



NEWSLETTER

No. 27, Spring, 2004

Big D to Host Summer Workshop

The eyes of Texas will be upon this summer's Cambridge Latin Teachers' Workshop in Dallas. The program runs from Tuesday, July 6 to Sunday, July 11.

Beth Thompson, NACCP's Outreach Coordinator, predicts a "spectacular event." She took part in a complete tour of the area, arranged by the gracious team of Dallas hostesses, who also helped work on the agenda. Sessions will include several enlightening hours on the computer, exploring the technology that is now available

for Classicists; extended instruction in the reading approach for both upper and lower level Latin learners; and various methods of grammar, vocabulary and culture integration into Latin teaching.

Participants will take in the Dallas nightlife as well as an area museum visit. Thanks to the extraordinary generosity of First Baptist Academy, located in downtown Dallas, money that would usually go toward facilities and equipment can be used toward lodging. You may choose your own hotel, should you

wish, but we have very good group rates at the Fairington, just a short walk from the school. Breakfast and lunch will be at the Academy, with dinner at restaurants of your choosing throughout downtown Dallas.

For further information, scholarship details and registration forms, <<http://www.cambridgelatin.org>> is our NACCP website. You can also contact **Beth Thompson** at <bethompson1@aol.com> (telephone 1-704-567-5945). Please register early. Spaces will fill fast for this wonderful workshop.



Would you rent a used boat from this man?

Reader **Bee Smith**, from Louisiana, sent along this photo from her sister-in-law, a Latin teacher in England. It was taken on a visit to the southern United States. If, instead of renting used boats, you have been purchasing the new Fourth Edition of the *Cambridge Latin Course*, check out the summary on pages 7-12 of the changes from the Third Edition.

Director's Message

by Allyson Raymer



What a whirlwind it has been since we met in Buffalo last summer! Before I get into the details of all the events and planning that have occurred since then, let me send each of you good wishes for the final semester of the school year. I hope that you all continue to enjoy your individual pursuits, whether that means tutoring, classroom instruction, administration or retirement. Bless each of you for the good work you are doing and the valuable contributions you bring to our noble profession.

When I think of the term "restructuring," I envision new ideas and strategies being infused into an organization that already has a solid foundation and clear mission. Indeed, this is what we had in mind as we added the new "Weekend Workshops" to our goals for the NACCP this year. **Beth Thompson** reports on these elsewhere in this newsletter. Philosophically we initiated these short sessions as a means of better supporting teachers who use the *CLC*, while providing needed training and education about this fabulous series. I believe that during each of the workshops practice has matched the theory. The feedback has been extremely positive, indicating that these workshops have indeed been helpful to teachers. Tremendous thanks to you all for supporting this idea and trusting us to follow through with the vision. All change can be somewhat

risky, but in this instance the risk has been worth it. Clearly, none of these new workshops could have taken place without the efforts of **Beth Thompson**, our newly appointed Outreach Coordinator. With the help of **Ellen Sell**, our treasurer, enrollment and registration was managed. All other arrangements, including locations for the meetings, food, accommodations, materials, gift bags, the agenda, and evaluations, were handled by Beth. For her hard work and commitment to NACCP, we owe her immense gratitude and appreciation. Bravo, Beth!

In addition to being a co-presenter

work with the Resource Center. In addition to your respective Spring Breaks, please mark your calendars for the American Classical League Institute, held this year in Oxford, Ohio at Miami University from June 25 to June 27. Also, include our NACCP Summer Workshop in Dallas, July 6-11. I hope I see many of you at these events. Until then, take care and keep in touch.

work with the Resource Center.

