



NEWSLETTER

No. 32, Autumn 2006

Atlanta Album

Courtesy of Bill Jennings (www.flickr.com/photos/mrjennings/sets/), here is a selection of photos showing participants in the July NACCP Workshop at work and play. A full report is on page 4.



Group shot of participants



Richard Popeck tests the mike



Laptops Inc.



Attentive class



Checking out posters



Donna Gerard



Ginny Blasi leads a group session



Bill Jennings caught in the act

Director's Message

Martha Altieri



Fall Greetings to all of you! I hope you had a restful summer and you are beginning a new school year filled with enthusiasm. NACCP has been very busy this past summer putting into place numerous changes to serve all of our Cambridge users better.

Thanks to **Heather Kemp**, our Business Manager, for establishing a permanent postal address and a toll free fax number for NACCP.

We will use this as the primary business contact for all NACCP-related correspondence, including orders of items from the resource catalog, registering for workshops and membership.

Our new address is:

NACCP

1083 Independence Boulevard, #110

Virginia Beach, VA 23455

FAX 866-236-7681

One of our biggest accomplishments this summer was to integrate all the individual name/address lists from the Newsletter mailing list, membership forms, and workshop participants into a single contact database to support all of NACCP. We also have implemented a new order system to enable us to fill orders in a more timely manner. Please check out the new catalog and order form on the website:

[http:// cambridgelatin.org](http://cambridgelatin.org).

I traveled to Norfolk in July and worked with **Stephanie Pope** and **Richard Popeck** to review and inventory the current Resource Center offerings. Stephanie was kind enough to allow us to bring everything to her house and to use it as an office during this time. Thanks also to **Ellen Sell**, who worked with us for two days sorting through all these materials. **Ed Patterson**, our Webmaster, and **Heather Kemp** also joined us. We developed a new Teacher Resource Catalog. Richard will be our new Resource Manager and coordinate the distribution of all materials, either in CD or hardcopy format. Richard has been receiving and shipping orders since mid-August and has been doing an outstanding job in his new role!

Ginny Blasi organized a very successful workshop in Atlanta, assisted by **Richard Popeck**, **Donna Gerard**, **Keith Toda**, and **Marlene Weiner**. There were 40 participants at the workshop and to date 24 new 2006-07 NACCP memberships have been received from those in attendance! Congratulations to all of you for this huge success!

Ginny Blasi, **Melody Hannegan**, and **Carlene Craib** also met in Norfolk this summer and had a very productive few

days. Many thanks to Stephanie once again for her hospitality to them during their visit. Ginny and Melody worked with Ed on the website and discussed several improvements. Melody will continue to work with Ed to keep the site 'fresh' and updated. **Keith Toda** is now working with Ginny on monitoring the List Serve. Carlene, Ginny and Melody sorted through all the materials in the workshop binder and now have a revised, well-organized product for all our workshop participants. This was a huge task and I don't think they could have accomplished this without meeting face-to-face. Thank you!

Ginny also worked with Heather to establish a workshop registration process. Registrations for all workshops will be sent directly to **Heather Kemp** at our NACCP corporate address. The workshop dates for 2006-2007 are:

October 21 – Pittsburgh

March 24 – Chicago

July 9-12 – Washington, D.C. area

Ginny was invited to go to New York in July to meet with all the Cambridge University Press (CUP) representatives from across the United States. In addition, she had the opportunity to see first-hand the Test Generator, which will be available for sale in October.

We have already been receiving many membership renewals for the 2006-07 school Year. We thank those people for their continued support and look forward to receiving renewals from all of last year's members. I encourage all our Cambridge users to support this organization by joining NACCP.

Texas initiative

Does this situation sound familiar? A long-time Latin teacher is about to retire, and no one can be found to continue the very successful program. So the program closes.

But what if there is also a very successful program at a near-by high school and its teacher, plus the powers-that-be, can think outside the box?

As we go to press, we have just heard from **Randy Thompson**, an NACCP board member, who teaches at Churchill High School in San Antonio, TX. Rather than close the Latin program at his neighbouring school, Randy reports that an experimental program is being set up, live-broadcasting from his *CLC* classroom to theirs and from theirs to his.

While this may not be as ideal a solution as finding another teacher to take over the threatened program, it is certainly a lot better than leaving a group of enthusiastic students in the lurch. So we wish Randy every success and look forward to hearing how the experiment is working.

Patrick Yaggy wins Phinney-Gleason Scholarship



There are occasions when the purposes of a prize and the qualifications of an applicant seem to be meant for each other. Such was the case when we received **Patrick Yaggy's** resumé for this year's Phinney-Gleason Scholarship.

