



NEWSLETTER

No. 34, Autumn 2007

25 T-Shirts Cannot Be Wrong!



Want the whole school to know about the *Cambridge Latin Course*? **Jim Salisbury** (seated center surrounded by Latin students at Goshen High School, Cincinnati, OH) found a solution. For a number of years, he would wear a “Cambridge” t-shirt on “dress-down Fridays.” Recently, some of his students decided they would like to copy his example. He ordered a set of 25 from the NACCP Resource Center (four different colors, each with a drawing of a character from Unit 1). Then, when the order arrived at the school, Jim declared October 4, 2006 as “Latin Shirt Day.” Everyone arrived

properly attired and gathered in the Latin classroom for this group photo, which appeared in the school’s weekly bulletin and also in the Yearbook this fall. As students attended other classes that day, the PR message made its way through the rest of Goshen High.

If you wish to emulate Jim’s feat, check out the enclosure from Café Press, through whom we have been able to resume making the *CLC*-themed t-shirts (plus some other interesting items) available. And, to see Jim’s students in glorious color, the newsletter can be downloaded at www.cambridgelatin.com!

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Director's Message

Martha Altieri



I hope that each of you had a fun-filled summer and that you were able to return to the classroom rested and refreshed.

What a difference a year makes! We have implemented a number of changes and improvements during the past year to serve all *Cambridge* users better. We now have a single contact database that

supports membership, newsletters, Resource Center orders, and workshop registration. **Heather Kemp**, our Business Manager, has done an outstanding job of maintaining this database in addition to her primary responsibility of keeping all of NACCP's financial and tax matters in order.

Ginny Blasi, our Outreach Coordinator, planned and organized two very successful workshops this past year. Ginny's team at the spring weekend workshop at Chicago in March were **Donna Gerard**, **Marlene Weiner** and **Jim Pezzulo**. Her team at the summer workshop at Baltimore in July included **Donna Gerard**, **Marlene Wiener**, **Barbara Thorpe-Nelson**, **Keith Toda** and **Richard Popeck**. Both workshops received very positive feedback as a direct result of the leadership provided by Ginny.

NACCP would like to thank all of you who have purchased materials this past year through our Resource Center under the leadership of **Richard Popeck**, Resource Manager. Using our new order system that uses e-mail to provide you with an order confirmation and an invoice to document your purchase, Richard has worked tirelessly to fill orders quickly and efficiently. Our sales are stronger than ever, and we are working diligently to offer new materials to support you in the classroom. Please check out the new items in the Teacher Resource Catalog that accompanies this newsletter.

After many years of outstanding service and dedication to the NACCP, **Stephanie Pope**, **Ellen Sell** and **Randy Thompson** are leaving the NACCP Executive Board. Stephanie was a charter member of the NACCP when it was formed and attended the inaugural meeting at Georgetown University in Washington, D.C. on June 19, 1987. After the death of **Ed Phinney**, Stephanie served as NACCP Executive Director from 1996 to 2002. She was also Chair of the revision team for the Fourth Edition of the *Cambridge Latin Course*. Stephanie served NACCP in many other capacities during her time on the Board. Ellen, who was recruited by Stephanie (with whom she taught in Norfolk) for her financial expertise, served NACCP as Treasurer from 2001 to 2007. Randy, a member of the Board for over ten years, was also a member of the revision team for the Fourth Edition of the *Cambridge Latin Course*. He provided

valuable input regarding materials suitable for all learning styles. On behalf of NACCP, I would like to thank each of them for their many years of service to NACCP.

At our annual meeting (held during ACL in June), **Barbara Thorpe-Nelson** and **Jim Pezzulo** were elected to new terms on the NACCP Executive Board. Barbara (Bobbie) teaches Latin at High Technology High School, a magnet school for engineering, in Lincroft, New Jersey. Jim, with over twenty years of *Cambridge* experience, teaches Latin at the Classical Magnet School in Hartford, Connecticut.

With all the changes we have implemented during this past year, the NACCP Constitution and By-Laws also needed a revision. **Carlene Craib** did an outstanding job with this revision, which the Board unanimously approved at the annual meeting. In addition to approving several necessary amendments, we also made the following title changes: **Ginny Blasi**, Outreach Coordinator, will now be our Workshop Coordinator and **Richard Popeck**, Publications Officer, will now be our Editorial Officer.