Allyson
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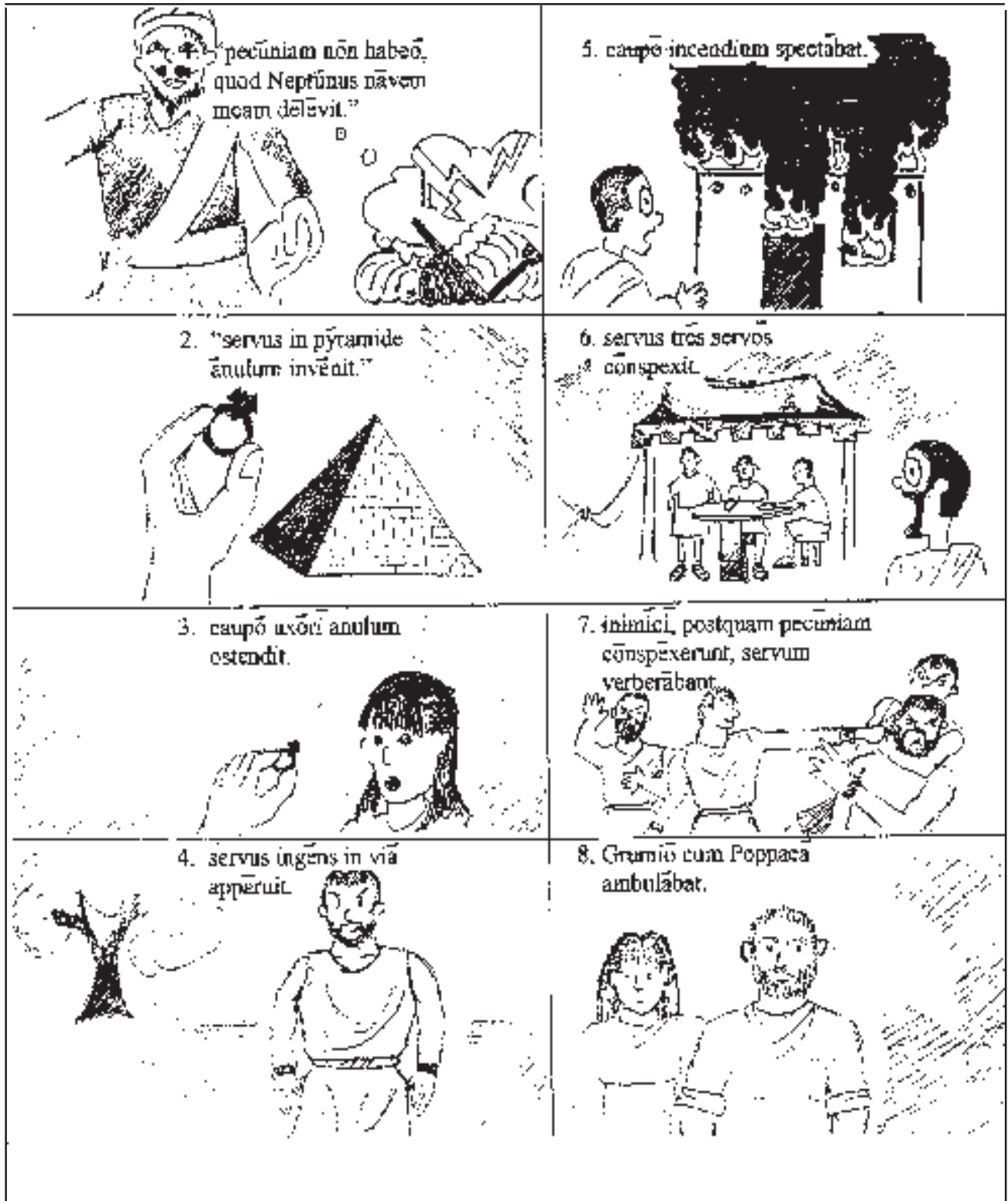
Sara Crittenden, from Donaldson Christian Academy, Nashville, TN, poses with **Beth Thompson** and **Allyson Raymer** at a Saturday in-service. See page 5.

work with the Resource Center.

Allyson
(a.raymer@sbcglobal.net)

Anulus Aegyptius

We are always pleased to reproduce student work in the Newsletter. The artist for this illustrated summary of the Stage 10 story is **Ian Harkey** of St. Andrew's Episcopal School in Ridgeland, Mississippi. His teacher, **Cyndie Harrison**, sent it along as a sample of what imaginative seventh graders can produce in response to an artistic exercise. She supplied the captions and blank rectangles, the CLC story supplied the inspiration, and her students did the rest!