Patrick was already Chair of the Gwinnett Area Latin Teachers' Association in the state of Georgia, and Co-Chair of the county's Foreign Language Textbook Adoption Committee. He strongly supported adoption of the *Cambridge Latin Course* and eagerly began using it in his classes. What he felt missing was a chance to attend a workshop where he could gain greater familiarity and proficiency in the "Cambridge method." Since he was committed to an M.A. program at the University of Georgia, discretionary personal finances for attending such a workshop (and it was to be in near-by Atlanta in 2006) were slim to none. He sent off his application outlining all these factors.

You will find Patrick's report on the Atlanta workshop on the next page of this newsletter; so the scholarship made it possible for him to attend, to digest the various presentations and to add his own boundless enthusiasm to proceedings. He will now be passing along that new-found expertise in his classes at North Gwinnett High School and to his colleagues throughout Georgia.

Patrick obtained his B.A. in Latin/Classics and his K-12 teaching certification at the University of Georgia. He then became North Gwinnett's first full-time Latin teacher. In five short years he has built one of the largest JCL chapters in the state, and his students routinely attain the highest scores on the National Latin Exam. He was named the school's Teacher of the Year in 2003-2004 and won the Atlanta Toyota Most Inspiring Teacher Award in 2004. He has coached Certamen and soccer teams, amongst various extra-curricular activities, along with his participation and leadership in school and county educational committees.

For a real taste of what Patrick is about, and perhaps to share some of his enthusiasm and initiative, check out his website at <www.yaggyslatin.com>. We think you will discover why our scholarship committee had little difficulty in choosing him

...with your support?

Stephanie Pope invites readers to help our scholarship fund grow.

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, which 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 Phinney-Gleason Scholarship Fund in order to provide more funding 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.

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, 1083 Independence Blvd. #110, Virginia Beach, VA 23455. We even have donor levels: a Grumio Donor at \$25.00, a Quintus Donor at \$50.00, and a Caecilius Donor at \$100.00. If you are not interested in the donor levels, 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. This year's contributors are **Terry Krugman** and **Monica Pompei**; **Barbara Logan** and **Keith Toda** at the Grumio level; and **Virginia Blasi** and **Stephanie Pope** at the Caecilius Level. Many thanks to all of these generous people.

All of us at the NACCP thank you in advance for your consideration in keeping Ed and Bill's educational dream alive. We would love to include your name in our next Newsletter.

(We can also remind readers who may be interested in applying for a scholarship to check out the NACCP website <www.cambridgelatin.com> for an application form.)

Atlanta Diary

Patrick Yaggy's workshop notebook overflows with positive memories

One year ago, my county adopted the *Cambridge Latin Course*, and one of the many reasons my colleagues and I unanimously voted for the *CLC* was the huge amount of support that came with the series. This included the Summer Workshop, about which I was absolutely salivating after I

Day Two proved again rewarding and insightful as Ginny and Donna taught us how to plan for the year – how much to cover based on each teacher's situation, which Stages and stories may be more difficult than others, etc. With that in mind, Keith then introduced to the group all of the resources

that are available if, for instance, we find ourselves struggling with a Stage in the middle of the year. Day Two was rounded out by further discussion on implementing the cultural readings in each stage as well as great ideas on using technology in the classroom.

Day Three was filled with still more help for the different 'hats' we Latin teachers wear. We discussed how to market our Latin programs and how to deal with the vocabulary of each Stage, among other issues.

Lest one begin to think that it was all business, let me assure you that, though we may still have been eagerly chatting away about vocabulary or testing, we had a

wonderful night out at Maggiano's Italian Restaurant thanks to the impeccable planning of Keith Toda. He and all of those involved made the Workshop a remarkable success. I have come back to school with so many more ideas and a huge group of colleagues upon whom I can rely for thousands more in the coming year. I will be a monumentally better teacher this year because of all that was packed into those three eight-hour days. I cannot wait to attend next summer's Workshop... perhaps stealing a little less and giving a little more!

(Thanks to Bill Jennings, who teaches at Convent of the Sacred Heart Elementary School in San Francisco, for the photos with this article and on the front page.)



When the ideas are flowing, who needs furniture?

found out that it was in my very own Atlanta, Georgia, that coming summer! I immediately applied for the Phinney-Gleason Scholarship and am so thankful that I was able to attend this greatly beneficial weekend because of it.