Although our membership ranks have doubled since last year, we must continue to gain members to provide more ancillary materials, to conduct additional teacher training and to fund more workshop scholarships. I encourage those of you who are not yet members to join us and help NACCP support the *Cambridge Latin* community. A membership form for the 2007-2008 school year has been included in this mailing. We appreciate your continued interest in *Cambridge Latin* and the North American *Cambridge Classics Project*. Please "spread the word" to your colleagues who could benefit from NACCP's materials and workshops.

Editor's Note: Behind this deceptively calm reporting of major changes to our Board and its workings, we must acknowledge the tireless efforts of Martha herself. She has made it her goal to update and improve the NACCP as a unique source of support for teachers of the Cambridge Latin Course. We are pleased to report that she has signed on for a second two-year term as Director. With her leadership and your support/participation, we can enter our third decade of service to the Classics community confident of success.

Workshops 2007-2008

It's a little early for final details (we have to let **Ginny Blasi** recuperate from Baltimore!) but here are some tentative dates for this season's workshops:

October 20: Houston

March 15: TBA (possibly Atlanta)

July 14-17: The Jersey Shore

Keep checking the website <www.cambridgelatin.com> for updates and more detailed information.

Alana Lukes a Phinney-Gleason Scholarship winner



After twenty-plus years of teaching Latin using traditional grammar-translation textbooks **Alana Lukes**, along with her colleague, **Matt Moore**, finally took the plunge last year of adopting the *Cambridge Latin Course* at Paul VI Catholic High School in Fairfax, VA. She did her best to prepare for the change, reading the series,

its manuals and test booklets in advance; sitting in on *CLC*-related sessions at the ACL Institute; joining the Cambridge listserve and NACCP; observing teachers who were using the *Cambridge* series; and even attending in-service training at a neighbouring county.

She and her Latin I students basked in the excitement of the new materials and she even tried to export some of the methodology to her more traditional upper-level classes. But she also felt overwhelmed with questions on how to “do it all” in the time allotted and also with lingering doubts on whether the new approach would continue to prepare her students adequately in culture, history and mythology. She needed an opportunity to share those questions and doubts at an NACCP-sponsored Cambridge Workshop with experienced leaders and fellow “beginners.”

Learning that the 2007 summer workshop was to be held in near-by Baltimore, she decided to register. Then she applied for the Phinney-Gleason Scholarship, which would allow her to stay on-site and share the full atmosphere beyond the formal sessions, rather than face a total commute of up to three hours a day. The wisdom of that decision can be found in Alana’s report on the workshop on pages 4 and 5.

And why did our Scholarship Chair, **Ephy Howard**, and her committee feel inclined to support Alana’s request? Her *curriculum vitae* revealed a dynamic educator constantly growing and willing to change as new technology and new methodology became available. She has shared her enthusiasm and expertise making presentations at the American Classical League Institute (including this year at Nashville) and other language workshops. She has contributed to articles in many periodicals and the <vroma.org> website. The ultimate reason, however, for her selection was that she is highly regarded by her students and colleagues at Paul VI. One fellow language teacher confessed that she often eavesdrops at Alana’s classroom door to find out what activities she has cooked up for her

students that day.

Alana’s career path also includes some pleasant surprises. In the 1970s she spent two years as Management Analyst, Supervisor of Shipbuilding, Conversion and Repair in the USN Management Office, Naval Sea Systems Command, Department of the Navy, Washington, DC. From 1973 to 1984 she was a volunteer brailist for a blind instructor at Gallaudet University and during that time she performed a similar service for a mainstreamed blind 5th grader at White Oaks Elementary School in Burke, VA. Her portfolio includes other such gems of service reaching beyond but also complementing her Classics specialty.

Granting Alana Lukes this year’s scholarship guaranteed that the Baltimore Workshop would have on hand someone who would “give” as much as she would “receive.” Congratulations and thank-you from all of us!

Whom will we salute next year in this space? It could be you! Check the notice below and the application form on our website. We think Ed Phinney and Bill Gleason would be proud of our applicants over the years, and pleased with the assistance the Memorial Scholarship has provided to the worthy recipients.

And if not a recipient, could you be a donor? There is a space on our membership form (enclosed in the newsletter but also on the website) to help us continue honoring two outstanding educators. We will salute donors next issue.



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
epec@troycable.net

Application Deadline:
May 1, 2008

Good Morning, Baltimore!

Alana Lukes, this year's scholarship winner, reports on the 2007 NACCP Summer Workshop.

Back in the 1980s, I heard an energetic man speak animatedly about a British Latin program and about making this reading-based program more accessible to American schools. He referred to this method as the *North American Cambridge Latin Course*. His name was **Ed Phinney**.