Cambridge Three-Pack for ACL 2004

by Norah Jones

The annual American Classical League Institute will be held this year at the ACL's home base of Miami University in Oxford, Ohio. In a slight change from recent years, it will run from Friday through Sunday, June 25-27. Cambridge University Press has three items on the program, all of them stimulating and attractive.

"Reaching and Teaching the Young Latin Learner" is a 90-

minute panel chaired by **Fiona Kelly** from the Press. **Joe Davenport** and **Beth Thompson**, both Middle School teachers, will share methods and materials they use to give their students a successful and exciting Latin experience. Participants will discover ways that they can work with younger learners to:

- *motivate them to take and stay in Latin classes;
- *understand Latin structure and use and relate that understanding to other languages, including English;
- *learn about and relate to the culture and history of the ancient world;
- *read and use Latin with enjoyment and confidence; and
- *reflect on and explain to others what they have learned about Latin

language and literature and ancient culture. Beth and Joe will involve attendees in activities and will encourage the group to share ideas and ask questions. They will provide teacher-made materials and materials published by CUP and NACCP. Their panel is scheduled for Saturday from 2:00 to 3:30 p.m.

"Putting Latin back into Schools" is a 60-minute workshop presented

"War with Troy: Telling Tales to 9-14-Year-Olds" is another 90-minute session with a very interesting panel. **Bob Lister** is on the Faculty of Education, University of Cambridge, and a past Director of the Cambridge School Classics Project. **Grant Bage**, a colleague of Bob's on the Project, is a writer, researcher and educational consultant, working for publishers and UK government agencies, who has a special interest in spoken stories and an expertise in bringing together story and history. **Hugh Lupton** has been telling stories for children since the late 1970s. He has a special interest in stories from the classical and Celtic worlds. Several collections of his stories have been published in Europe and North America. **Daniel Morden** has been a professional storyteller since 1989. He has told and heard stories all over the world from the Arctic to the Pacific to the Caribbean. He and Hugh have worked on classical stories for the last decade.

The panel will focus on development of "War with Troy: The Story of Achilles." Grant and Bob will outline the place of the War in the school curriculum and its role in teaching citizenship and personal and social education. Hugh and Daniel will then share a short extract from "War with Troy" and discuss the creation of their oral retelling of Homer's story. Friday, 7:00 to 8:30 p.m.

Three days, three excellent presentations! And, of course, CUP will also be hosting an evening reception, with **Stan Farrow** at the piano for a bilingual sing-along. You can obtain details about the program and registration by e-mailing **Gerl Dutra** at <info@aclclassics.org>.



A "viaduct" on one of the pathways at Miami University

by **Will Griffiths**, University of Cambridge, Faculty of Education, and Director of the Cambridge School Classics Project.

The UK government has provided over \$6 million for the development of an e-learning resource to support the teaching and learning of Latin with the *Cambridge Latin Course*. Prof. Griffiths will demonstrate the materials which have been created and show how their organization into a number of different courses allows a variety of user groups to study Latin without the presence of a subject specialist teacher. He will also report on the range of models which schools without subject specialists are using to offer Latin to their students. His presentation runs Sunday afternoon 3:30-4:30.

NACCP Spans the Country

by Beth Thompson

NACCP has been reaching out and continues to reach out to teachers all across the country. The debut of the weekend teacher workshops occurred in Atlanta, GA this past fall. Presenters **Ephy Howard**, **Allyson Raymer** and **Beth Thompson** demonstrated the many merits of the *Cambridge Latin Course* and what can be done with it in the



Food for thought: Tennessee teachers discuss CLC over lunch

classroom. Attendees were responsive and gracious, and they enjoyed the time, remarking that it was certainly well spent. Many thanks to **Ellen Sell**, who did so much support work to make that happen. Another thank-you goes to CUP representative, **Ken Kingrey**, who came and supported teachers as well.

