

NEWSLETTER

No. 29, Spring 2005

Grand Ol' Operation This July

CAMBRIDGE HEADS TO NASHVILLE

The NACCP is proud to be sponsoring its nineteenth annual week-long workshop in Nashville, TN on the campus of Vanderbilt University this summer during the week of July 5th-10th. Participants will not only be receiving a wealth of materials and instruction from a talented team of accomplished Cambridge teachers but they will also get to go on various excursions in the Nashville area. No one will leave without seeing the Parthenon live and in person. This impressive structure, found not in Greece but right in the middle of Nashville, will bring delight to all who encounter it.

In addition, 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*. An added bonus will be the expertise of area Tennessee teachers who have proven themselves year after year at state, regional and national JCL competitions.

Anyone interested in getting more information regarding tuition and accommodations for this workshop can find it on the Cambridge Latin web site: <http://www.cambridgelatin.com> Registration forms, sample agendas, hotel information and participant information forms are found on this site. We have also included a registration form on page eight.

If you have additional questions regarding the workshop, please contact Beth Thompson. Her email address is: bethompson1@aol.com

Please don't overlook the registration deadline.

APPLICATIONS MUST BE RECEIVED BY WEDNESDAY, JUNE 15, 2005.

The NACCP looks forward to a grand old turn-out in the home of country music this summer.



*The reproduction of the Parthenon in Nashville.
Bring your cameras to our next Workshop!*

Weekend Workshops

The NACCP is proud of its sponsorship of two weekend workshops held in two different locations across the U.S. in 2004-2005. The first workshop took place in Newark, NJ in November. Participants were instructed and guided by a very skilled and experienced team of teachers featuring **Allyson Raymer, Ginny Blasi, Terry Klein and Melody Hannegan.**

These veteran teachers covered a wide variety of topics such as reading methodology and grammar instruction. Moreover, they incorporated the Cambridge methods for teaching vocabulary and integrating culture into the curriculum. A representative from Cambridge University Press was there for the day, showing off new products marketed by CUP, providing participants with a plethora of "freebies," and enjoying fellowship with Latin teachers using the *Cambridge Latin Course*. Participants gave positive feedback to the instructors. Even experienced *CLC* teachers commented that they learned much, appreciated the resources that were provided and enjoyed the camaraderie amongst fellow Classicists.

The next weekend workshop took place in Houston, TX the weekend of March 12. Participants again received many resources from the North American Cambridge Classics Project and Cambridge University Press as well as instruction in *Cambridge* methodology. Because of publishing deadlines, you will be reading this too late to enroll in the workshop but too early to hear about its success. That report will have to wait until fall. Meanwhile, check the web site for future workshop details by pointing your browser to www.cambridgelatin.com.

CLC at ACL

The annual American Classical League Institute will be held this year at the University of New Mexico in Albuquerque from June 24 (Friday) to June 26 (Sunday). In recent years, the *CLC* has always made an appearance on the schedule and this year is no exception. A presentation entitled "Cambridge Latin: Latin is Alive in 2005" will be on the program Sunday morning. **Norah Jones** and **Fiona Kelly** from CUP will chair a panel which includes Texas high school teachers **Donna Gerard, William Lee** and **Randy Thompson**, as well as **Beth Thompson**, representing middle school and North Carolina. Participants will receive *Cambridge* materials, teacher-made handouts and technological products.

NACCP will also be represented by **Joe Davenport**, sharing in a Pre-Institute Workshop session, "Some Action and the Baths: Teaching, Practicing and Testing Grammar and Culture." **Ginny Blasi** is leading two sessions on Powerpoint. **Carlene Craib** has an intriguing topic: "Beasts, Bibles, Brendan, and Burana to Beat the End-of-Year Blahs." **Mark Pearsall** will discuss "Identity in Rome: A Thematic Approach." And, as usual, **Stan Farrow** will be at the piano for the closing Cambridge Reception.

There will be many other presentations to entice you, often, unfortunately, scheduled at the same time. For instance, Ginny's first Powerpoint session on Friday afternoon is up against papers on *The Last Days of Pompeii*, *Hercules' Last Six Labors*, *Goals for Reading-Based Programs*, *Learning Grammar Through Song*, and *How Should I Study (Teaching Learning Strategies)*. Moral: Bring five friends!

For more details on the Institute, contact Geri Dutra at: info@aclclassics.org.