Little did I know that years later I would be embracing this same reading approach with much of Ed's initial enthusiasm

- and I would be doing so as the Phinney-Gleason 2007 Memorial Scholarship winner for the Baltimore NACCP Workshop, July 16-19.

What a wonderful experience this workshop was - not just for me, a new convert to *Cambridge* from 20+ years of traditional grammar-based Latin training and teaching, but also for 25+ other Latin teachers whose background ranged from "fresh out of college" to veteran teachers! The workshop participants came from as far west as CA and TX; as East Coast as MA, CT, DE, PA, GA, FL, MD, & VA; and as local as Baltimore itself. Our schools were traditional/non-traditional, public/private, parochial/charter, high school/middle/even elementary. Our classes ranged from less than three hours a week to whole years compressed into single semesters. We gathered together with a singular goal: to find the best way to bring Latin to our students.

From **Ginny Blasi's** opening activity of calculating true available teaching time to her frenetic distribution of tons of handouts and last-minute teaching tips during the wrap-up session, we "lived" in a *Cambridge* world. Under her leadership, we reluctantly left each topic session to move excitedly on to the next of the 17, for this four-day workshop.

A typical session opened with an interactive activity (e.g. flyswatter or scattergories) keyed to the topic. The variety of activities alone was worth the price of admission! After a brief topic introduction, we plunged right in to hands-on



Compulsory group photo of the Workshop participants

use of material drawn from various Stages and Units. By the end of this "learning by doing" workshop, we had a repertoire of handouts and techniques for almost every Stage to add to our heavy-duty binders. Not only did we participants become the students in these activities, so did the NACCP facilitators.

Another interactive activity usually occurred halfway through the session (e.g. a sacrificial

procession and a re-creation

of the layout of Pompeii's forum). As questions, concerns and ideas arose, they were addressed. All modeled techniques were immediately applicable to our own classroom situations. Some frustration was felt in that we had to wait until September to put things into practice! More than once the facilitators reminded us that we wouldn't, couldn't, and probably shouldn't incorporate each and every idea gleaned from the presentations.

Donna Gerard showed us how to plan the Stages to fit our personal school calendars. She taught us pre-, post-, and concurrent-reading techniques to strengthen student comprehension. For those of us still harboring lingering concerns about the perceived presence or absence of formal grammar instruction, Donna provided us with various transitional approaches.

Keith Toda shared his use of PowerPoint® to tell a Stage story. He has developed these presentations for summary, oral, guided, and post-reading activities. We made our own version of **rex spectaculum dat**. Keith also led us through a variety of approaches to the eternal question of how to assess our students.

Jim Pezzulo handled the topics of literature and culture. He pointed out the depth and breadth of the 1st century A.D. social, political, and historical Roman world contained in all four *Cambridge* Units. Localities (e.g. Pompeii, Bath, Alexandria), personalities (e.g. Cogidubnus, Vespasian) and

(continued on page 5)

Baltimore Report (continued)

literary references (e.g. Ovid, Martial) develop our students' appreciation, understanding, and assimilation of Roman culture.

Bobbie Thorpe-Nelson (along with Ginny Blasi) discussed the vital role that vocabulary plays in the *Cambridge* series. It is the gateway into the culture, context, content and grammar of the text. They showed us ways they have turned their own texts into working "teacher texts." My notes are chock full of the many ways they incorporate the learning and retaining of vocabulary in their own classes.

Then Bobbie went on to show us methods by which to adapt our traditional projects (e.g., mosaics, travel brochures) into the appropriate stages (Stages 16 & 17 respectively). Here and throughout the workshop every type of student learner need was addressed. Ways to enhance performance on competitive tests (e.g. National Latin Exam) were also discussed.



Interactive Activity: beware the chandelier

Richard Popeck, the Resource Center Director, also added much to the sessions. Not only did he give a presentation on Roman glassmaking, but he also shared his uses of the many updated (Fourth Edition) CDs available through the NACCP Resource Center. He graciously helped the less tech-savvy among us with access issues. He had his own classroom "gimmicks" (as well as those on the Center's "Games and Gimmicks" CD) to share. One such activity had us "texting" each other and then "sending" our message through the airways (via a hefty throw of our balled-up missives) - only to be deciphered by the recipient. Lest you think it was all work and no play, we had 22+ door prize drawings; a tote-bag full of goodies from the Resource Center as well as the hefty binder mentioned earlier; a table laden with yummy morning pastries and afternoon cookies and brownies

along with thirst-quenching coffees, sodas, and water; and strategically-placed breaks to give our minds time to rest from the wealth of information we tried to absorb. Reasonably-priced lunches and dinners were available within the comfortable accommodations of the Sheraton or the close proximity of the Inner Harbor. Our closing dinner at Baltimore's landmark Rusty Scupper was a treat selected from Maryland-style crab cakes (As a child raised on catching crabs off a pier, I can attest to their excellence.), a luscious chicken dish for the land-lubbers or a tasty pasta dish for those preferring a vegetarian entrée.