Trying now to communicate my fervent gratitude both for the opportunity to attend and for the countless ideas and brilliant inspiration that filled those three days seems an arduous task, so let me start by thanking our incredible presenters and organizers, **Ginny Blasi, Richard Popeck, Keith Toda, Donna Gerard, Marla Dean, and Bill Jennings** for their incredibly informative presentations on everything from The *Cambridge* Philosophy to *Cambridge* and the AP Curricula. Between those ends were fifteen presentations, a massive stack of ancillary materials, raffle prizes, great food, and (my favorite aspect) forty brilliant and generous teachers with whom I had the privilege of trading ideas.

The presentations were widely varied and touched on almost every aspect of teaching *Cambridge*. After Richard's and Donna's highly informative explanations on reading methodology, we were awed by Keith's now-famous PowerPoints. After our appetites for more were whetted, we were given the opportunity to swap ideas and 'beg, borrow, and steal' (I must admit that I stole my fair share!). Oh yes, and all of this was just Day One.



Announcing
the

Phinney-Gleason Memorial Scholarship

***For participation in an NACCP
Workshop***

Application form at
<http://www.cambridgelatin.com>

or contact

Ephy Howard
929 University Avenue
Troy, AL 36081
epcc@troycable.net

The NACCP at the ACL Institute

The American Classical League's 59th Annual Institute was held at the University of Pennsylvania, Philadelphia, from June 23 to June 25, 2006. As so often happens, members of the NACCP Board made a number of interesting presentations. **Joseph Davenport** was part of a four-member team leading a pre-Institute Workshop (Thursday evening and Friday morning, June 22-23) with the intriguing title: "Quomodo Intellegens Es? A Multiple Intelligence Bag of Tricks for the Latin Classroom." Joseph was back again Friday evening as co-organizer of an Open Forum for Middle School Teachers. Our Director, **Martha Altieri**, was part of a team of eight panel members presenting Alternate Assessments for the Latin Classroom. **Stephanie Pope** took teachers on a sample Classical Scavenger Hunt in the Roman rooms of the University of Pennsylvania Museum of Archaeology and Anthropology. New board member and past Phinney-Gleason Scholarship winner, **Keith Toda**, reported on the state of Latin in Gwinnett County, GA. (Another past scholarship winner, **Gail Cunningham**, also regaled participants with the state of Latin in Australia.) **William Lee** and two fellow-panelists outlined Strategies for Helping Students Figure Out New Grammatical Concepts. And finally, your not-so-humble editor, **Stan Farrow**, was at the piano for the traditional institute-ending sing-along as part of the Cambridge University Press Farewell Reception.



Scavenger hunters study the model of a Pompeian house.

In addition, there were two "official" Cambridge presentations, which are reported on the next two pages.

News and Notes

Teacher Resources – Update

Effective August 1, **Richard Popeck** will be the NACCP Publications and Resource Manager. He will be responsible for processing your orders for resource materials. Concurrent with this change, we have implemented some changes:

A new Teacher Resource Catalog has been published. New item numbers are in use; some items have been discontinued; and new items have been added. Please download a copy at <http://cambridgelatin.org/resource.html>

The mailing address and fax number (now toll free) for orders has changed. A new Order Form is also available from the website. Note that we no longer accept telephone orders.

Treasure Boxes and Fabulae Ancillantes

These popular items from our old resource catalog are in the publication process by Cambridge University Press. As a result, these items are no longer available from NACCP. Publication is anticipated for **Fabulae Ancillantes**, Units 1 and 2, in November 2006 and for Unit 3 (and possibly 4) in 2007. For **Activity Masters** (formerly **Treasure Boxes**) publication is anticipated in 2007 and 2008.

We will provide additional updates on availability as the information is received from CUP.

Membership

Now that your school year has begun and you have started using the *Cambridge Latin Course* along with the materials from the NACCP Teacher Resource Catalog, we hope that you will want to become a member of this exciting and innovative group that provides not only training and a Latin chat room, but also ready-to-use classroom materials and activities to enliven your work with your students. The NACCP membership currently stands at 40 with 27 new members coming on board this past summer.

The benefits of your membership include a 10% discount on all items in the Teacher Resource Catalog and access to the "members only" section of the website. Not only will you have secure on-line ordering capabilities from the Resource Center, but you will also receive advance notification of discounted or special items for sale.

Your membership allows the NACCP to sponsor more projects to enhance the vital work you do with your students to spread the joy of knowing Latin. If you have not yet joined or renewed your membership, why don't you take a moment to fill out the form on the last page of this Newsletter and mail it in to our new corporate address. Become today a part of the group that is helping to spark a resurgence in Latin studies around North America!

The CLC: Where's the Grammar?