Our other official weekend workshop occurred in Los Angeles, CA, in January. **Martha Altieri**, a California resident, did a lot of work to put out the word and get a quorum

present. The workshop was well attended and enjoyed by all. As the state of California prepares for adoption again, the NACCP was glad to be there to support CUP's efforts in the adoption process.

A workshop originally planned for San Antonio has now been merged with the summer workshop in Dallas - and we plan to be back in Texas during the next school year to assist with the adoption process there.

Finally, at the request of Tennessee teachers who are also in the

midst of textbook adoption proceedings, **Allyson Raymer** and **Beth Thompson** travelled to Nashville to do a Saturday in-service for area Latin teachers. The group was eager to hear more about *Cambridge* - the theory behind its use as well as instructive methodology regarding its implementation in the classroom. We are eager

to have additional Tennessee teachers join the *Cambridge* family and are hoping their adoption goes well.

A special thank-you is extended to **Mike Williams**, who coordinated the entire event. Upon our arrival, Mike informed us that he was not sure what textbook was going to receive his vote. By the time we left, he was convinced that *Cambridge* is the way to go! The enthusiastic and supportive response of Mike and all of the Tennessee teachers was definitely worth the trip.

New Novel Relives the Last Days of Pompeii

Pat Bell, prior to setting out on a post-retirement trip, was loaned a copy of "Pompeii," a new novel by Robert Harris (Random House, 2003, not yet available in paperback). She intended to save it for the trip, but couldn't resist the temptation to start it - and then couldn't put it down. She reports:

The main characters are Pliny the Elder, the prolific writer and naturalist, serving as commander of the Roman fleet at Misenum; and Attilius, the newly appointed aquarius/engineer of the Aqua Augusta. The mysteries - the disappearance of the previous aquarius, the drying up of streams and wells, the dying fish at a fish farm, the lack of water in the cistern at Misenum, the failure of the public fountains, etc. - all lead Attilius, to scientific detective work at Misenum, Pompeii, and the Aqua Augusta. The story begins two days before the eruption of Vesuvius (August 22) and ends on August 25.

Harris smoothly incorporates details about Roman engineering and architecture without being pedantic. He even has the correct signal for gladiatorial death (*pace* Hollywood!), the turning of the thumb towards the throat. *CLC* types will like the one-liner by Ampliatius, the unscrupulous real estate tycoon: "I did some debt collecting for an old money-lender called Jucundus, and he taught me a lot."

The New York Times review by Mendelsohn calls the book an "idiosyncratic historical-volcanological mystery that, even though you know how (the) story ends, you still cannot put down as the inevitable comes closer." The details of the eruption and of the attitudes and reactions of the people are compelling as well. Highly recommended!

The North American Cambridge Classics Project

presents

the Eighteenth Annual

CAMBRIDGE LATIN TEACHERS' WORKSHOP

July 6-11, 2004

in

DALLAS, TX

This workshop will offer a wealth of practical sessions on the reading approach, grammar, culture, literature, the Advanced Placement exam, and computer technology for novice as well as veteran teachers who use

The Cambridge Latin Course

Graduate Credit in Latin (optional)

Further information regarding tuition and accommodations is posted on the Cambridge Latin web site (www.cambridgelatin.com). If you have questions regarding the workshop, please contact Beth Thompson using the information below.

For scholarship information: obtain an application at www.cambridgelatin.com

For further information: obtain a registration form from the Cambridge Latin website at www.cambridgelatin.com

For registration questions: contact Ellen Sell, 1342 Westover Drive, Norfolk, VA 23507-1026; email sell@cox.net.

For specific information about the workshop: contact Beth Thompson, 2965 Dunlavin Way, Charlotte, NC 28205; email bethompson1@aol.com.

REGISTRATION DEADLINE: FRIDAY, JUNE 6, 2004

CLC Fourth Edition Changes

Since our last Newsletter, the final piece of the *CLC* Fourth Edition has been put into place with the publication of the Unit 4 Teacher's Manual. Many of you have updated to the new books, as we can tell from the favorable comments received, including a very complimentary review in *Classical Outlook*. The one downside to switching is that all your old drills, exercises, tests, etc. may require some updating as well, to incorporate the various changes from the Third Edition.

