

Dea Nos Custodit



July workshop participants gather in front of the statue of Athena in the reproduction of the Acropolis at Nashville, TN. For more on the Workshop, see page four.

From the editor

This past summer, my wife and I had the pleasure of taking in the Pompeii exhibit in Ottawa (see page 7). After spending the morning reliving the natural disaster which befell the inhabitants of Campania in 79 A.D., we returned to our hotel room to watch television news broadcasts from the Gulf States showing the after-effects of Hurricane Katrina, whose remnants we had dashed through to take in the museum exhibit. The similarity in circumstances was quite unnerving. The natural disaster in 2005 came from water, not lava, ash and mud, but like its predecessor disrupted or destroyed lives which were on borrowed time.

We insist on living where we probably shouldn't, because the area is beautiful or historic, and because disasters always happen somewhere else or long ago. Ironically, on page 7 you will find a report on Nathalie Roy's Pompeii Project. Nathalie teaches in Baton Rouge! I'm sure the similarity between these two events will not be lost on her students or on most other *CLC* types. It will add a human dimension to the long-ago tragedy.

That, however, will be small consolation to those who have been closely touched by this year's calamity. If that includes you, then be assured that our hearts go out in sympathy. The happy events we report on in this newsletter will continue to energize Latin teachers everywhere. But beyond the classroom, we will remember that personal Pompeii is too much with us still.

Director's Message

Martha Altieri



Outgoing Director, Allyson Raymer, and her successor, Martha Altieri, at the 2005 Board Meeting.

Dear Colleagues,

During the NACCP annual board meeting at ACL in Albuquerque, New Mexico, I stepped into the role of NACCP Director. I teach Latin 1-IV AP at a public high school in Irvine, California and have over thirty years teaching experience. My focus for the last several years has been with the Junior Classical League, and I am currently serving as CA State Chair and Convention Advisor on the National Committee. I have been using the *Cambridge Latin Course* since the days of the individual pamphlets and have the deepest respect and admiration for the individuals on the revision teams who have produced this outstanding series. I am very excited about working with so many dedicated Latin teachers around the country who use the *Cambridge Latin Course*.

I commend **Allyson Raymer** for her vision to restructure NACCP. She successfully created a business model for this organization, which will ultimately allow all of you the opportunity to have more materials to use in your classrooms. I will work very hard to move NACCP forward and to implement these changes put forth by Allyson. Because of the tremendous success of the Fourth Edition,

the client base of NACCP has grown significantly and teachers will rely on our materials and training in the workshops more than ever. As our organization evolves we will be relying on technology and conveying information via our website, cambridgelatin.org.

In addition, my goals will be to provide new quality materials in the Resource Center and more teacher training workshops. These goals can be accomplished with your help by becoming a member of NACCP. Please see the membership form in this newsletter or on the website.

I will be working with a team of extremely talented, dedicated and hardworking individuals to help me implement the necessary changes to reach our goals. **Beth Thompson** served as Outreach Coordinator during the last three years and so very capably ran all aspects of our workshops and other outreach efforts. She along with **Richard Popeck** will serve as co-Publication Directors. They have already worked many hours this summer to update existing materials and will be instrumental in writing new materials.

Ginny Blasi will follow in Beth's footsteps as the Outreach Coordinator. Her role is to plan and organize the workshops. In addition, she will continue to oversee the Cambridge Latin listserv and work along with our webmaster, **Ed Patterson**.

Rob Fleenor will continue to serve as Director of the Resource Center. Since taking over as director last year, Rob has been reorganizing, modernizing and bringing us into this digital age. With his expertise and guidance we hope to be able to offer most of our news and products electronically. **Stan Farrow** is continuing as our excellent newsletter editor. He is completing ten outstanding years in this role. He is always looking for news and stories, which connect to the *CLC* world. **Melody Hannegan** and **Ellen Sell** are remaining as secretary and treasurer respectively.



