



NEWSLETTER

No. 38, Autumn 2009

Carlene Craib wins ACL Merita Award

*At this year's American Classical League Institute in Los Angeles, NACCP Executive Board Member, **Carlene Craib**, was amongst the five classicists honored with a Merita Award. She is shown, right, proudly holding her trophy. Her citation, read aloud at the banquet, follows:*

This Merita Award honoree has been in the teaching profession for over 27 years at the middle, high school, and university levels. The last 23 years she was a teacher of students of Latin as well as Foreign Language Curriculum Coordinator for Westford Public Schools, a cooperating teacher, mentor and friend for many student and beginning teachers, who learned from her the best practices of our profession. This consummate professional is articulate, diplomatic, driven, caring and compassionate. She encourages students to excel at all levels of ability and infuses every lesson with cultural exploration so students are enthralled with their learning.

This Merita honoree has been both Secretary-Treasurer and Newsletter Editor of the Classical Association of Massachusetts (CAM) and a member of the Executive Board of the Massachusetts Foreign Language Association (MaFLA). She has served on the American Classical League (ACL) Nominating Committee and on the ACL Council as an alternate delegate representing CAM. She has also represented CAM on the National Committee for Latin and Greek and served as the committee's Treasurer.

In addition to her service on many committees,



she has written articles for the *Classical Outlook* as well as many newsletters and published a cornucopia of worksheets, activities, exams, and lessons. She earned National Endowment for the Humanities Fellowships to both Classical and Greek Institutes and an Arthur Patch McKinley Scholarship. In recognition of her efforts and skills in Massachusetts, CAM presented her with its Excellence in Teaching Award.

As a teacher of teachers and proponent of the reading method, she has traveled the country at the request of classical organizations to give innumerable practical and useful presentations and has also presented at ACL,

the American Council on the Teaching of Foreign Languages, MaFLA, and CAM. As a long-time Board member of the North American Cambridge Classics Project, she served as Secretary and revised its constitution and by-laws. In her work with the Project she again traveled the country presenting and directing workshops for Latin teachers on the reading approach and incorporating culture, art, technology, literary criticism, and medieval studies into lesson design.

Through her leadership and selfless dedication, she has contributed unrelentingly to the field of classics. She has encouraged and inspired students and teachers alike. With her guidance, the ranks of superior Latin teachers have swelled.

For these and many other accomplishments, *plaudite quæso* Carlene Craib.

Director's Message

Martha Altieri



Greetings to each of you as another school year begins. I hope you had a restful, relaxing summer break and have settled in for the new school year.

NACCP continues to support classroom teachers through ListServ, Teacher Resources and Workshops. Our CafePress Store offers many items to help build enthusiasm for Cambridge Latin. And this year

we plan to offer a series of Webinars to enable you to add to your expertise without the travel time/expense of regular workshops. The content and schedule for webinars are not yet finalized; we will communicate that information later this fall.

During this past year NACCP continued to provide quality workshops under the direction of **Melody Hannegan**, who completed her first year as Workshop Coordinator. She planned and organized a workshop in Austin, Texas at the end of February with the help of **Donna Gerard**. Melody completed the summer workshop in Pittsburgh, Pennsylvania in July. Her team in Pittsburgh included **Ginny Blasi, Donna Gerard, Terry Klein, Kathy McGuigan, Mark Pearsall, Richard Popeck** and **Marlene Weiner**.

These workshops provide our *CLC* users with valuable expertise and materials. We are planning two workshops again for this school year. The “winter” weekend workshop will be in Orlando, Florida in late February or early March. And I am very pleased to announce that next summer’s workshop will be at the Vesuvian Institute in Stabiae, Italy! We will use ListServ and our website to provide more details and logistical information as they become available.

After two years of service, **Jim Pezzulo**, who teaches Latin at the Classical Magnet School in Hartford, Connecticut, is leaving the NACCP Executive Board. Thank you, Jim, for your service to NACCP.