To assist you in this process, you will find on the following pages a summary of those changes. They include additions and deletions for Vocabulary Checklists, plus changes to the About the Language notes and the cultural background notes. For the latter, I have not indicated every single paragraph or word change, but just the major alterations in topics and/or their order. Similarly, I have not included a section on the stories, but if you are in the habit of using excerpts on exercises and tests, you will need to check for small changes there as well. Obviously, the literary passages in parts of Unit 4 have been completely changed, but otherwise the stories have usually been altered only to accommodate changes in the accompanying language notes.

As is to be expected, the changes increase in number as you progress through the Course. The Checklists in the latter part of Unit 4, for example, are almost completely new, reflecting the change in the literary passages. As a double check, the Teacher's Manuals have two Appendices which list words by the Stage where they first appear on a Checklist. Use those lists to assist in the composition of drills, exercises, and tests. My particular reason for compiling this list was in hopes of updating my own *Fabulae Ancillantes*, but since I no longer use the texts every day in class (being retired!), I may have missed something that practicing teachers will notice. Let me know (Stan.Farrow@tel.tdsb.on.ca) and I'll include updates in future newsletters.

THE CAMBRIDGE LATIN COURSE CHANGES FROM THE THIRD TO THE FOURTH EDITION

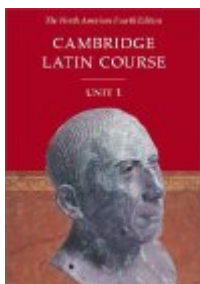
UNIT 1

Vocabulary Checklists

- Stage 1:** add: **cubiculum, tablīnum, triclinium**
- Stage 2:** add: **toga, tunica**
- Stage 4:** add: **ex** (with **ē**)
- Stage 6:** add: **bonus**
- Stages 7ff:** add the 3rd person sing. of the perfect tense to verbs
- Stage 8:** delete: **turba, vĕnātiō**
- Stage 9:** delete: **hercle!**
- Stages 11ff:** verbs include the case they govern, if not ACC.

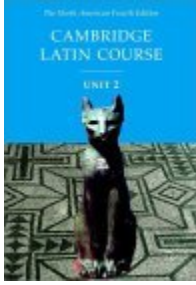
Culture Notes

While the general topics remain unchanged, some small changes have been made in the content, to reflect more recent scholarship. In particular, note the changes in "Metella" (Stage 1) and "Slavery" (Stage 6).



UNIT 2

Vocabulary Checklists



- Stage 13:** add: **sum** (3 princ. parts), **vīta**
delete: **geminī, hauriō, suāviter**
- Stage 14:** add: **aliquid**; prepositions include the case they govern (14ff)
delete: **antīquus, argenteus, dictō, pretiōsus, sella**

- Stage 15:** add: **mare**, adjectives listed in all 3 genders (15ff); gender given for all nouns (15ff)
delete: **agmen, fossa, honōrō, litus, prior, victor**
- Stage 16:** delete: **bonus** (now in 6), **frūmentum**
- Stage 17:** add: **agmen** (cut from 15), **invītus, litus** (cut from 15), **resistō**
delete: **dēsiliō, dēspērō, fulgeō, gemma, hasta, mare** (now in 15), **negōtium** (learned in a phrase in 3), **sordidus, tergum, vīta** (now in 13)
- Stage 18:** delete: **aliquid** (now in 14), **fortūna, longus, periculōsus, prōcumbō, resistō** (now in 17)
- Stage 19:** delete: **cautē, dē** (*from, down from*), **dēfendō**
- Stage 20:** add: **dēspērō** (from 17)
delete: **equitō, hiems, medicus, parēns**