*Publication Directors **Richard Popeck** and **Beth Thompson** confer in Nashville. Nice furniture!*

The Phinney-Gleason Memorial Scholarship

Stephanie Pope

In the summer of 1997 the NACCP started a scholarship fund to provide teachers some money to attend an NACCP-sponsored activity. The original account was named the Phinney Memorial Scholarship Fund in memory of **Ed Phinney**, the person responsible for adapting the British version of the Cambridge Latin Course for a North American audience. Ed understood what a wonderful opportunity for teaching Latin this series provides and he worked tirelessly to produce materials for students and teachers alike. Ed, along with his good friend, Bill Gleason, laid the foundations of the work of the North American Cambridge Classics Project and provided workshops or tours every summer to train teachers in the reading approach and to expose them to the wonderful sites mentioned in the series. In addition, **Bill Gleason** became the first director of the Resource Center that he lovingly ran for many years from his basement. When Bill passed away a little more than a

year after Ed, the NACCP decided to rename the account the Phinney-Gleason Memorial Scholarship Fund to reflect the group's respect for the work of these two dedicated and beloved individuals.

The NACCP is in the process of enlarging the endowment of the fund in order to provide more support for scholarship recipients to attend the weekend or summer workshops. Since 1984 there has been some summer activity sponsored on behalf of the teachers of the Cambridge Latin Course. Many teachers have written expressing their thanks for these activities. This year's scholarship recipient, **Keith Toda**, wrote the following: "Through the NACCP, I won the Phinney-Gleason scholarship and was able to attend their Nashville workshop this past summer, which in my opinion was the BEST professional in-service of any kind I have ever attended."

If you would like to help us enlarge this endowment in order to sponsor

more teachers for these worthwhile activities, please send your tax-deductible contributions, made out to the NACCP, to:

The NACCP Resource Center,
544 Prince of Wales Drive,
Virginia Beach, VA 23452.

We even have donor levels:

-a Grumio Donor at \$25.00,

-a Quintus Donor at \$50.00,

-a Caecilius Donor at \$100.00.

If you are not interested in the donor level, any contribution, greater or smaller, will be cheerfully accepted. You will receive a receipt letter for your files, and your name will be listed in the next edition of the NACCP Newsletter.

All of us at the NACCP thank you in advance for your consideration in keeping Ed and Bill's educational dreams alive.

Ed. Note: As well as donating, you can also apply for a scholarship. See the website for an application form and the article below for this year's winner.

... And This Year's Winner!

Congratulations to **Keith Toda**, the well-deserving recipient of the Phinney-Gleason Memorial Scholarship for 2004-2005. Elsewhere in this Newsletter you will find a report by Keith on this past summer's Cambridge Workshop in Nashville. His report continues a tradition we have established in the NACCP of asking the scholarship winners to give their impressions of an event which the scholarship has helped them attend. Keith's enthusiasm for the workshop and for teaching in general certainly comes through in his report. Like many *CLC* users, he was educated and began his own teaching career in the grammar-translation method. Even when his county decided to switch to the reading approach, they were highly impressed by the *Ecce Romani* presentation, but after **Beth Thompson**

showed what Cambridge could do, they were sold! Now he needed to follow up his first year of first-hand *CLC* experiences with a chance to share ideas and approaches with others.

Keith received his B.A. at UCLA in 1994 and his M.A. from the University of Georgia in 1997. Since 1999, he has taught Latin at Brookwood High School in Snellville, Georgia, where there are almost 300 students enrolled in the program. During this time he has often served as an instructor in Latin for the Georgia Governors Honors Program, a 6-week academic enrichment program for gifted high school students. Prior to 1999, he spent two years teaching at the Athens Academy in Athens, GA. He has twice been nominated for teacher of the Year at Brookwood and was named Georgia Latin Teacher of the Year in

2003. From 2001 to 2003 he served as President of the Gwinnett Area Latin Teacher Association. Since 2003 he has been President of the Georgia Classical Association and a member of the Gwinnett County Foreign Language Program Review Advisory Committee. He has been active in the JCL and has also made a number of presentations to fellow teachers.

Keith's colleagues in Classics at the school and in the county highly recommended his scholarship application. No doubt they are already sharing the insights he gleaned in Nashville. As are his students. And we suspect that it will not be long before Keith himself is one of the presenters at future workshops. Just what we hoped for when we established the scholarship. Well done, Keith.

Four Days Are Not Enough?