A workshop highlight was the "field trip" to the Walters Art Gallery. Egyptian, Greek, Etruscan and Roman objects were highlighted for us during our docent-led tour. At every turn, there was an artifact applicable to a *Cambridge* Stage. Local teachers made plans to bring their classes for a view of the collection.

What about AP? Are *Cambridge*-taught students ready to tackle the syllabi? Or are teachers just in a quandary about what to do when a class finishes Unit 4? **Donna Gerard** addressed the transition into "real" Latin with concrete examples of lesson plans. She also discussed strategies to start AP preparation right from the beginning of Stage 1.

Steve Chamberlain, the MD/DC/VA *Cambridge* representative was also on hand to answer questions on the availability of Fourth-Edition materials. We also had the opportunity to look at, receive and order the "hot off the press" new *fabulae ancillantes* and *Activity Masters* books for Units I & II. As always, Steve and *Cambridge* were most generous with the display.

Marlene Weiner was on hand to make sure the workshop infrastructure ran smoothly - from last-minute copying to car-pooling to awarding of the attendance certificates. She, like the other facilitators, also found time to participate actively in all the workshop sessions. This facilitator involvement showed us all that one can always learn new techniques to enhance one's own teaching.

There is so much more I could share with you about the workshop and the scholarship I received. But you, as a neophyte or as a veteran, need to attend this comprehensive summer workshop or one of the school-year weekenders for yourself. Check out the NACCP website for a sample agenda, upcoming workshop plans, and the application form for the Phinney-Gleason Memorial Scholarship.

Ed Phinney and his colleague, Bill Gleason, would have been proud to see the depth of support and the breadth of creativity that the *Cambridge* Classics Program has to offer its North American teachers.

(Thank you, Alana, for sharing your enthusiasm with the rest of us. Your students are in for a treat this year!)

Writing Latin Stories

A summary of the workshop presentation Stan Farrow made at the American Classical League Institute

The 60th annual ACL Institute was held at Vanderbilt University, Nashville, TN June 28-30, 2007. To publicize Cambridge University Press's publication of *fabulae ancillantes*, a collection of Latin stories supplementing the *Cambridge Latin Course*, Stan Farrow



Stan tells his stories to an interested audience

led a workshop on "Writing Latin Stories."

The *fabulae* collection is a compendium of some of the stories Stan originally composed for tests, examinations and extra practice with his own classes. They have been updated to match the Fourth Edition. They have also been given a more polished appearance in photocopyable masters, thanks to the efforts of the Press.

When Stan first introduced the *CLC* in his school in the early 1970s, like most of his colleagues he was faced with a problem. The *CLC* is a "reading" course. To test its success, the teacher's success and, of course, the students' success, one should ask the students to "read" Latin passages/stories which they have not seen before. But where do you find such stories? Stan's solution was to make up his own - and to share them with local colleagues and eventually an even wider audience through publication by the NACCP Resource Center and now the Press.

However, that resource is finite and probably does not match everyone's needs. So Stan's workshop was an attempt to work out guidelines for others who want to try their hand at creating more stories for their (and others') students to read and comprehend.

The first decision in writing a story is the subject matter. What or whom will you write about? As is obvious from the examples in the book, and also from responses at the workshop, further adventures of the *Cambridge* characters rank number one. These can be sequels (what happens next), prequels (a story anticipating a later one, e.g. 18.6 about the poisoned wine cup), missing details from a textbook story, linking of characters who never meet in the series, later adventures of characters from earlier Units, and so on. Another successful approach Stan used was to incorporate students or school activities "in disguise" into stories. Modestus was forced into marrying Nigrina in 27.2 by a device similar to Nathan Detroit's fate in *Guys and Dolls*, the school musical that year. Vincens, the unlucky hero of 26.2, was modelled

on Vincent, an equally unfortunate student.

Stories could also commemorate historical events, retell myths or tales from ancient literature or illustrate culture. Workshop participants reported that animal stories always went over well.

