to Mrs. Bell's cognomen.

dictis This participial substantive maintains the image of a bell bringing succor through auditory support; the caesura causes momentary suspense as to the form of that support.

animos...animo The repetition emphasizes the complementary position of Mrs. Bell's spirit and those of the colleagues whom she charms; the phrase **ex animo** is often found in Mrs. Bell's correspondence.

mulces In its literal interpretation, this verb is a reference to the familiar form of Mrs. Bell's praenomen; it also has associations with her work on Unit 2 of the Fourth Edition of the *Cambridge Latin Course* (a spirited debate whether "pet" or "pat" was the more idiomatic translation).

cara While the noun **tintinnabulum** may be neuter, the gender of this adjective reminds readers that Mrs. Bell is not! In addition **cara diu** provides a subtle echo of an Horatian motto much beloved of Mrs. Bell.

mulces...resonēs The internal rhyme here anticipates the practice in mediaeval poetry, a discreet acknowledgement of Mrs. Bell's age, and, even more so, that of the author. The verb **resonēs** completes the couplet as it began, with a metaphorical reference to bells.

Surf-Fire Solutions

For those internet experts in our midst (Why are you reading hard copy?) we have reminders of two CLC-related sites you should know about.

Visit the Cambridge Listserve on line at <<http://groups.yahoo.com/group/CambridgeLatin>>. You can use this list to ask questions, invite ideas, and voice concerns. This is a wonderful way for Cambridge Latin teachers to meet and to share their concerns with the members of the NACCP and CUP.

Don't forget to visit the NACCP site <www.cambridgelatin.org> where you (or colleagues who have not heard of us before) will be able to read the latest edition of the Newsletter, to see the NACCP Resource Center catalog, to read about the latest information on the Workshops or Tours, to download tour or scholarship applications, to visit the Links Section which allows teachers access to materials for many of the CLC Stages, or to communicate with the officers of the NACCP.

Borrowed Finery

When **Stan Farrow** isn't composing Latin, he may deign to try his hand at English (e.g. as editor of this Newsletter). The latter skill led to his winning the Cambridge University Press's ACL competition in San Antonio in June. This contest is diabolically put together each year by **Keith Rose**, Publishing Development Director (Education), as a way of attracting interest in the CUP display at the Institute. Here is the 2001 version:

"Borrowed Finery"

Complete the following short story, using only three more sentences and the maximum number of Latin/Greek words borrowed into English in their original form: "The exit of this toga'd posse - incognito - from the villa of my friend Senator Caecilius and their walk to the forum via the Hyatt atrium proved to be the impetus behind the maximum clamor possible from the media..."

Stan's completion read as follows:

The pandemonium engendered by this crescendo of spectator ardor reached major crisis proportions, and the museum curator, a suave arbiter whose modus operandi would tolerate(1) only the status quo, adopted a stratagem designed to dissipate(1) such phenomena in the future(2). With a focus on the crux of the problem, a complete(1) and flagrant(3) abandonment of traditional mores and decorum, and an erudite(2) understanding of the principal phobia of oi polloi, he proceeded to castigate(1) each perpetrator with the dire(2) caveat that he would unleash his femur (sic) to deride(4) any incipient(5) replica of the furor. He was able to convince his wife, Barbara, a bona fide native of Regina (not in Nova Scotia), whose forte was tap terpsichore to the accompaniment of orchestra and chorus, to placate(1) the plebs. (1: present imperative plural; 2: vocative singular masculine; 3: 3rd pers. pl., pres. act. indic.; 4: present imperative singular; 5: 3rd pers. pl. fut. act. indic.)

***Phinney-Gleason
Memorial Scholarship
Application***

This application is for a \$1,000.00 scholarship to be applied to the cost of the 2002 Cambridge Latin Teachers' Tour of Roman Italy. Preference will be given to teachers in their beginning years of teaching the **Cambridge Latin Course** and/or to those who have never traveled to Pompeii or Rome before.

Please complete all sections of this application
or duplicate with your computer
and
return to:

Doris Kays, Chair of the Scholarship Committee
2535 Turkey Oak
San Antonio, TX 78232

Application Deadline: February 11, 2002

Date of Submission: _____

Name of Applicant: _____

Address: _____

City: _____ State/Prov. ___ Zip/Postal Code _____

Telephone: (____) _____ (O) (____) _____ (H)

E - Mail Address: _____ Occupation: _____

***Please attach additional sheets if more space is needed to
answer these sections to your personal satisfaction.***

1. Education: College/University Degree Dates

2. Teaching Experience: School Subjects Taught Dates

3. How long have you been teaching the **Cambridge Latin Course**?

4. Have you traveled to Sorrento/Rome before? _____

If so, when and under what circumstances? _____

5. List your achievements as an educator including any recognitions or honors.

6. Please attach written recommendations from two educators such as the head of your department or the head of your school. These recommendations may be sealed. List below the names, addresses, and phone numbers of these people.

7. Give reasons why you want to attend this program. (Please limit your responses to one page.)