Keith Toda reports on last July's Cambridge Workshop in Nashville

This past July, I had the privilege of attending the National Cambridge Latin Teachers' Workshop held at Vanderbilt University in Nashville, Tennessee. While driving to Nashville from Atlanta, I really did not know what to expect at this weeklong workshop. On the one hand, I was excited to have the opportunity to learn new ideas about how to teach the *Cambridge Latin Course*. Last year, I had piloted Cambridge for my county, and I had thoroughly enjoyed the experience. I had been raised the "Jenney way" of

that first session, I was excited and ready for more!

Each day of the workshop was somewhat structured, with the opening morning sessions beginning promptly at 8:30 (usually with a prize giveaway from the NACCP Resource Center) and then continuing throughout the day. Usually the afternoons were reserved for group sightseeing activities in the Nashville area, such as the Parthenon and the Country Music Hall of Fame, or for free time. Following dinner, we had another evening session. Session

other teachers. Everyone seemed incredibly open and friendly, and the camaraderie among Cambridge teachers was immediate. For me, meeting in person many of those whom I had only known through the Yahoo egroup was a great experience. So was getting to know others for the first time. The workshop also gave me an opportunity to network with other Cambridge teachers from across the country and to learn from their experiences with the textbook.

I definitely walked away from this workshop with a myriad of new techniques to implement in my classroom (in addition to almost two notebooks full of handouts and ideas). I realized that it would probably take me all summer to digest what I had learned.

With the school year now beginning, I have been busily trying to incorporate much of what I learned in Nashville, and I am now seeing a difference in my classroom! I have tried out the vocabulary cube puzzles and the clue card activities which I learned, and already, my students are CLAMORING for more "kinesthetic" learning ideas/strategies.

More importantly, though, as a result of attending the national workshop, I have seen a change in me as a teacher. I am actually having FUN teaching again – I feel completely re-energized! The Cambridge reading approach has allowed me to present the lessons in different ways (Powerpoint, pictograms, reading comprehension, fill-in-the-blank, more kinesthetic/spatial learning activities). I feel that I am still continuing to grow as a teacher, because I am always trying to come up with new, innovative ways to present the material.

Next summer's National Cambridge Latin Teachers' Workshop will be in Atlanta, GA (where I live!) and I will definitely be in attendance again! Hope to see you there!



Keith Toda (right row, 3rd seat) and fellow workshop participants.

learning Latin, had taught Wheelock at the university level and then had taught *Latin for Americans* for five years at the high school level, but now was TOTALLY sold on the reading approach in Cambridge. In that aspect, I was looking forward to the workshop. At the same time, though, I was unsure about the length of the workshop. Did we really need to spend four plus days going over different aspects of the textbooks? Surely, like most other professional inservices I had attended, everything could be covered easily in a day or two.

From the very first session on the evening on which we arrived, I knew that this workshop was going to be incredible. Immediately, we were immersed into the Cambridge philosophy and were given a thick notebook full of handouts, worksheets and ideas. After

topics covered such areas as vocabulary, grammar, reading methodology, culture, the Roman Forum, curriculum pacing, upper-level reading, games and gimmicks, Latin club activities, a teacher idea swap and even a session on glassmaking in the ancient world. The presenters **Martha Altieri, Allyson Raymer, Beth Thompson, Ginny Blasi, Donna Gerard** and **Richard Popeck** were all incredibly knowledgeable and helpful in each of their presentations. By the end of the four + days, my mind was full of exciting ideas which I wanted to incorporate into my classroom right away. There was no way one could cram all of that information into only 1-2 days!

In all, roughly 40 teachers from all over the country attended this national workshop, and I thoroughly enjoyed the interaction which I had with the

Congratulations!



Standing at the podium in the photograph is **Virginia Barrett**. Virginia and her husband, **Conrad**, were founding members (and our California connection) of the NACCP Board in 1987, and while they have moved on to other duties and interests, (including the National Committee for Latin and Greek) we can still take pride in Virginia's winning of the Merita Award "for distinguished service to the American Classical League and the Classics Profession" at June's ACL in Albuquerque. The photo shows her acceptance speech. We congratulate her on this well-deserved recognition of her contribution to Classics, the first such recognition of a someone who is not a classroom teacher. Her award brings to six the number of NACCP Board members or former members who have won the award. We must be doing something right!