You probably noticed that this fall mailing is a little lighter this year, since it does not include the Teacher Resource Catalogue. Items and prices have not changed from those shown last year, but there has been a slight increase in shipping and handling charges. Please download an updated Order Form from our website before placing an order; the form will be updated throughout the year to show any new or discontinued resource items. You can also download a copy of the catalogue and price list from our website.

Thank you to those who have made tax-deductible donations to the Phinny-Gleason Scholarship Fund that helps a worthy applicant attend a NACCP summer workshop. We were able

to offer two scholarships for this summer’s workshop in Pittsburgh; you can read the recipients’ comments elsewhere in this newsletter.

In closing, I would like to thank those of you who personally support NACCP through membership. That financial support will be used to help develop resource materials and webinars. We need both renewals and new memberships to help us continue our work and will acknowledge your support with a complimentary resource item and a discount on resource materials and webinars.

The Fires of Vesuvius Pompeii Lost and Found

Mary Beard - Harvard University Press 2008

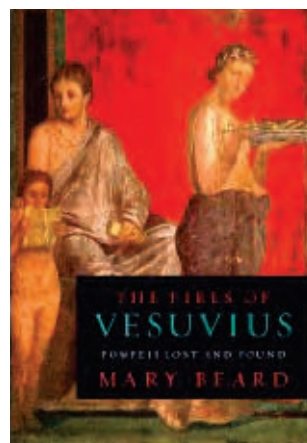
a review by Carlene Craib

So you think you know all about Pompeii after teaching the *Cambridge Latin Course* for umpteen years and having traipsed all over the site with countless students? Well, think again, and take a look at this new book by renowned scholar, Mary Beard.

For starters, when did the eruption take place? August 24 and 25, of course. Perhaps, but new research questions this, taking into consideration the types of foodstuffs found in the remains and the clothing on victims, both more appropriate to later in the year. Those bodies preserved in their plaster casts – can we be sure they were “victims of Vesuvius?” Beard reports that archaeologists now theorize that at least some of them were victims of tunnel collapses as residents went back to reclaim their buried belongings.

The book’s chapters deal with all aspects of life in a Roman city from houses to food, wine, sex and the baths – sound familiar? Beard discusses each of these and many more topics, adding the latest archaeological scholarship to previously held ideas, sometimes debunking commonly held notions, sometimes adding to the picture, sometimes just humorously suggesting that despite all the conjecture, mostly, we just don’t know for sure and one idea is as good as another. She has a nice chapter on “Earning a Living” that features a baker, a banker (guess who?), and a garum maker.

Calling Pompeii a “paradox” because “we simultaneously know a huge amount and very little about ancient life there,” Beard offers a wealth of fascinating information as well as the answers to some of those thorny questions students always ask. Written in a lively, sometimes downright funny style, the book is well worth a close read and will become a terrific handbook for Stages 1-12.



Saluting Two Phinney-Gleason Winners

When we decided to double the potential amount of the Phinney-Gleason Memorial Scholarship this year, so that it would cover most of the expenses of attending a summer workshop, we hoped to attract more interest. We did! From no applications last year, we were inundated with eleven this year, a pleasant burden for Chair **Ephy Howard** and her team of teacher readers: **Bobbie Thorpe-Nelson**, **William Lee**, **Marlene Weiner** and **Jim Salisbury**. In the end, after checking out all the applications, they still could not narrow down the choice to one recipient. So we had two, both of whom were able to attend the Pittsburgh workshop and both of whom have reported on their impressions on the next two pages of the newsletter.

Andrew O'Brien teaches seventh- and eighth-grade Latin language courses and also a sixth-grade enrichment course in Classics at St. Paul's Episcopal School in New Orleans, LA, where he has taught for the past four years. The sixth-grade program covers a wide variety of topics related to the ancient world, including Classical mythology, ancient architecture and the Seven Wonders of the Ancient World. Andrew also teaches Greek and Roman history as part of his sixth-grade Social Studies class. He may have to give that up if plans move ahead to expand the Classics program into the fifth grade.