About the Language Notes

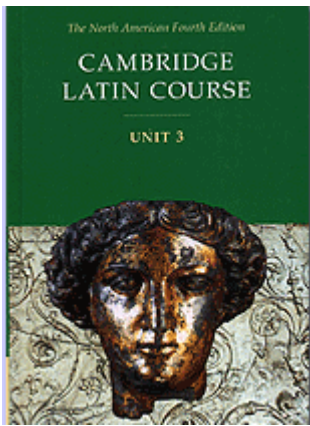
- Stage 13:** A note is added on determining the conjugation number of verbs by the infinitive (in ATL I)
- Stage 14:** ATL III: a new note on the cases which prepositions govern (old Stage 28, Unit 3); the forms of the ablative case are formally introduced here.
- Stage 15:** ATL II: gender and the agreement of adjectives and relative pronouns moved here from Stage 18. The ATL on questions is moved from old Stage 15 to new Stage 16.
- Stage 16:** ATL II: questions (moved from old Stage 15)
- Stage 18:** ATL I: a new note on neuter nouns (old Stage 23, Unit 3)
ATL II: a new note formally presenting Fourth and Fifth Declensions; using the genitive to determine the declension number of nouns
Delete old ATL II on verbs that are completed by the dative case.
- Stage 19:** ATL I: **ille** is added to the note on **hic**.
- Stage 20:** ATL I: a chart of nominative and accusative forms is added to the note on present participles.
ATL II: a complete chart is given for the forms of **is-ea-id**.

Culture Notes

- Stages 13/14:** These notes have been reversed from the 3rd edition, giving the background on the Romans in Britain in Stage 13 and a note on Life in Britain (somewhat more wide-ranging than in the 3rd edition) in Stage 14. The note on Salvius is still in Stage 13, but a note on the Celtic tribes has been added to the British background note.
- Stage 15:** The old note on Cogidubnus has become part of an expanded note: The Celts: Friend or Foe? Boudica and Cartimandua are highlighted in the first part of this note.
- Stage 16:** The picture essay is the main addition to this otherwise slightly revised note on the palace at Fishbourne.
- Stages 17-20:** Some reorganization in these notes, especially through the illustrations, but the topics remain the same. Some minor changes in the content.

UNIT 3

Vocabulary Checklists



- Stage 23:** add: **magnopere, magis, maximē**
delete: **induō, numerus**
- Stage 24:** delete: **adstō, magnopere** (now in 23), **maximē** (now in 23)
- Stage 27:** delete: **aditus**
- Stage 28:** add: **augeō, quisquam** (added to **quicquam, quidquam**)
delete: **ūnus-quānquāgintā** (to avoid overlap with earlier lists) combine **atque** with **ac** in one entry
- Stage 29:** add: **alius...alius** (added to **aliī...aliī**)
- Stage 33:** delete: all numerals except the ordinals: **prīmus ū decimus**
- Stage 34:** delete: **cōsulātus, impōnō, lectīca, prōgredior, suspicor**

About the Language Notes

- Stage 23:** ATL I: a review of present and perfect participles (not in 3rd ed.)
ATL II: a new note on formation and comparison of adverbs
Delete the old note on neuter nouns (now in Stage 18, Unit 2)
- Stage 24:** The ATL on **cum** is split into I (+ pluperfect) and II (+ imperfect)
- Stage 27:** Delete the ATL on impersonals (moved to 28)
- Stage 28:** ATL I on the ablative case no longer needs to introduce the forms, merely the use without a Latin preposition; also expressions of time are included in this note rather than in a separate one later; and the separate note on prepositions in the 3rd edition has been deleted since it is covered now in Stage 14.
Add ATL II on impersonals (from old Stage 27)
- Stage 29:** ATL II adds all persons of the passive voice, present and imperfect indicative (1st and 2nd persons were in old Unit 4)
- Stage 32:** ATL I: all persons are included for deponent verbs, not just 3rd.
- Stage 34:** ATL II: all persons are included for future passive indicative