From the Editor

This past December, NACCP celebrated a first. **Beth Thompson**, our energetic Outreach Director, gave birth to a son, Benton Lee. Ben, I believe, is the first child born to an active member of the NACCP team. While that probably speaks to the age of our members, it doesn't lessen the congratulations our Cambridge family offers to the Thompson family.

And while we are handing out congratulations, let's celebrate the wedding of **Will Griffiths** (see page four) shortly after last year's ACL. He and Kate had a marvellous honeymoon travelling through Australia from Darwin to Adelaide and then up the east coast.

Will has made arrangements with the NACCP Resource Center to sell Tony Smith's dictionary (see page five) in North America. Sadly, there is no Macintosh version yet, but Tony is working on it!

Stan Farrow, your humble editor, has just had a CD of piano sing-along music released by the ACL for use in Latin class or at conferences. It will be in the new catalog and available at this June's Institute. However, Stan still intends to perform live for the closing reception.

On another musical note (!), **Dann Russo** (see page three) has found that the *CLC* recording sessions rekindled his after-hours musical career. He is a "singer-songwriter" of acoustic rock, performing usually with another guitarist and a violinist. He's had gigs in Boston (where he now lives) and New York (where he's from). You can check out pictures, music and a calendar on Dann's website:

www.sonicbids.com/dannrusso
Quintus has hidden talents!

rem confecit

(The audio recordings for the Fourth Edition of the Cambridge Latin Course are now available from CUP. We asked our new Quintus, Dann Russo, to share his impressions of the recording sessions. The title above is his suggestion!)

The bell rings. Everyone takes his or her seat. I walk around the classroom, checking the homework from the night before. Almost every student has finished the assigned preparation for **rex spectaculum dat**. I walk back to the front of the classroom, and the hands go up almost instantaneously as I take the CD player off the shelf.

“Mr. Russo, Mr. Russo, are you in this one?”

I roll my eyes. “Is Quintus?” I ask, and remember wistfully the educational, collaborative and fully enjoyable project that was the recording of the *Cambridge Latin Course* CDs.

In December 2003, I was given a phone number to call and “audition.” I called **Norah Jones** (no, not the famous singing daughter of Ravi Shankar) and read a few passages from the *CLC* Unit 2. I had been reading these stories for the past five years as a Latin teacher and pretty much knew them by heart. I received instant approval and was told to be ready to go to New York at the end of January. Ah, New York! The city that never sleeps. The center of the universe. My home town.

In other words, my arm did not have to be twisted very much to go to New York for a few days and enter a recording studio with a few colleagues. When I arrived at 128 W18th Street that January morning, I was introduced to my fellow recording artists: two teachers from Westford Academy in Westford, MA; two professional actors from New York; and my Department Chair from Austin Preparatory School in Reading, MA (I knew him already). In the recording booth behind the glass were the producer/overseer, **Fiona Kelly**, and the recording guru that is **Rich LePage**.

Over the course of the next couple of days, we learned to remain silent

when needed, to listen very carefully to everyone else just in case they made mistakes and to try to keep the rumblings of our stomachs to a minimum. **Sarah Bjorkman** and **Allan Lubben**, the teachers from Westford, were able to stay a day but had to head back. They brought their great knowledge of story line and subtle nuances to the reading of the text and played their characters quite well. **Naomi Peters**, the actress, had taken Latin in her high school days in Australia and California; so her fluency was great. Her style of storytelling was perfect for the many Narrator parts she recorded. **Roger Stone** from Austin Prep has taught the Cambridge series for almost 30 years. Not only did he have almost every story memorized, but his characterizations of *Salvius* and *Grumio* were perfect. Not to toot my own horn, but according to Norah Jones, in an email sent after the CDs were received in schools, “(Cambridge Latin Course) users love you as Quintus...your voice matches their vision of our heroic young man!”

Finally, what to me was the most impressive voice (and person) in this set of recordings was that of **Joel Leffert**, the actor from New York. He had just finished recording a few books-on-tape (or CD, if you prefer) and filming a couple of scenes in *Law and Order* and had no prior knowledge of Latin at all. Constantly flipping between the Latin text, the Teacher’s Manual translation and a pronunciation guide he had with him, he learned more Latin during his tenure in the studio than some Latin I students learn all year. In fact, he was so good, so perfect in his delivery that we had Latin teachers double-checking our pronunciation of **pueri** and the final **e**’s on infinitives and **prope** - they’re short! He helped us break ourselves of some bad habits, keeping us entertained

with stories of his days as a young actor, and we helped him learn a little Latin in return. In this stage of recording we finished most of the green (Unit 3) book. I don’t think anyone was prepared for how much time and effort was needed to complete the project.