Jim Salisbury reports on one of the "official" Cambridge presentations at the June ACL in Philadelphia.

"Where's the grammar?"

That's the question that is frequently asked by new CLC users. NACCP executive board member **William Lee** answered that question in a session at ACL in Philadelphia this past June, entitled, "The G- Reading Approach."

Will has used many different texts and has discovered that his students like *Cambridge* the best. As CLC users know, the kids are captivated by the stories and want to know what happens to characters such as Grumio and Bregans.

But what about the grammar? Most Stages begin with model sentences, and it is here that the grammar is first presented, although in context rather than by explanation. For example, in Stage 2, the students can understand the different functions of the forms **amicus** and **amicum** before they know the case names, or the terms "subject" and "direct object."

Teachers are encouraged to explore these model sentences with the students before turning to the "About the Language" sections, which explain the grammar, and to the reinforcing drills in the "Practicing the Language" sections. It is perfectly all right for the teacher to add as much grammar explanation and practice as s/he deems necessary.

Will then modeled a method of presenting stories to get even shy students involved. Using the story **fabula mirabilis** from Stage 7, he led the audience in a choral reading of the story. They read from a text which he had put in a Powerpoint presentation, a format which allowed him to add appropriate graphics and sounds.

Next, Will demonstrated an idea for teaching perfect and imperfect tenses which he had borrowed from **Ginny Lindzey** of Austin, TX. To teach the imperfect forms, he asked what sound do perfect sheep make?

Ba-a-a-a!

But IMPERFECT sheep can only say BA!

For the perfect tense, the teacher can say

that perfect cars go "Vroom!" - which leads to the V often seen in that tense.

Will then read a story from Stage 7, and asked the audience to make the BA or VROOM sound every time they heard an imperfect or perfect tense.



Will Lee and his favorite textbook series

Other options to present or review grammar include oral questions in Latin, covering both comprehension and grammar. Will recommended "Conversational Latin," (John Traupman) for use as an aid in forming such questions.

A thick packet of handouts was passed out, including directions for making a Latin version of Mad Libs, which he calls **dicta insana**. The students are asked to supply words that are different parts of speech, and the number, gender and case of nouns or adjectives are specified.

These words are then inserted into a Latin story the teacher has prepared. The (often hilarious) results can be shared using an overhead projector or computer.

A powerpoint slide summed up the major points of the session:

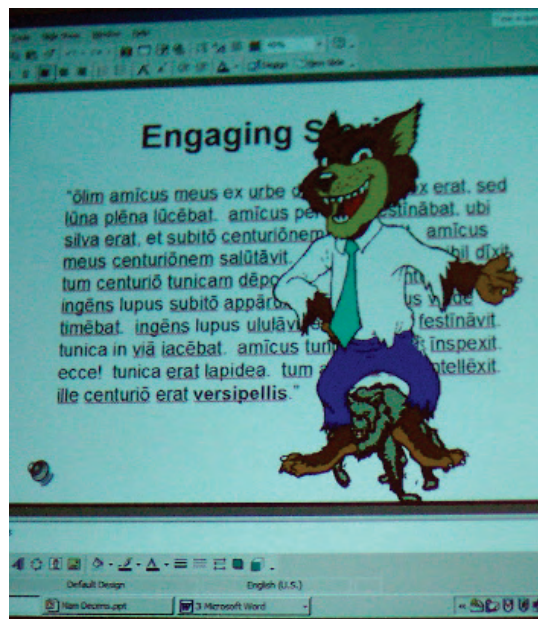
How do you teach grammar?

1 Allow students to make the connections on their own.

2 Point things out AFTER they have been seen for a while.

3 YES, you may give them terminology if you must (passive periphrastic, future more vivid conditional, etc.).

Throughout the session, there was much give-and-take from the audience, many of whom have used the CLC for some time. One attendee said that he was frustrated at first by the lack of explicit grammar in the *Course*, but since has come to realize that the reading approach of the CLC gives teachers more freedom to be creative and to teach what they feel is important, rather than be bound by the text.



The *CLC*: Preparation for AP Study

If the supposed lack of grammar in the *CLC* is one myth that requires debunking, another is the frequent doubt expressed about the *Course*'s suitability as a preparation for AP Latin. **Stephanie Pope** made a solid case for banishing that doubt in the second "official" Cambridge presentation at the ACL: "From Scaffolding to Independence: the *Cambridge Latin Course* as Preparation for AP Study."

From Day 1, the *CLC*, without overtly saying so, is preparing students for the AP style. The reading approach asks us to read and comprehend Latin stories in phrase and sentence units, not by parsing individual words. The AP translations are marked "in chunks," (phrases and other connected units), not word by word.