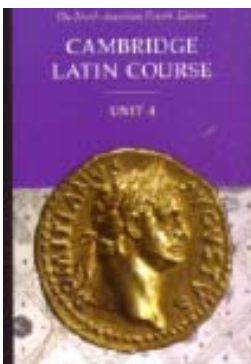
Culture Notes

- Stage 21:** A major reorganization with some new material
- Stage 22:** Superstitions added to the note
- Stage 23:** A major reorganization with some new material; in particular, astrology has now been added to this note
- Stage 24:** Much new information
- Stage 25:** A major reorganization with some new material; also a new note on auxiliaries, but postponement of the note on senior officers until Stage 26
- Stage 26:** A new note on the organization of a legion, incorporating items from the old Stage 25 note on senior officers; the note on Agricola has some new information
- Stage 27:** Minor changes
- Stage 28:** Some reorganization and changes
- Stage 29:** New notes on the origins of Rome and on Rome and Judea; small changes in the Roman Forum note
- Stage 30:** Major reorganization with some new material
- Stage 31:** The City of Rome note is largely intact with some new information. The old note on Patronage has been combined with the old Stage 32 note on Roman Society into a single reorganized note.
- Stage 32:** The note on Roman Beliefs excludes astrology (now in 23) and has been largely rewritten to include not only the philosophies from the 3rd edition but also Roman state religion and mystery religions, including Christianity, formerly a separate note in Stage 33. The old note on Roman Society is now part of Stage 31.
- Stage 33:** The old note on Christianity is now included in Stage 32. The note on Entertainment is much more wide-ranging than in the 3rd edition.
- Stage 34:** Extensive changes from the 3rd edition

UNIT 4

Vocabulary Checklists

Note: Some meanings have been added or changed for old entries *passim*.



- Stage 35:** add: **rūrī** (sublisting under **rūs**)
delete: **magis, male** (these now appear in Unit 3)
All fourth principal parts of verbs are now the supine (35ff.)
- Stage 36:** add: **fruor, irāscor**
- Stage 37:** add: **aestās, cōpiae, dīvus** (adj.)
delete: **dīvus** (noun)
- Stage 38:** delete: **cōpiae** (now in 37)
- Stage 39:** delete all the numbers (have been listed previously)
- Stage 40:** delete: **augeō** (now in 28)
- Stage 41:** add: **benignitās, cōnsuētūdō, culpa, dēsum, dōnec, instituō, nē quis, nē quid, pietās, praecipīō, reperiō, vēritās**
delete: **factum, glōria, lūdō, peditēs, perdō** (now in 39), **vīlis, vitium**
- Stage 42:** add: **aequor, aetās, carpō, dēns, mūnus, nēquīquam, pius, quisquis, vīrēs**

- delete: **genū, reperiō** (now in 41), **sepeliō**
- Stage 43:** add: **assiduē, dēsiderium, lūmen, optō, orbis, orbis terrārum, pectus, sepeliō** (from 42), **tueor**
delete: **contemnō, fidus, inopia, possideō**
- Stage 44:** add: **careō, condō, ignōtus, impōnō** (from 34), **pateō, possideō** (from 43), **requirō, -ve, velut**
delete: **coniūrō, studeō**
- Stage 45:** add: **beātus, etsī, fās, sēnsus, vīlis** (from 41)
delete: **aestās** (now in 37), **orbis** (now in 43), **orbis terrārum** (now in 43), **quisquam, speciēs**
- Stage 46:** add: **afferō, arguō, commodō, ēgregius, expōnō, existō, fateor, foedus** (noun), **glōria** (from 41), **imāgō, inimicitia, potius quam, prōgredior** (from 34), **quamdiū, ratiō, repellō, sūmō, turpis, vitium** (from 41)
delete: **clādēs, iūdicō, lapis, lūmen** (now in 43), **minus** (in Stage 23), **paulum, quisquis** (now in 42), **reliquus, requirō** (now in 44), **somnus, sternō, tēctum, ultrā**
- Stage 47:** add: **ait, aura, ēnsis, fraudō, iūs, latus** (noun), **locō, malum, moenia, nemus, nepos, nūmen, os (ossis), passim, sinō, speciēs** (from 45), **sponte meā, statuō, tēlum, vagor**
delete: **aequor** (now in 42), **careō** (now in 44), **lābor** (verb), **laus, mora, optō** (now in 43), **parum, pondus, quōniam, spatium, vīrēs** (now in 42)
- Stage 48:** add: **flectō, foedus** (adj.), **interveniō, opīnor, pellō, potior, quamvīs, quōniam** (from 47), **reor, seu...seu (sīve...sīve), subsistō, vindicō, vulgō**
delete: **dōnec** (now in 41), **ēvādō, incolumis, latus** (noun) (now in 47), **metuō, mūnus** (now in 42), **nē quis/quid** (now in 41), **pectus** (now in 43), **pietās** (now in 41), **premō, quisque, vel...vel, velut** (now in 44).
Delete all the numbers except **ūndecim-ūndēvigintī** and **trecentī-nōgentī**