In writing stories, Stan always prepared a checklist of new grammar points since the last test/review and checked off items as they were worked into the story. Although he did not make as formal a list of new vocabulary, a quick survey of relevant checklists is advisable. The Cumulated Lists of Checklist Words in the Teacher's Manuals are invaluable checks on whether a word's meaning needs to be glossed or not. Words and phrases whose meaning is given do not ordinarily receive marks/points on a grading scheme.

If the story is part of a test, where there are other Latin ingredients, such as sentence completion questions, make up the story first. Then you can work vocabulary and grammar not used in the story into the sentences, etc. - a much easier arrangement than the reverse!

Short stories, worth 25-30 points/marks, are a challenge. An amusing punch line is one way of bringing them to a close. If all else fails, leave the ending in suspense or ask students to "complete" the story themselves. On longer examinations and certainly in Units 3 and 4, where the new grammar is more easily "tested" in the context of a story, rather than in sentence completion exercises, Stan had the luxury of writing two-part stories, with a longer "comprehension" section available to complete the narrative. As students' grasp of style develops, the comprehension questions can move from simply story-line facts to things like character interpretation or literary appreciation.

*The numbers such as 18.6 in this article refer to stories in the **fabulae ancillantes** booklets, available from Cambridge University Press. Sharp-eyed participants noted that in Unit 4 stories 36.1 and 36.2, Stan used the supine incorrectly 3 times out of 4, not with a verb of motion! You are allowed to correct his oversight!*

For those who would like to see the entire handout, including sample grading schemes for stories, check out www.aclassics.org/institute/2007 and then click on Presentation Handouts from the right-hand menu.

In Memoriam: Doris Kays



The Classics world has lost a champion with the death of **Doris Kays** this past spring. She merits mention on these pages because she was a long-time member of the NACCP Board, in latter years heading up our Scholarship Committee, but her influence ranged far beyond that. In the administrative halls and in the classrooms of San Antonio, in the whole state of Texas, and in ACL and NJCL activities nation-wide, her enthusiasm and leadership left a mark that will be her true legacy. In recognition of her contributions, she received the coveted Merita Award from the ACL at the 2004 Institute, when the smiling photo above was taken.

Stephanie Pope, during her tenure as NACCP Director, leaned heavily on Doris's expertise and cheerful encouragement. Our strong Texas connection on the Board

can be traced back to her influence. **Pat Bell** remembers an NACCP Workshop roommate, mentor, colleague and friend whose energy and passion were awe-inspiring. For **Ginny Lindzey**, a student and then a colleague, she was "Madame," "Attila," "Mater," and "Dea," names Ginny's classmates and fellow-Classacists used to express their respect and affection!

"She may not have had kids," says Ginny, "but she raised many of us." And, as her Merita citation stated, "her true focus is, and has always been, students." Stephanie recalls that even when she was burdened with several administrative tasks, she would take on classroom duties if a teacher could not be found - the kids came first! "Everything she has ever done for classics - for the students - has strengthened our future as a profession." (ACL Merita citation)

Now that cancer has sadly silenced her ever-adventurous spirit, we can only mourn with family, friends and fellow-adventurers; and give thanks for all she has meant to us. *Ave atque vale!*

Introducing Ann Conable

At the American Classical League Institute in Nashville in June, **Ann Conable** certainly made her presence felt. As of April 30, 2007, Ann has assumed the new position of National Education Specialist with Cambridge University Press, responsible for all Education titles sold in the U.S.A., including, of course, Classics. She will also co-ordinate all future state adoption bids for the *CLC*. In these capacities, she will be training customers and reps, presenting at conferences and at sales meetings, and liaising with the U.K. regarding marketing materials and inventory.

Therefore, we expected to see her at the Cambridge table in the Book Display area (along with marketing assistant **Kyle Capogna**) and at the annual NACCP Board meeting. However, she also attended both workshops presented by **Stan Farrow**, including a "non-Cambridge" session on writing Latin song lyrics, where she cheerfully signed up to sing in the choir for "Hanc Lucillam Meam" ("This Little Light of Mine") at the closing banquet - and recruited Kyle to



Ann Conable at the CUP table at the Nashville ACL

join her in the final performance! To attend that workshop, she had to interrupt a spirited discussion on gardening with Stan's wife, **Barbara**, and with **Pat Bell**.

Prior to joining the Press in 2001, Ann had a wide-ranging ESL teaching career for many years in Asia, Latin America and the U.S. She admits that Classics is not an academic specialty of hers, but she is obviously a quick study and already has established herself as very cognizant and

supportive of our efforts. If you wish to contact Ann for information or assistance (on Classics, music or gardening!), her email address is: aconable@cambridge.org.