Over February vacation, Allan and I went back to New York to continue recording and were joined by Joel Leffert. The three of us worked as quickly as we could to finish the next step of recording. The others were missed, but we all once again joined forces in the studio in June. Roger, Allan, Joel and I were joined by **Alex Garcia-Mata** of Austin Prep and the illustrious **Ken Kitchell** of the University of Massachusetts at Amherst. Alex brought her gentle conveyance to many of the female characters in Units 3 and 4, adding another female voice to the mix. She gave life to slavegirls, sisters and others with her soft voice, turning Latin into what Rich LePage “hear(d) as music.” Ovid was wonderfully expressive in Ken’s deep baritone. Not only was he great to work with, but he also kept up our Latin spirits with a Latin version (which I hope still exists somewhere) of “The Itsy Bitsy Spider.”

Once again, we worked hard, we joked around and we corrected and encouraged each other. This time we would be finishing the whole kit and kaboodle. All four Units would be done, including some foley work. I really enjoyed walking through sand and leaves and on stone to mimic the steps of lions, dogs and even people. We employed some Hollywood tricks to create water sounds and searched through our pockets for change to record money clinking.

continued on page five

Putting Latin Back in Schools

Jim Salisbury reports on an exciting presentation from last year's ACL. Jim also took the photographs.

How can a school offer Latin if it doesn't have a qualified teacher, or if the subject cannot be fitted into a schedule crowded with required courses? The Cambridge Latin Project in the UK, in conjunction with the government, has an answer. In a previous issue of this newsletter (Autumn 2000), we reported on the Online Latin Project, then described by **Bob Lister** as a "low-level, toe-in-the-water" pilot program. At that time it involved only two schools. Since then it has grown significantly. Forty schools are now involved, and that number is expected to grow to as high as 250 once it is cleared for national release.

Will Griffiths is currently director of the Project, and he gave a presentation at last summer's ACL Conference in Ohio entitled, "Putting Latin Back in Schools." Attendees of this session had the opportunity to "test-drive" the software with a sampling of materials available to the students. They were created at the government's request and they are based on the *CLC*. Four years in development, these materials can be used by teachers, students with a teacher in a school setting, or independent learners, ranging in age from 8 to 80. There is a long course, which takes 52 hours to complete, and a short course, which takes 36 hours. The latter fits well into a British school year 40 weeks in length, where the students work after school.

Each session (Will says they were called "sessions" rather than "lessons" so that the students don't think they are doing any work!) contains a variety of media. When a student begins a session, he sees a picture, the same as appears on the "cover page" of each stage in the print edition of the text. Upon clicking on this picture, the student is presented with information about the activities available, and suggested times to spend on each. There are audio files

of the stories, videos covering cultural and grammatical topics, virtual tours of areas of Pompeii, and more. Also included are hundreds of links leading to extension activities. Although the software includes all the line drawings and stories in the textbook, it is designed to be used in conjunction with, not in place of the print version.

Students can explore the stories by clicking on any word to hear its pronunciation and learn its meaning, or they can access a video of a teacher

do! However, in schools where Latin is offered, Will reports that the use of the software has doubled or tripled the numbers of students who continue with Latin to the age 16 exam.

Along with the software is an extensive support system, including a web site with comprehension questions, and nearly 2,000 links to cultural topics. Schools can also arrange for e-grading and e-tutoring via the internet, as well as videoconferences, and trips to Roman sites and museums in Britain, France,



Will Griffiths (seated) takes requests for more info about the British project

explaining relevant grammar. There are fill-in-the-blanks activities with varying levels of feedback, including explanations for wrong answers. Although the software is not currently available outside the UK, users in North America can access many of the same materials at:

www.cambridgescp.com.

Will explains that in many schools where a Latin teacher is not available, a teacher from another subject area becomes a learner alongside the students, and acts as a facilitator. Students report that they rather enjoy a situation where the teacher doesn't know more than they

and Italy. The Project currently has courses covering Units I, II and III (Stages 1-28 in the UK version). You can learn more details by visiting:

www.cambridgescp.com/latin/il/il_home.php.

Will then introduced **Tony Smith**, former educator, now software developer, who demonstrated the parsing Latin dictionary he has created. Named the Electronic Pocket Oxford Latin Dictionary (EPOLD), it has among its features instant look-up, full Latin analyzer, over 60,000 entries and users' choice of font, colors, and

continued on page five

rem confecit cont.