Congratulations also to **Mark Pearsall** (you can read about him on page 8), who has been awarded the Classical Association of New England Phinney Fellowship for Creation of New Ancient Greek Programs. The Fellowship covers the years 2006-2007 and 2007-2008, paying for all books and materials to start the program; a refresher course in Greek for Mark; and one fifth of his salary for the first year and two-fifths the second year, to cover the necessity of someone else teaching other classes in the time he is teaching Greek I and, later, also Greek II. We hope Mark will be as successful in introducing the Greek program at Glastonbury, his school in Connecticut, as he has been with the Latin program. Its success was one of the factors

behind Mark's gaining the Fellowship, but, ironically, he will now have to recruit another Mark to teach the Latin classes he must forsake for his Greek students!

We have also learned that **Mary McBride**, a *CLC* teacher in Alliston, Ontario, has won the Canadian Prime Minister's Award for Teaching Excellence. Only 15 teachers attain this coveted award nation-wide each year. She has been toasted on the pages of her local paper and by the civic leaders, parents and students of Alliston. And, if you were at this year's JCL Convention, you will know that she was saluted there as well. All of this followed a trip to Ottawa where she and her fellow recipients were wined and dined, but where they also each had to make a presentation about their programs to their colleagues and to the powers-that-be behind the award. We don't want to diminish Mary's justifiable personal pride, but it's also quite a coup to have a nation's leaders reminded that Classics is still on the curriculum, and being expertly taught!

Your editor realizes that as soon as he starts congratulating successes such as these, he will discover he has omitted others. Please, if you know of achievements we should recognize on these pages (including your own!), let us know as well. We'd love to share them and spread the good feelings around.

With Membership, You Get....

*10% OFF Your Next Order
from the NACCP Resource Center*

This one time offer does not apply to Computer software titles listed in our catalog.

To redeem this offer simply identify yourself as a

NACCP member with your next order.

This offer expires January 20, 2006.

(Remember, it's not too late to join and take advantage of this discount)

Latin is Alive in 2005

The “official” Cambridge presentation at the 2005 ACL in Albuquerque was a panel presentation entitled “Cambridge Latin: Latin is Alive in 2005.” **Fiona Kelly** and **Norah Jones** from CUP were on hand to introduce and organize, but the stars of the show were three top-notch *CLC* teachers from Texas: **Donna Gerard**, **William Lee** and **Randy Thompson**. If you have attended Cambridge Workshops, you will know them well - and, in fact, their “panel” was really a workshop squeezed into an unbelievably-paced hour and a half!

To give readers some taste of the breadth of this presentation, here’s a summary of some of the ideas offered:

Randy: Provide materials and approaches to match the various ability levels and learning types in class. e.g. Audite Dicite (see the *Omnibus Workbooks*) exercises allow even less experienced linguists to gain confidence, since the “right answers” are on their paper when the other team/person is replying, and they can help with the proper replies.

William: (as we all struggled to locate buildings on his imaginary map) Rotate the map and help visual learners conceive the plan of an area such as the Roman Forum.

Donna: Be more demanding in class than on a test.

Randy: Color code a site plan of the Roman Forum: green for political buildings, purple for religious, etc. Note that the Temple of Saturn, for example, which was also the treasury, would have a bit of both colors! Follow up with color-coded sheets for a game of identification: which sheet will the

Curia go on, etc.?

William: *Defixiones* are a popular project, but don’t use living persons as the targets (perhaps use old *CLC* characters - whom would Quintus curse?). Flattened aluminum baking pans work for the tablets, as does aluminum foil painted black with the words scratched on. Encourage creativity but also check accuracy of Latin - and review case usage, etc. in the process. Donna hides her students’ *defixiones* in a hollow tree, then retrieves them and returns them at the end of the term/year. Randy has a big blue bucket for collecting them, and also allows sports teams as targets, but limits the goriness of the punishment.



Norah Jones surrounded by laptop superintendents: William Lee, Fiona Kelly, Randy Thompson and Donna Gerard

Donna: Time the reading of stories to reach the climax, then send the students off to finish the translation or comprehension for next day. Remember that translation and comprehension are complementary but different skills.

Randy: The teacher as movie producer can get students to be “directors” for the screen versions of some stories. In suggesting a “cast” from well-known actors, students can show they comprehend the various elements in the story.

William: Illustrations are another way

students can show they understand a piece of literature, e.g. to show what Martial means in an epigram. Computer-generated or hand-drawn items can appeal to various interests. To let students take ownership of their learning, William allows a certain “Lee-way” (his pun!) in interpretation.