In addition to this year's Phinney-Gleason Scholarship, Andrew was awarded the Glen Knudsvig Memorial Scholarship from the American Classical League in 2008, the Bernice L. Fox Teacher Training Scholarship in 2008 and the Theodore Bedrick Scholarship for study in Naples, Italy with the Vergilian Society in 2004. In 2004-2005 he served as National Secretary of Eta Sigma Phi, the national honor society for students of Greek and Latin.

Andrew and his school were appreciative of the scholarship money, since the local budget has been overwhelmed with trying to help the school recover from Hurricane Katrina, which left St. Paul's under eight feet of water. Andrew has been spearheading the post-Katrina fundraising and relief efforts for the school's Latin program. While St. Paul's is well on the way to full recuperation, professional development funds are understandably in short supply, making the scholarship particularly valuable.

Andrew would not need much assistance to help his students

understand a natural catastrophe like Mt. Vesuvius' eruption, but, as his report on page 5 makes clear, the workshop he was able to attend offered plenty of other delights.

Beth Block completed her first year as a full-time teacher in 2009 at Hampton Roads Academy in Newport News, VA.

Her classes included seventh through eleventh graders in Latin I-A, I-B, I and II. A graduate of the *Cambridge Latin Course* herself, she was pleased, after university and student-teaching years away from her favourite characters, to find that she would be able to return to familiar surroundings at the Academy. Her own introduction to Latin had been memorable because the strong story-line of the stories had made the acquisition of grammar and vocabulary and the accompanying reading skills so enjoyable.

The prospect of adding Unit III to her repertoire in 2009-2010 made her eager to attend the workshop. As a beginning

teacher, she had spent much of 2008-09 learning the basics of long-term planning, daily course preparation and grading. Now there was a chance to enrich her specific Latin teaching skills with guidance from experts and fellow learners.

Beth has earned many awards and honours already in her brief career, including the School of Education Award for Excellence at the Undergraduate Level and the William J. Hogan Prize for Outstanding Graduate, Classical Studies Department at The College of William and Mary, Williamsburg, VA in 2008. In 2007 she was awarded the Kraemer Scholarship for Study in the British Isles, where she visited Roman sites to prepare lessons and teaching materials. In 2006 she was the winner of the Dean's Prize for Student Scholarship on Women and the Susan L. Schearer National Senior Classical League Scholarship given to a college student intending to become a Latin teacher. This past year she was part of the supervision team for a large group of students and parents from her school on a trip to Greece and Turkey.

To both our winners, congratulations and best wishes as you continue to enrich your students' learning experiences. We predict that it won't be too long before Beth and Andrew are leaders and not just participants at our various NACCP. Lee Buttermann held court for a full room in a computer



Beth Block and Andrew O'Brien with workshop materials

Training for a Championship Season :

We asked our two Phinney-Gleason Memorial Scholarship winners to give us their impressions of the NACCP Workshop held in Pittsburgh in mid-July. Beth Block's report includes her reasons for attending as well as a brief summary of the session's highlights for her.

Although I used the *Cambridge Latin Course* as a high school student, I was away from the series for several years during college and my time as a student teacher. When I began my teaching career last fall, I had a happy "homecoming" with the characters and stories from Units I and II.

As soon as I found out that I would also be teaching Unit III this year, I began to look for ideas and materials that would help me bring these stories to life. I quickly seized upon the idea of attending the NACCP summer workshop; when I found out it was to be held in Pittsburgh, my home town, with some of my high school Latin teachers in attendance, I was sure this would be a great opportunity for me and my students. In order to help with the cost of attending the conference, I decided to apply for the Phinney-Gleason Memorial Scholarship, and was thrilled to be selected as one of the recipients.

It would take a much longer article for me to list all of the wonderful workshops; nevertheless I'll try to list a few highlights: **Ginny Blasi** led a vocabulary workshop that provided me with new great review games; **Donna Gerard** reaffirmed the importance of employing pre- and post-reading strategies in conjunction with the *Cambridge* stories; and **Terry Klein** (a former teacher of mine) led me back through many of the grammar, vocabulary and cultural activities that once helped solidify my love of Latin in the first place.