This was truly one of the more enjoyable experiences of my life. Not only was I able to work with wonderfully talented people but, between all of us eating lunch together, going out for other meals together, and even Fiona, Norah and me going to a Mets game together, we were able to make friends with wonderful people. Work during the day, wine and food and laughter at night. Thank you, Alex, Allan, Fiona, Ken, Joel, Naomi, Norah, Rich, Roger and Sarah. Thank you, Cambridge University Press. I hope that teachers will enjoy listening to and working with the tapes/CDs as much as we enjoyed making them. I know I do and will!

POSTSCRIPT

In his report, Dann mentions Ken Kitchell's unique rendition of "Itsy Bitsy Spider." By wonderful coincidence, Ken handed your editor a written copy of the words at last year's ACL singalong and has given permission for us to include them in this newsletter. (The pains we take to keep you up-to-date!) Apparently he made them up on the spot as a challenge, since the sound engineer at the recording sessions said he had heard the song in every language for every kind of kids' book, but never in Latin!

It goes like this:

Araneola parva
Ascendit in tectum.
Descendit imber
Araneam pulsans.
Sole oriente
imber siccatus est,
Et araneola parva
Ascendit iterum.

Ken recorded it and the engineer said it would live forever. So, as Ken says, like Indiana Jones' ark, somewhere it lies entombed...

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Latin in Schools cont.

background. When you enter any form of a Latin word, it takes less than a second to analyze the word and provide the dictionary entry.

For instance, enter **misit** in the analyzer and it instantly provides both an analysis (in this case, verb indicative perfect active 3rd person singular) and a link through to the correct dictionary headword, **mitto**. Or enter **portas** and it provides two possible analyses:

- verb indicative present active 2nd person singular, from **porto**
- noun plural accusative feminine, from **porta** and takes you through to the dictionary definition for **porto**. To go to the dictionary definition for **porta**, just click on its analysis.

If you have some Latin text on screen (in a web page or in Word, etc.) you don't even have to enter the Latin word you're interested in - just double click it and the dictionary does the rest.

This useful tool is available for purchase online at:

www.cambridgescp.com/publications/latin_p/pd_pol.html

As is so often the case, we in North America also reap the benefits of the continual updates and improvements developed for the *CLC* and its users in Britain.



Tony Smith's Latin Dictionary on CD proves very popular at the ACL.

**North American Cambridge Classics Project
Cambridge Latin Teachers' Tour of Roman Britain
July 12 - 28, 2005**

**Registration Deadline is rapidly approaching.
For more information contact:**

**GEORGIA HARDY TOURS INC.
90 Eglinton Avenue East, Suite 401, Toronto, Ontario, M4P 2Y3
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www.ghardytraveltours.com • email: domenica@ghardytraveltours.com**

Director's Corner

Dear Colleagues,

I hope this letter finds you enjoying the first breath of Spring. The bluebonnets and daffodils are blooming in my backyard signaling the arrival of warmer weather and the end of another school term. While this year has been a busy one both personally and professionally, I am happy to report significant productivity and progress for NACCP.

It is with mixed emotion that I write about the “state of the union” for our organization. Although I feel a touch of sadness that my term as Director draws to a close, I also feel an overwhelming sense of satisfaction regarding all we have accomplished over the last three years. These accomplishments have been made possible because of the dedication, hard work, and commitment of board members and support staff. Without the teamwork of all involved, my job would have been extremely difficult, if not impossible. Instead, I am able to recount tremendous strides for NACCP, and I do recognize and thank those that made this growth possible.

As I stepped into this position three years ago, I must admit I did so with a great deal of trepidation. **Stephanie Pope**, my predecessor and mentor, helped me put aside that trepidation and step into the role of Director with a sense of confidence and excitement necessary for the task ahead. I have fond memories of the “preparation” days I spent with her in Norfolk. I left feeling not only equipped for the job but also extremely well fed. I think we tried every delightful restaurant in Norfolk! Stephanie has continued to provide guidance and support throughout my tenure. **Multas gratias ago, Stephanie!**

Also that summer in Norfolk, I met **Rob Fleenor**, who furnished me with a computer and all sorts of equipment to help continue the work that Stephanie started. Through our conversations, I became fascinated by the possibilities that Rob presented for NACCP to become a more efficient organization. He talked of the exciting ways in which technology might enhance the work and the overall mission of NACCP. Those early conversations stuck with me and ultimately led us to invite Rob to step in as the next Director of the Resource Center. This move occurred last year after two independent reports from outside financial advisors urged us to consolidate our business offices into one central location. The board elected to follow this advice by relocating the Resource Center to Norfolk. Through Rob’s capable management, the Resource Center continues to thrive. I feel confident that exciting growth is still ahead in this area of NACCP. Congratulations to Rob for a tremendous first year! Thanks again to **Bill** and **Alice Yoder** for their work with the Resource Center prior to its relocation.