Donna: In grading translations, use the AP system of marking in “chunks,” rather than word by word. This has the advantage of setting students up for success in the AP approach. Our aim, of course, is that every Latin I student will still be with us after four years.

William: Wills make another good project. Use wax seals to add an authentic feel.

Randy: A good “Vesuvius project” is to solicit reports from students in the guise of either victims or later-day archaeologists.

Donna: Another approach that is AP-friendly is to insist that students use the Latin text itself in analysing stories, poems, etc. Ask questions that must use the Latin in the answer.

A whirlwind summary, to be sure, but so was the entire presentation.

Norah added a very appropriate comment:

The textbook is the skel-

eton on which you can place whatever “flesh” you wish. Our three enthusiastic experts obviously flesh out their approach to the *CLC* with great panache. If you have questions or would like a copy/handout of a particular project or approach, here are email addresses:

dgerard206@aol.com

whlee@satx.rr.com

rthom003@neisd.net

Next year’s ACL will be in Philadelphia, Anyone for North American Cambridge Classics in 2006?

The City of Pompeii Project

Melody Hannegan reports on an interesting presentation at this year's ACL, integrating technology skills into the Latin curriculum.

In many schools today, teachers are being urged, if not required, to incorporate technology instruction into their curriculum. Although students have grown up with computers at their fingertips, they do not necessarily have the skills to do proper research and create polished computer documents. Therefore, it is sometimes necessary for us to teach those skills, even in the Latin classroom.

Nathalie Roy, a Cambridge teacher at Episcopal School in Baton Rouge, Louisiana, has integrated technology instruction into her sixth grade Latin curriculum (Unit 1). She has established four objectives: the students will organize and manage computer folders; create documents in Microsoft Word; search the internet for pictures and correctly cite them; and create a brochure in Microsoft Publisher.

Throughout the year, her Latin students, stage by stage, research the cultural topics by taking notes on the readings in the text and by searching other books and the internet for additional information and pictures. Their work culminates not only in the creation of a Pompeii brochure but also in the acquisition of computer skills they will be able to apply across the curriculum.

Nathalie's well organized website provides detailed instructions for her students and templates for worksheets, parent permission forms and grading rubrics. The project takes about 32 days of the year's curriculum and Nathalie states that students spend less time as they repeat the process and hone their skills. In beautiful brochures, her students display their knowledge of both Pompeii and the computer – an appropriate blend of ancient and modern

worlds in the Latin classroom.

If you wish to find information on the City of Pompeii Project, follow these directions:

Go to www.ehsbr.org.

Click on Middle School.

Click on Course Pages.

Scroll down to Foreign Languages, and click on Landry or Roy.

Click on Latin 6.

Click on City of Pompeii Project

Click on Links and Resources to find printable documents used in this project. There is no copyright on them, so other teachers may use them for the benefit of their Latin students.

Click on Project Sample to see a teacher-generated sample brochure. Contact Nathalie at royn@ehsbr.org for permission to view students' copyrighted documents. We thank her for allowing us to share this information.

Pompeii Exhibit Tour Begins in Ottawa

Canada's capital had the honor of hosting a special presentation on Pompeii this past summer. The Museum of Civilization, across the Ottawa River from the Parliament Buildings, was the first stop on a world tour over the coming months. The exhibit was a prime tourist attraction and, of course, of special interest to *CLC* teachers and their students.

One such student, **Andrea Barrales-Hall**, from Guelph, Ontario, usually very quiet in class, was inspired to write a glowing report, which her teacher, **Pat Bell**, passed along:

"The exhibit of Pompeii was so...I can't think of the right adjective. I was standing in front of the casts of people who have been dead for almost 2000 years, and I caught myself staring at the details: the faces, the hands, the feet of the people. I was thinking, 'They were just like us.' I wanted to examine every single detail and read every single piece

of information, even though I knew much of it from Latin class. I even got to explain to two women tourists about the Romans dining on couches in the *triclinium*! That was fun, being able to explain something to older people.