About the Language Notes

- Stage 35:** ATL I: a new note on the supine
ATL II on Indirect Statement includes both the present active (as in the 3rd ed.) and present passive (from old Stage 38) infinitives. The 3rd edition ATL on 1st and 2nd pers. sing. passive forms is deleted (now in Unit 3).
- Stage 36:** ATL I is expanded to include the present active and passive subjunctive, all persons, as well as the imperfect passive subjunctive, all persons. It also covers the present subjunctive of **esse, posse, velle, nōlle, mālle**.
- Stage 38:** ATL II on the perfect subjunctive includes all active and passive forms.
ATL III is a new note (to this Stage) on the pluperfect passive subjunctive, all persons (from old 46).
The 3rd ed. note on Indirect Statement with the present passive infinitive is deleted (now in 35).
- Stage 39:** ATL I on gerundives has been moved from old Stage 40 and now includes the genitive, accusative and ablative.
ATL II: a new note on fearing clauses
The 3rd edition ATL on 1st and 2nd pers. pl. passive forms is deleted (now in Unit 3).

- Stage 40:** ATL II on gerunds has been moved from old Stages 41 and 43, and includes genitive, accusative, and ablative.
The 3rd edition ATL on gerundives is deleted (now in 39).
- Stage 41:** ATL I on Conditional Sentences with the Indicative has been moved, with additions, from old Stage 42.
ATL II: a new note on **cum** causal and concessive
The 3rd ed. note on **fiō** has been moved to Stage 42.
The 3rd ed. note on present passive subjunctive is now in Stage 36.
- Stage 42:** ATL I on **fiō** has been moved here from Stage 41.
The 3rd edition note on Conditional Sentences has been deleted. Notes in Stages 41 and 43 now cover this material, with additions.
- Stage 43:** ATL I on Conditional Sentences with the Subjunctive replaces notes from Stages 42 and 46 in the 3rd edition. It covers sentences involving the present, imperfect, and pluperfect subjunctive.
The 3rd ed. note on imperfect passive subjunctive is now in Stage 36.
- Stage 44:** In ATL II and III, the technical terms “ellipsis” and “syncope” have been added to the 3rd ed. notes.
- Stage 45:** ATL I on independent uses of the subjunctive adds deliberative (from old Stage 48). In addition, the term “hortatory” is used for first-person commands and “jussive” for third person.
- Stage 46:** The 3rd ed. note on pluperfect passive subjunctive is now in Stage 38 and the old note on Conditional Sentences is included in Stage 43.
- Stage 48:** The 3rd ed. note on deliberative subjunctive is now included in Stage 45 and the old note on perfect passive subjunctive is now included in Stage 38.

Culture Notes

- Stage 35:** The 3rd edition note on Country Villas has been somewhat condensed and appears midway through the Stage.
A new note on Roman Letters as a literary genre has been added.
- Stages 36-41:** Minor revisions and reorganization
- Stage 42:** A new note on Latin Poetry
The time chart from the 3rd ed. has been deleted. The information can be found in the Time Chart on page 406.
- Stages 43-44:** Minor revisions and reorganization
- Stage 45:** The note is now titled “Catullus and Lesbia.” It removes most of the Ciceronian references to Clodia (now in Stage 46) and concentrates on the significance of the name, Lesbia. It also includes a paragraph about lyric poetry as a genre.
- Stage 46:** A new note on Oratory
The 3rd ed. time chart has been deleted.
- Stage 47:** A new note on Epic Poetry
The 3rd ed. note on Homer’s *Iliad* has been deleted.
- Stage 48:** A new note on Historiography