*Terry Klein confers with
Ellen Driscoll*

Special thanks must be given to **Melody Hannegan**, workshop coordinator, for organizing such a wonderful conference. The hotel staff was welcoming, the rooms spacious and the food plentiful and delicious. Participants, presenters and special guests enjoyed a



Group photo of workshop participants:

Front row: Mark Pearsall, Kathy McGuigan, Mary Elizabeth Decamp, Diana Jensen, Nancy Czupik, Andrea Weiskopf, Cindy Kokinda, Ellen Driscoll, Melody Hannegan, Ginny Blasi, Marlene Weiner

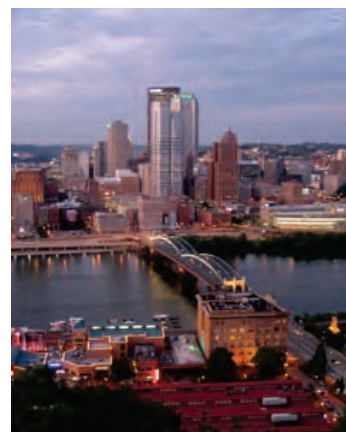
Back row: Jim Harmon, Richard Popeck, Donna Gerard, Philip Cortese, Beth Block, Andrew O'Brien, Oliver Parker, Mark Ferrara, Terry Krugman, Thomas Hoetz, Judith Wilson-Ernst, Terry Klein

wonderful dinner at a local Italian restaurant and then rode the incline up Mt. Washington for a beautiful view of the Pittsburgh skyline at sunset.

I left the conference both with a bag stuffed with handouts and a brain overflowing with new ideas. While I will not be able to incorporate all of them into my lessons in this upcoming school year, I know that my renewed enthusiasm for the *Cambridge Latin Course* will carry over to my students. I would like to thank again the NACCP for giving me the scholarship that enabled me to come to this conference. I look forward to attending many more in the future!



*Marianne Lorinchak and
Melody Hannegan*



*Sunset view of Pittsburgh
from Mount Washington*

Reports on the Pittsburgh Summer Workshop

Andrew O'Brien titled his report "Apud Amicos," proving that a warm welcome can overcome initial travel delays. It also helps when your home school is fully supportive of your efforts.

This year, I was fortunate to receive one of the North American Cambridge Classic Project's Phinney-Gleason Memorial Scholarships to attend the annual summer workshop in Pittsburgh, PA. Boarding the 6 AM flight out of New Orleans, I encountered some flight delays on the way in Charlotte, but eventually I found myself at the Wyndham Hotel in Pittsburgh. I arrived in the middle of the first session, which focused on reading, but was warmly welcomed by the workshop organizers. I was happy to take part in the remaining two sessions of the day.

The next day started off with vocabulary acquisition techniques from **Ginny Blasi**. Vocabulary memorization can be cumbersome and tedious for teachers and students alike,



Donna Gerard shows her cards.

and so it was very helpful to get some pointers and new ideas for making this grueling but crucial part of language acquisition exciting for everyone. Next, **Kathy McGuigan** presented us with her version of Stage 20. Because I'm particularly partial to the Alexandria stories in Unit II, I was happy to hear her approach on teaching this exciting stage. After lunch, continuing with the Alexandrian theme,

Richard Popeck gave a fascinating lecture on Roman glass and its production. The day closed out with **Donna Gerard's** session on how to "chunk" a Latin passage into smaller sections and **Terry Klein's** approach to oral Latin. Grading translations through "chunking" takes a lot of the guesswork out of grading, and it helps students understand their mistakes much more clearly. Also, while many Latin teachers do not focus on oral Latin, using auditory and oral exercises in the classroom can enhance lessons for students who need more than just a reading approach.

On Wednesday, **Mark Pearsall** got us started with a discussion on ancient philosophy and connected it to modern music and films. Next, **Kathy McGuigan** presented strategies on making Latin a more multidisciplinary subject. It is so easy for us Latin teachers to be relegated to a far and distant classroom and to be considered quaint reminders of something ancient. However, by emphasizing the connections between our discipline and others, we can establish ourselves as relevant and significant even in the 21st century.