"I thought it was so awesome that I could actually see the fine craftsmanship of a real dining couch. I was a foot away from it! And, of course, I did learn some new things. Most of their jewelry was emerald or carnelian in gold. Silver was used for practical pieces, such as medical instruments. And it was so amazing to see those stunning frescoes up close! The highlight, though, was the poignant presentation of those plaster casts together with the jewelry, coins and other items the victims were trying to save."

The frescoes Andrea mentions are indeed impressive. Their depiction of the Muses makes a spectacular finish to the exhibit - well worth at least half a day's

visit, if you get the chance. Officials in Ottawa indicated that Chicago was the next stop on the tour, with China, Japan, Houston and Toronto presently part of the itinerary.

The down side of this exhibit, as some North American teachers discovered to their chagrin this year, is that the items in it are presently missing from museums in Naples and Pompeii. If you are planning to take students (or just yourself) to Italy this coming year, you might want to check on just what is available for viewing. The famous cast of the dog, for example, (page 211, Unit 1, 4th Ed.) greets visitors as they enter the exhibit. The seated figure with knees bent and hands to face is also there (and an important part of the video which is included in the exhibit). You may find it easier, and less expensive, to have your own Andrea and their classmates experience Pompeii much closer to home.

Identity in Rome: A Thematic Approach

Another report by Melody Hannegan from this year's American Classical League Institute

NACCP board member, **Mark Pearsall**, teaches Latin at Glastonbury High School in Connecticut. At Glastonbury, the foreign language department has adopted a thematic approach in organizing its curriculum. Mark states, "We looked not simply at a language, but at the culture and history, as well." The thematic approach connects language study to social studies by incorporating similar themes and to language arts by addressing similar skills.

In each course, the overriding theme is presented through a question posed to the students:

Latin Grade 9: What is a Roman?

Latin Grade 10: What happens when two cultures meet?

Latin Grade 11: What is the cultural concept of self in Roman society?

Latin Grade 12: How are we transformed by our study of Roman language and cultures?

The focus of Mark's presentation was the question of self in 11th grade Latin. The curriculum begins with Stage 29 of Unit III of the *Cambridge Latin Course*, which takes the students to Rome. Just as people today identify themselves by the cities in which they live, thus ancient people were defined. Here is a glimpse of some activities Mark's students complete in order to grasp the identity of a Roman:

Stage 29: In a Roman Forum homework assignment, the student partners become experts on one building or landmark in the Forum and then share their knowledge with the rest of the class. Students study Masada by viewing an excerpt from the PBS video,

"From Jesus to Christ," and the television movie, "Masada," and by reading from *The Jewish Wars* by Josephus. Among various writing activities, the students write English character analyses of either Flavius Silva or Eleazar ben Ya'ir. Although the Arch of Titus predates the reign of Septimius

paragraphs with the class.

Stage 32: In their study of philosophy, Mark's students watch segments of the movie, "The Matrix," and draw comparisons between "The Matrix" and Plato's *Allegory of The Cave*. Sources that help his students make the connections are a website explain-



Mark Pearsall chats with ACL delegates following his presentation

Severus, Mark's students also study the Arch of Septimius Severus. This inclusion broadens the historical scope, as students learn that Roman identity is also embodied in an influential emperor from North Africa.

Stage 30: Students examine the essential Roman idea of *dignitas* through writing character analyses of Haterius or Vitellia, based on the dialogue in the story, *dignitas*. This cooperative learning assignment gives students the opportunity to brainstorm a list of the characteristics of the one spouse, cite the textual sources for them and then write a well-organized paragraph about the character. The groups share their

ing the *Allegory of the Cave*: <http://faculty.washington.edu/smcohen/320/cave.htm> and a list of classical definitions from the *Oxford English Dictionary* of terms and names used in the movie. The students also explore the various ancient philosophies, and some even participate in a philosophy cafe on the internet. Then the students compose an English version of Euphrosyne's rich man story according to a particular philosophy.

Through these activities, Mark enhances the reading of the stories so that his students can answer for themselves what was the concept of self among the peoples of Rome.