In addition to Stephanie, I was blessed with other advisors including **Norah Jones**, the liaison to Cambridge University Press. Her guidance and support have been unfailing. Also, I want to recognize **Carlene Craib**, our former secretary who organized a tremendous workshop in Boston my first year. I will forever admire and be indebted to **Pat Bell**, **Richard Popeck**, and **Stan Farrow**. These three remain as pillars in our organization not only through their contribution and tireless work ethic but also because of their support and enthusiasm which have been steadfast throughout my tenure.

I want to express my gratitude to others, including **Joe Davenport** for his assistance with the constitution, his knowledge of meeting procedures, and his overall positive approach; to **Doris Kays** for her work with the Scholarship Committee; and to **Ephy Howard** for her willingness to step in as Doris completed her tenure. Many thanks to both of you for heading such an important committee. I also applaud **Jim Salisbury** and **David Cullen** for their undaunted efforts to keep the European Tours alive in the face of a drastically changing world climate and economy. We all appreciate their commitment!

And now, I present an exciting piece of news. After much thought and discussion, we have decided to implement the final component of the financial advice we received last spring. **Heather Kemp** has agreed to become our official “Business Manager.” In addition to her current work for us which includes attending to taxes, record keeping, and overseeing the books, Heather will now manage all financial operations. This move will enable her to work closely with Rob Fleenor in managing the Resource Center account. In addition, she will produce an annual budget to be presented at ACL. Finally, she will manage all accounts including the main operating account, the scholarship account, and the workshop accounts. Heather and Rob will also be instrumental in helping establish and manage our membership drive beginning very shortly. The creation of this position is extremely exciting and marks the beginning of our long-term goal to make the running of NACCP more business-like and professional and therefore more efficient and productive.

With the announcement of this news, please join me in thanking **Ellen Sell** for her loyalty, and hard work as Treasurer. Ellen has kept our books as a “labor of love” for the entire time I have been Director. She has served NACCP loyally and for her efforts we are eternally grateful. I am delighted to announce that Ellen will stay on as Treasurer in an advisory role.

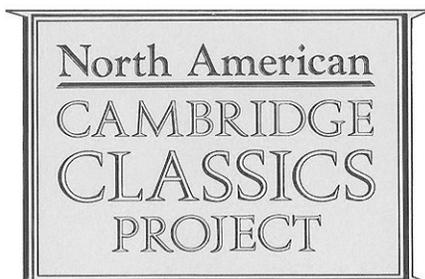
On the workshop front, I must say that **Beth Thompson** has created a well-oiled machine. We just completed the Houston Mini-Workshop which marked another huge suc-

continued on page seven

cess. **Ginny Blasi** joined me for an all-day comprehensive journey through the *Cambridge Latin Course*. Since most participants were novice users, we took them through the series in a “soup to nuts” fashion. We covered everything from history and theory to classroom strategy and model lesson planning. The feedback was enthusiastically positive. As has been the case with every workshop, participants especially raved about Beth’s “notebook”. The planning for the summer workshop in Nashville is nearing completion and is exciting. Words cannot express how helpful Beth has been to me and to NACCP over the last few years. Her work has been tireless, her attention to detail has been flawless, and her loyalty has been invaluable. None of the work accomplished would have been possible without her. With the addition of Ben, her new little Thompson, Beth will step down as Outreach Coordinator. We are in conversation with Ginny Blasi who is considering taking over this role. It has been truly a pleasure to work with both of these ladies. Thanks, you two!

In closing, I must say that the future of NACCP looks bright. We could not have a stronger, more able leader than **Martha Altieri** taking over as Director. Martha and I have been in contact quite often throughout the year discussing all the important issues that the organization faces. I have every confidence that she will take us to new heights. Also on her team, of course, she has the support of **Melody Hannegan**, now in the position of secretary, **Ephy Howard** on Scholarship as mentioned above, **Stan Farrow** as Newsletter Editor, **Ellen Sell** as Treasurer, and **Mark Pearsall, Randy Thompson, Terry Klein, and Donna Gerard** all having served as workshop presenters. The only position still open for next year is the Publications Director, a position that Martha will vacate when she becomes Executive Director. Anyone interested in this position, please contact Martha or me. In a letter such as this, much like the Academy Awards, one always runs the risk of omitting someone deserving mention. Please pardon and forgive me should I have overlooked anyone. It has been my pleasure to have served you and to have worked to uphold our mission. I look forward to seeing many of you at ACL

Happy Spring to you all!