As we welcome Ann, we say good-bye and thank-you to **Mary Louise Baez**, who was our Classics point person with CUP for 18 months, but now is returning to her ESL roots as Senior Western Regional ESL Specialist for the Press. Mary Louise guided us through a number of important adoptions and crises and has worked very closely handing over the reins to Ann.

*In the photograph above, Ann is holding one of the newest CUP publications, "fabulae ancillantes" for Units 1 and 2. (See page 6.) A second booklet for Units 3 and 4 will be available this fall. Hot off the press also are the Activity Masters booklets for Units 1 and 2, with Unit 3 available this fall, all edited by **Pat Bell**. All these publications are photocopiable masters; so purchase of one copy makes all the material available to your classes. Ann also reports that three of the *CLC* textbook titles were the top sellers world-wide in the CUP education catalog. While we know the series is superior, Ann also credits the unique teacher support from the NACCP as a major factor in the Course's success in North America.*

Appeal for Materials



The gentleman relaxing by the table above is **Richard Popeck**. No, he has not been reduced to selling pencils in order to supplement a meager teacher's salary. As Resource Manager for NACCP, he is minding the materials booth at the Baltimore Summer Workshop, giving participants a chance to see first-hand a selection of the items you can read about in and order from the Catalog enclosed with this newsletter.

Some of those materials are marked "New," meaning they have just been made available. In every case, they were developed by teachers of the *Cambridge Latin Course* who have agreed to share their insights with colleagues. As Editorial Officer, Richard painstakingly edits them into publication form, then puts on his Manager's hat and handles the details of taking and filling your orders.

As always, the Editorial Officer is on the lookout for more items he can offer as "New." In particular, as you will notice if you look at the detailed description of the Teacher Resource Kit for Unit 4, we are in need of items from Stages 41 to 48, the Latin literature section, which has the most drastic changes from the Third Edition to the Fourth, and which also, for reasons of time and curriculum, is taught by fewer teachers than the other Units - hence fewer "authors."

If you have or know of other teachers who have supplemental activities for these or any other Stages - drills, visuals, plays, comparative translations, derivative and/or vocabulary work, etc., etc., we would love to have you share them through our Resource Center. Richard can be contacted at <nacpp_resources4teachers@comcast.net>.

As it happens, **Pat Bell** is also looking for similar Unit 4 materials to complete the final booklet in the *Activity Masters* series she is editing for Cambridge University Press (see page 7). The Press's publications do carry more weight with textbook adoption committees! If you can offer some items, contact Pat at <patriciabell@sympatico.ca>. (Your editor was able to please both by sending separate sets of derivative exercises for Unit 4 to Richard and to Pat!)

Missing Myths

In his presentation at the ACL on writing Latin stories (see page 6), **Stan Farrow** mentioned myths as one possible source for story content. He commented that such stories could help overcome the lack of mythology references in the regular texts of the *Cambridge Latin Course*. (Mythology appears to be a necessary part of the Latin curriculum only in the United States, hence its absence from the stories in a course first developed in Britain.)

By lucky chance, the Presider at Stan's workshop was **Marie Bolchazy**, from Bolchazy-Carducci Publishers Inc., the well-known Illinois source of so many interesting Classics-related materials. Remembering Stan's comments, she emailed him a note about a new publication that readers might like to check out as another way of filling the gap.

Classical Mythology and More is called "A Reader Workbook." The stories (in English) are intended to be "a fresh retelling of timeless tales" all based on primary sources from the ancient world (Homer, Hesiod, Pindar, Sophocles, et al.) and are accompanied by exercises, reflections, and work with English vocabulary based on the myths. There is a resource section for teachers with background information and ideas for further research and activities.

Marie says that the forty copies she and her husband, **Lou**, brought to the ACL were all snapped up quickly; so the book obviously fills a need for many teachers. In addition to using it as writers Marianthe Colakis and Mary Joan Masello intended, *Cambridge* teachers might also want to mine it as a source for converting some of the myths into Latin, at a level appropriate to their students.

The book retails for \$33.00. Further details can be found on the publisher's website:<www.bolchazy.com>.



Stan Farrow at the piano for the Cambridge University Press-sponsored dessert-reception sing-along at the ACL Institute last June. To his left are Marie Bolchazy, in classical garb, and ACL Vice-President Tom Sienkewicz.