Science, Religion and Writing in Ancient Alexandria

An intriguing session at this past summer's ACL had the exhausting (and exhaustive) title "Science, Religion and Writing in Ancient Alexandria: Cultural Achievements from a Greco-Roman-Egyptian City," and it was appropriately sponsored by the NCLG Subcommittee on Cultural Diversity. **Prudence J. Jones**, from Montclair State University in New Jersey, noted that Alexandria's political rulers, the Ptolemies, sponsored research at the "world's first university." The city's location as a multicultural hub between east and west also acted as a conduit to learning. Eratosthenes, one of Alexandria's librarians (The cause and date of the burning of Alexandria's Library are still uncertain.), whose scientific work included the amazingly accurate estimate of the earth's circumference, was at the same time a noted didactic poet, a prime example of the prestige Alexandrians attached to learning from various fields. Other interests of his included studying the behaviour of the Nile and developing a calendar with leap years. If you want to see a computer reenact the "sieve of Eratosthenes," plotting prime numbers on a grid,

check out www.faust.fr.bw.schule.de/mhb/ertosiv.htm.

Judith Sebesta, from the University of South Dakota, at Vermillion, SD, focused on religion and its depiction in art. As a multicultural city, Alexandria had many divinities to worship. Isis, Osiris and Horus represented the state religion. They are usually portrayed in Hellenistic clothing but with some Egyptian symbols attached. Serapis, usually depicted as Zeus, and often with a basket on his head, representing prosperity, was an official god of the Greeks and the Egyptians. He was also the god of life after death. Traditions associated with worship included sleep, where dreams of a god would reveal a course of action; meals in the temple for fellowship; and public processions, to express loyalty and provide entertainment. Judith also referred again (as in 2004) to the excavations at Lake Qarum (ancient Karanis), which reveal a rather complicated combining of the various cultures and beliefs: multiculturalism indeed.

The final speaker, **Timothy Renner**, also from Montclair State University, explained how papyri, surviving in this

desert climate, reveal the area's mix of ethnicities. Names in documents combine Greek and Egyptian elements, a mirror in writing of the faces looking out from the wonderful wax portraits that the climate has also preserved (see examples in Unit 2 of the *CLC*). The documents also show the detailed control which the government had over the people. They reveal an admiration for Greek, but not Latin literature. Timothy mentioned two websites of particular interest. The University of Michigan Papyrus Collection is at www.lib.umich.edu/pap/ - including some very interesting "exercises" in deciphering papyri. The Centre for the Study of Ancient Documents, Oxford University (www.csad.ox.ac.uk/) lets you click on the Oxyrhynchus Exhibition (and, as a bonus, also has a Vindolanda Tablets Online site, in case you want both Britain and Egypt).

Alexandria has often been the most difficult of the areas in the *CLC* to handle with students. Finding information can be a challenge. This panel presentation proved that the information is out there, and, in addition, it can be quite fascinating.

North American Cambridge Classics Project

Introduces:



A new membership for friends of the Cambridge Latin Course

Membership includes:

- Secure on-line ordering from the NACCP Resource Center
- Periodic discounted items and special items from the Resource Center
- Free unique gift for classroom use
- Timely Teaching Tips throughout the school year
- Personal email account with email updates about NACCP workshops and Resource Center information

To obtain a membership form please visit www.cambridgelatin.org



North American Cambridge Classics Project

Announces:

2005-2006 CAMBRIDGE LATIN TEACHERS' WEEKEND WORKSHOP

Hartford, CT March 25th

This workshop continues to tour the U.S. offering a complete “how-to” instructional guide and training session aimed to educate Latin teachers in the broader philosophy behind the reading approach to teaching Latin as well as the concrete tools necessary for Latin instruction in the classroom.

- *After a full day of seminars on Saturday, teachers will leave understanding the concept of the reading approach and will have in their hands the resources to make it work in their classrooms.*
- *A plethora of resources and handouts will include: reading activities, grammar reinforcement and practice activities, vocabulary and derivatives activities and games and cultural connections.*
- *All concrete examples will be drawn from the Cambridge Latin Course; however, any instructor interested in knowing more about reading methodology is welcome.*

Don't miss this opportunity to network with other Classicists, to improve your own instructional techniques and decrease your workload and frustration 100% with the wealth of materials made available to you.

Tuition: \$275.00 *Tuition includes breakfast, lunch and breaks on Saturday, conference facilities and services, reading approach instruction, and materials.*

Further information and registration form may be obtained at www.cambridgelatin.org or by writing:
NACCP Outreach Coordinator, P. O. 407, Spring Lake, NJ 07762

REGISTRATION DEADLINES:

Hartford, CT: March 3, 2006