Mark Pearsall discusses ancient philosophy.

After lunch, **Donna Gerard** treated us to her approach to Stage 15 and the exciting boat race. Again, it was helpful to see a teacher's specific methodology in a given stage, and I will definitely be incorporating her artistic lessons into my own. The next session focused on Cambridge's upcoming E-Learning Resource, which got me very excited. To me, this could be a one-stop-shop for so many useful resources to accompany the Cambridge series. I hope it is made available soon, as I'm anxious to use it in my classroom. Finally, the day closed out with some delicious cookie archaeology and Latin songs.

The final day began with **Terry Klein's** covert culture session, which focused on ways of incorporating the cultural components of the textbooks in ways that help facilitate language acquisition and comprehension. Finally, **Mark Pearsall** returned to give us writing prompts that will allow students to focus not just on their Latin skills but on their English composition skills.

It was an exciting week for me. I'm very happy to have attended the conference, and I'm glad that I got the opportunity to go. It was nice to share ideas with colleagues in a relaxed setting, and the weather in Pittsburgh was pleasant all week. The evening banquet and ride up the incline were true highlights. I'd like to thank everyone at NACCP for giving me the opportunity to attend this exciting conference. I'd also like to thank **Merry Sorrells** and **Myers McAllister** at my school, St. Paul's Episcopal, for their encouragement and support. *Gratias maximas vobis ago!*



A Roman funeral for Snow White. Kathy McGuigan holds the corpse-to-be. Diana Jensen and Ellen Driscoll play the funeral dirge. Thomas Hoetz places a coin in Snow White's mouth to pay Charon for her crossing of the River Styx.

Workshop Coordinator's Report

Melody Hannegan adds her own summary and appreciation to the notes on the previous pages.

“Training for a Championship Season in the Latin Classroom” convened in Pittsburgh, The City of Champions in mid-July. The fourteen trainees were obviously already champions, but were eager to receive further training from the eight staff members and guests who delivered the program.

I would like to acknowledge our experienced and passionate staff. **Marlene Weiner** worked so hard behind the scenes in the day-to-day clerical jobs and organizational tasks. **Donna Gerard, Terry Klein, Mark Pearsall, Kathy McGuigan** and **Ginny Blasi** shared many of their winning strategies for teaching a variety of lessons in the *Cambridge Latin Course*. **Richard Popeck** played Santa in July by filling everyone's sacks with lots of goodies and played the role of “Mitch” with his Sing-along With “Rich.”

We were all very appreciative of **Jim Harmon's** demonstration of the new E-learning Resource DVD from Cambridge University Press and also of **Zee Ann Poerio's** very enthusiastic presentation of what is happening at the elementary and middle levels. She most generously supplied raffle prizes and freebies.

In addition, I extend special thanks to **Marianne Lorinchak**, a retired Pittsburgh master teacher of *Cambridge*. She donated a plethora of teaching materials which, along with donations from Ginny and Richard, brought in \$99.00 in contributions to the Phinney-Gleason Memorial Scholarship Fund.

In short, we all learned so much and should all have a victorious year!



Marlene Weiner and Ginny Blasi conquer Pittsburgh.



Philip Cortese and Terry Krugman display their skill at cookie archaeology.



Zee Ann Poerio's presentation



Staff members in a group portrait: Richard Popeck, Mark Pearsall, Ginny Blasi, Jim Harmon, Marlene Weiner, Melody Hannegan



Oliver Parker and Judith Wilson-Ernst at dinner



The winning team display their flash cards: Thomas Hoetz, Nancy Czupik, Cindy Kokinda, Ellen Driscoll and Mary Elizabeth Decamp

What's New in Latin Texts and Teaching Materials

*This was the title of the opening session at the annual ACL Institute in Los Angeles. NACCP's **Carlene Craib** was on hand to provide us with a report.*

It is not often that a Latin curriculum offering gets a spontaneous round of applause, but that is just what happened after **Jim Harmon** showed a delightful clip from the new electronic resource available this summer as a companion to Units One and Two of the *Cambridge Latin Course*. The plenary session at the American Classical League's Institute held in June at Loyola Marymount University in Los Angeles was devoted to presentations by four publishers of brand new curriculum materials, but only CUP earned appreciative chuckles and applause.