Resource Center Materials Needed!

NACCP has truly undergone a metamorphosis these past three years!

The position of Communications Director was established three years ago to facilitate the process of acquiring and editing materials for publication through the Resource Center. Much goes on behind the scenes before materials can actually be sold and this is a very slow process. With the new location of the Resource Center in Norfolk, I am very excited about adding new materials soon, especially for the 4th edition.

Immediate Needs:

1. Testimonials regarding any materials you currently use from the Resource Center.
2. Lesson Plans for block, semi-block and traditional schedules.
3. Vocabulary Quizzes for the Stages (in Context for 4th Edition).

Once I receive materials for possible publication, I will need to organize an editing committee. If you are interested please contact me at your earliest convenience.

I welcome any ideas you may have for materials you would like to see in the Resource Center. Please send any thoughts or suggestions to mlaltieri@cox.net

Ed Note: Allyson's report arrived just as we were going to press; so we held off printing for a few days in order to include it. Allyson, in turn, had to wait until all the changes which she reports on had been finalized. As a bonus, she was able to offer a brief update on the Houston weekend workshop.

Many readers may find their eyes and brains glazing over at the number of details in Allyson's report. However, they do serve as a reminder that the CLC textbook series is unique in offering, through the enthusiasm and expertise of many NACCP members, ongoing support to Latin teachers across North America and beyond.

To the impressive list of "Academy Awards" acknowledgements, may I invoke editor's privilege and thank Allyson herself for her leadership over the past three years. She has brought a wealth of administrative skills to the task of continuing the reorganization of NACCP on a sound professional basis. Not the least of her accomplishments has been the fact that assuming duties on the executive, including her own position, need no longer be considered a "life sentence." A regular turnover of responsibilities will help keep our organization fresh and enthusiastic.

From that we will all benefit.

**NORTH AMERICAN CAMBRIDGE CLASSICS PROJECT
TEACHERS' WORKSHOP
NASHVILLE, TN
Wednesday, July 6 – Sunday, July 10, 2005**

Name: _____ Gender: M F

Street: _____

Town: _____ State or Province: _____ Zip _____ Home telephone: () _____

Home email: _____ Name of school: _____

School telephone: () _____ School email: _____

Dietary or physical restrictions? Y N If yes, please detail below: _____

Is this your first time using Cambridge? ___ If not, how long have you used it? _____

What levels of Latin do you teach? _____ What units of the text do you teach? _____

What grade levels do you teach? _____ Do you teach on the block schedule or the traditional schedule? _____

How would you like your name and school printed on your nametag? _____

EXPENSES

Tuition (required of all participants): \$600

(includes breakfast, lunch, dinner and breaks for 4 days, workshop facilities and services, opening reception, closing dinner, meeting facilities, instruction and all hand-outs and materials)

Check Any Applicable Spaces:

- o I will be staying in the dormitory on the campus of Vanderbilt University. I understand that this includes a nightly rate of \$28 for a double room or \$35 for a single room. I am indicating below my preference:
 - o I would like a double room at \$140 for 5 nights (Tuesday through Saturday nights). I will be rooming with _____.
 - o I would like a single room at \$175 for 5 nights (Tuesday through Saturday nights).
- o I will contact the hotel of my choice in the Nashville downtown area. I will use the included hotel guide to do this. I understand that room accommodations are NOT included in the tuition cost above and arrangements must be made with a phone call to the hotel.
- o I will not need accommodations.
- o I am enclosing a \$25.00 late fee because I am registering after the deadline.

Payment:	Tuition:	\$600 .00
	Accommodations (optional)	_____
	Late fee (if applicable)	_____

Total Enclosed: _____

Make tuition checks payable to "NACCP Workshop." Send with this form to Beth Thompson at 2965 Dunlavin Way, Charlotte, NC 28205. Tuition payments are non-refundable.

For additional questions contact Beth Thompson by email at bethompson1@aol.com or by phone at home, 704-567-5954, before 9 p.m. weekdays, please.

REGISTRATION DEADLINE: Wednesday, June 15, 2005