The *CLC* asks us to make judgements about character and culture. So does the AP. The *CLC* wants readers to appreciate the style and motivation of the writers, particularly through listening to the Latin or through reading it aloud themselves. So does the AP. Stephanie presented a hand-out which outlined the general requirements of the Vergil and of the Latin Literature papers and which followed those up with references to where the *CLC* Teacher's Manuals (e.g. Unit 1, pages 7-17) suggest identical approaches.

Even the vocabulary of the course is a close match for AP literature. For example, 90% of the *CLC* Checklist words show up in *The Aeneid*. The *Course* may have been developed with a setting in the late first century A.D., with the cultural background and the literary style reflecting the so-called "silver age" of Latin literature, but, in fact, its approach prepares students equally well for understanding and appreciating "golden age" authors.

Stephanie made a special point of presenting Unit 4 as an excellent preparation for AP. The choice of authors and writings is a close match. The focus of many notes is on literary appreciation and on developing the skill of reading Latin poetry aloud. The Omnibus Workbook for Unit 4, in particular, is an excellent source for further practice in reading and evaluating a wide assortment of writers.

Stephanie also commented on the wealth of illustrations throughout the textbooks. These pictures stimulate the right brain, where long-term memory resides - memory which can be called upon years later (including the AP year).

The "audience" for this session was very responsive, with many questions and comments. At one point, we were back in **William Lee**'s grammar territory. Stephanie's advice, to give one example, was to "trust the text" to do what it is designed to do. Don't give vocabulary before reading a story. Don't give all the principal parts on Day 1. Wait until



Stephanie Pope chats with an audience member

students have met such features in context and can see the point for themselves. That is what a reading approach is all about.

Finally, the proof of the pudding. Stephanie presented test results for her own students, and for others whom she has been able to collate, on the AP Exam, the CAMWS Sight Contest, and the National Latin Exam. She and her audience were more than satisfied with these achievements. It seems that while our students are enjoying the escapades of their favorite, and not-so-favorite characters, they are indeed gaining "a functional skill in reading Latin and understanding Roman culture."

A plea from Pat Bell

As you have read elsewhere, the CUP is in the process of publishing the former Treasure Boxes, updated to match the Fourth Edition. **Pat Bell**, from the editing team for that edition, is in charge of this project, to be in the form of photocopiable Activity Masters.

Work on Units 1 and 2 is pretty well complete, but Pat is having increasing difficulty locating appropriate items particularly for Unit 4. She needs grammar exercises, cultural readings in Latin or English, aural comprehension exercises, reading comprehension exercises, worksheets on specific stories or literary works, English-to-Latin exercises consistent with the *CLC* philosophy by providing choices, word study, creative projects and activities, or anything else that works.

If you have worksheets that you think might be appropriate and that you would be willing to share, you can contact Pat by email at <patriciabell@sympatico.ca>. *multas gratias!*



North American Cambridge Classics Project Membership Form – Academic Year 2006-2007

NACCP Membership includes:

- Email updates about NACCP workshops and resources
- 10% discount on each order from the Teacher Resource Catalog
- Periodic discounted items and special items
- Timely Teaching Tips throughout the school year

Address Information (check one): ☐ *New Member* ☐ *Renewal*

Name _____

Address _____

Address _____

City _____

State _____ Zip _____

Check one:

☐ *Home Address*

☐ *School Address*

Phone: – – Ext.

Email:

If a teacher, check appropriate box(es):

☐ Elementary ☐ Middle/Junior High ☐ High School ☐ College ☐ Other

If a student, check appropriate box:

☐ High School ☐ Undergraduate ☐ Graduate Student ☐ Other

Membership:

Individual Membership (New or Renewal)\$25 _____

Scholarship: The Phinney-Gleason Scholarship was created in honor of Ed Phinney and Bill Gleason, two faithful contributors and loyal supporters of the North American Cambridge Classics Project. Contributions to this scholarship assist teachers in attending the summer workshop each year. Contributions of all sizes are appreciated to assist in the implementation of the vital mission of this organization: training teachers to teach Latin using the Cambridge Latin series. All contributions are tax-deductible.

- A Grumio Donor\$25 _____
- A Quintus Donor\$50 _____
- A Caecilius Donor\$100 _____
- Other \$ _____

Total Amount Enclosed (Make checks payable to the NACCP) \$ _____

Mail the completed membership form and check to:

NACCP
Attn: Membership
1083 Independence Blvd., #110
Virginia Beach, VA 23455