LeeAnn Osborne introduced *Latin For the New Millennium*, published by Bolchazy-Carducci, a text that follows the "middle road," striving for a blend of reading and grammar/translation approaches. Authors **Terence Tunberg** and **Milena Minkova** included many conversational Latin exercises. Readings in Level 1 include excerpts from Plautus to Boethius, and in Level 2 from the Venerable Bede to Ludvig Holberg.

Andrew Reinhart demonstrated the e-learning resources available including vocabulary exercises via i-Phone, mp3 files for handheld devices and opportunities to participate in virtual learning environments.

Focus Publishing, represented by **John Piazza**, presented *Lingua Latina Per Se Illustrata* by **Hans Orberg**. This curriculum is a reading textbook with copious amounts of prose. The book is unique in that it is all in Latin, with the illustrations drawn from ancient sources.

Kathy Wilson from Prentice Hall introduced the new Level 3 book in the *Ecce Romani* series. The book focuses on literature, including the most commonly read authors. It is available also as an interactive textbook, *Ecce Online*,

that is an electronic version of the textbook and includes flash technology activities.

Jim Harmon, Classics Specialist for Cambridge University Press, gave an overview of the new offerings from CUP. He highlighted the new entries in the series *Greece and Rome: Texts and Contexts* edited by **Dr. Eric Dugdale** and **Dr. James Morwood**, who were both in attendance at the Institute. Among the newest titles are *Alexander the Great*, and *Lucretius: Poet and Epicurean*. Jim then showed clips from the E-Learning Resource that will be available to accompany Units One and Two of the *Cambridge Latin Course*, including a video clip of cultural material, a grammar explanation video and some of the more than 1000 activities

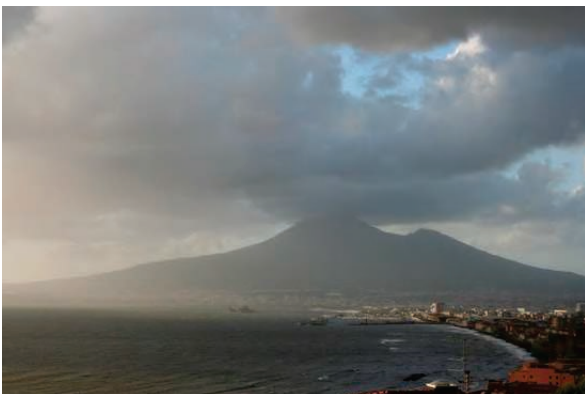


Jim Harmon at the keyboard controls for his presentation of the new Cambridge E-Learning materials at the NACCP Pittsburgh workshop

available to students. The highlight of his presentation was the video dramatization of the wonderful story in Stage 9, **in taberna**. Seeing Metella and Melissa in action as they buy a toga for Quintus' birthday party was delightful and the audience thoroughly enjoyed it!

The presentation was followed by breakout sessions with the individual publishers where participants could hear more about the books and see more of what the exciting new DVD from CUP has to offer.

From the Editor



In case you missed the notice in **Martha Altieri's** report about next summer's workshop, let me remind you that for the first time in many years NACCP is going overseas. An exciting conference centre, the Vesuvian Institute, is now operating in Castellammare di Stabia, down the coast from Mt. Vesuvius (*see photo*) offering the same meeting and accommodation facilities as a hotel, but almost next door to Caecilius' house. We are working with their management to set up a program for summer, 2010, which we hope to announce on our website <www.cambridgelatin.com> as soon as we know details. Obviously this opportunity to share in the usual *Cambridge* experience you have read about on the previous pages while also visiting the actual story locales will cost a penny or two more than the regular workshops, considering airfare alone. Start your financial planning now, including a scholarship application if you wish. It will be worth it!

What's New in Technology for Latin Teachers

NACCP Executive Board member Bob Patrick reports on another interesting ACL session.

Lee Butterman from Tufts University in Medford, MA held court for an hour in a full computer lab at Loyola Marymount University in Los Angeles at the 2009 ACL Institute. Rather than present another talking head at the front of the room, in engaging pedagogical style, Butterman briefly introduced participants to his project: <www.nodictionaries.com>. With only a few pointers to what we could find on the site, Butterman then invited participants to explore the exciting new program and to begin to imagine how they might use it with their students in their own educational settings.

Butterman's project combines the easy access to Latin word definitions that many of us have come to appreciate through *Whitaker's Words*, access to the huge library of Latin texts through <Latinlibrary.com> and the ability to create word lists in a way that the Perseus site allows, but almost instantly. He let the participants know that his site was currently free, but that a subscription format was in development. At the time of the workshop, fees for that subscription have not been determined, but the subscriber

would be able to create individualized word lists and save them to his or her account. He intimated that other specialized features would accompany the subscriber's version of <NoDictionaries.com>.

In my opinion, <NoDictionaries.com> is the latest best thing in technology to come along for Latin teachers and students that is easily accessible and easy to use. The crowd of Latin teachers in the lab at the time I attended was excited about its potential in their classrooms, spawning almost constant questions as participants tried their hand at what the site offered. At one point, Butterman needed to be three people to keep up with the questions. In my opinion, the real value in what he has created is that it fosters creativity in Latin teachers. He has provided them with a technology tool that evokes possibilities for teachers that they have not considered yet. In this ancient and sometimes stodgy tradition, what could be more exciting?

(Check out the website home page below, for a preview.)

NoDictionaries

**NoDictionaries is
a new way to read
dozens of Latin authors and
any other Latin you type in:**

*Click any word (like Odi) to see
all of its possible meanings.*

Adjust how much vocabulary:

Odi et amo. Quare id faciam, fortasse requiris.

odi, *odisse*, *osus* hate, dislike; be disinclined/reluctant/adverse to

amo, *amare*, *amavi*, *amatus* love, like; fall in love with; be fond of; have a tendency to

quare in what way? how? by which means, whereby; why; wherefore, therefore, hence

fortasse perhaps, possibly; it may be

requiro, *requirere*, *requisivi*, *requisitus* require, seek, ask for; need; miss, pine for

Nescio, sed fieri sentio et excrucior.

nescio, *nescire*, *nescivi*, *nescitus* not know; be ignorant/unfamiliar/unaware/unacquainted/unable/unwilling

fio, *fieri*, *factus sum* happen, come about; result; take place, be held, occur, arise

sentio, *sentire*, *sensi*, *sensus* perceive, feel, experience; think, realize, see, understand

excrucio, *excruciare*, *excruciatui*, *excruciatuius* torture; torment

Go straight to Caesar's *Gallie War* · Catullus · Eutropius

Horace's *Odes* · Suetonius's *Divus Julius* · Vergil's *Aeneid*

or check out the dozens of Latin authors or type your own Latin in

Need help? Check out **Laura Gibbs'** fantastic overview of NoDictionaries.

A bit further detail

I've just graduated from grad school, and this was my Master's project. It helped me read much faster, and it also helped me have more fun reading, and less time flipping through a dictionary. Enjoy! Please **let me know** what you think.

Much thanks to those who have shaped the development including Prof Susan Setnik, Prof Gregory Crane, Prof Betsey Halpern, Prof Steven Hirsch, and all of the undergrad and grad student usability testers, including the Fall 2008 Latin 3 class, especially Kevin Hillburn, EJ Testa, Emeka Nwabuzor, Ryan Zuckman, and Cori Russo, Alan Mui, Dan Zhen, Kwaku Osei-Tutu, and Ian Drummond, Molly Gayton, Leonora Mahler, Zachary Fenno, and many more. A further deep debt of gratitude to William Whitaker, for his **Words**, and to **The Latin Library**.