

Atlanta to Host Another Classical Tradition



Baron Pierre de Coubertin, the founder of the modern Olympic Games, gazes in sculpted form through the Gateway of Dreams in Atlanta's Centennial Olympic Park. This summer, Atlanta will be hosting another group of devotees to the ancient world, as the North American Cambridge Classics project offers its annual Summer Workshop, from July 5 to July 8. Accommodation and workshop sessions will all be at the Marriott Springhill Suites Atlanta Buckhead, a convenient change from most past conferences.

Registration and an opening reception will take place on the evening of Wednesday, July 5, with regular sessions following from Thursday through Saturday. Those sessions will deal with just about everything you wanted to ask about the *Cambridge Latin Course*. Topics will include an overview of the reading method and the most appropriate pedagogical approaches to it; the teaching of grammar; teaching and testing vocabulary and derivatives; approaches to the cultural component of the course; a group session taking a "class" through an entire Stage; planning a year's timeline; technology such as listserv, *Cambridge*-related web sites and PowerPoint; and games and gimmicks. Participants will also be asked to bring along one item each to share with the group.

This capsule summary of three days' worth of presentations (and it does not include a museum visit or other possible social activities) gives some indication of how busy but also how rewarding these workshops are. Whether you are a nervous novice wanting guidance through uncharted waters, a veteran who has chosen or been asked to switch to the *CLC*, or an old hand at the reading approach who just wants to share and compare notes with Classics colleagues, there is something here for everyone. These workshops rank as NACCP's unique contribution to the support of Latin teaching.

The presenters themselves will cover quite a variety of personalities and teaching styles, but all are devoted, successful *CLC* proponents. We guarantee an interesting and inspiring experience.

Tuition for the workshop is US\$550.00 and includes conference facilities and services, a reading approach resource booklet and other materials, opening reception, breakfasts, lunches, refreshment breaks and the Saturday closing banquet. Friday and Saturday dinners are not included: expect local field trips to explore Atlanta. Rooms in the hotel are at the deeply discounted rate of \$US109.00 per night.

Check out www.cambridgelatin.com for details and a registration form, or email outreachcoordinator@cambridgelatin.org.

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(right: Marriott Springhill Suites Atlanta Buckhead)

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Director's Message

Martha Altieri

Dear NACCP Colleagues,



I hope this letter finds each of you well as spring approaches and another school year comes to a close. I am looking forward to seeing friends and colleagues again at ACL in Philadelphia and meeting new Cambridge users at the summer workshop in Atlanta.

This first year as Director has been a challenging one, learning about the financial operations from **Heather Kemp** and the operation of the Resource Center from **Rob Fleenor**. They have been invaluable to this organization in helping us to reach our goal of making NACCP more efficient and productive. **Ginny Blasi**, Outreach Coordinator, and I have worked closely with **Ed Patterson**, Webmaster, to create a fresh new website where you can find the most current information.

Latin Teachers across the country tell us how valuable NACCP is to them. However the practical information, ancillary materials and teacher training provided through NACCP do not come without a cost. To achieve its mission, NACCP needs additional financial resources to enable us to update and develop new materials for teachers, to offer additional workshops, and to fund scholarships to help

teachers attend our workshops.

NACCP has established a membership level to provide you with additional content, more timely information, and special offers. Membership will give you access to the Members Only section of the website that will provide timely teaching tips to coincide with the stages throughout the school year. You will also receive e-mail updates regarding NACCP workshops, availability of new Resource Center information, and special (or discounted) items offered to members only.

Everyone will still have access to the general information on the website and be able to purchase Resource Center materials. The annual membership dues for NACCP are \$25.00. When you renew your membership each year, you will receive a unique gift for classroom use.

I urge you to become a member and to “spread the word” to your colleagues. A membership application can be downloaded from the *CLC* website at <http://www.cambridgelatin.org/>. Upon receipt of your membership form and dues, you will receive an e-mail from NACCP with your password for access to the Members Only section of the website. Your gift will be mailed to the address you selected on the membership form.

Previewing the ACL Institute

The annual Institute of the American Classical League is always well attended by teachers at all levels interested in sharing the scholarship and sociability of their colleagues. This year's Institute will be held at the University of Pennsylvania in Philadelphia from Friday afternoon, June 23 to Sunday evening, June 25. There is also a Pre-Institute Workshop on Thursday evening (June 22) and Friday morning. And a special Walking Tour of Classical Philadelphia on Thursday from noon to 5:00 p.m.

Each year, there is a solid representation of *Cambridge Latin Course* types, especially since the annual meeting of the North American Cambridge Classics Project council is always held at some point during the Institute. Not only do its members attend the various sessions, many of them also present papers.

This year there will be two “official” presentations sponsored by the Cambridge University Press. One is titled “The Cambridge Latin Course: Building a Strong Language Foundation” and the other “From Scaffolding to Independence: the Cambridge Latin Course as Preparation for AP Study.” As you can see, the two papers, with construction analogies, will complement each other. One deals with solid beginnings; the other will focus on how well

those beginnings translate into successful AP study, an area which has not been explored at the ACL before.

Looking over the list of papers, I can also spot other contributions from our *Cambridge* team. **Stephanie Pope**, a past NACCP Director, will be leading a scavenger hunt in the University of Pennsylvania Museum, a model for similar ventures in your nearest equivalent. Present Director, **Martha Altieri**, is on a panel discussing Alternate Assessments in the Latin Classroom. **William Lee** will be part of a panel workshop sharing strategies for doing “stealth grammar” in reading approach Latin courses.

I see two past Phinney-Gleason Scholarship winners on the program. **Gail Cunningham** will be relating experiences from Australia and **Keith Toda** from closer to home in Gwinnet County, Georgia. There are many other papers of interest, including an update on the Vesuvius Project, planning for a production of Plautus, and some expert direction on Oral Reading: From Page to Performance.

On the social side, **Stan Farrow** will once again be at the piano for a bilingual sing-along at the CUP dessert reception following the closing banquet on Sunday evening.

Full details and on-line registration can be found at the website: <www.aclclassics.org>.

Pompeii

We are always happy to receive creative work by students, inspired by the Cambridge Latin Course. The following poem was written by Brittany Meseck, a student of Ginny Blasi, Shore Regional H.S., West Long Branch, NJ.

*Once lively and renowned
Awake with children laughing, playing in its streets, throwing their discs
Men's booming voices echoing terms of business from the forum
Clamor oozing from the direction of the vast baths
Enthusiastic plunges into frigid water, vehement cries of sufferers being plucked,
Such were the ways of this town called Pompeii
Until one day those noises were drowned out
By what was presumed an approaching storm
By falling ash and pumice presumed mere hail
Under such assumptions some opted to remain in the refuge of their own homes
Patiently wait out the passing of the storm
Others oh-so-wisely fled desperately to nearby harbors
Some managed to even escape The Wrath of Mt. Vesuvius
Indeed, they did escape peril into the haven of a vast, enticingly distant sea
Aware of the fate to fall upon the unfortunate who stayed
Enduring The Storm, no storm at all, they knew,
But the deadly eruption of the volcano, with its cunning trickery
Unexpected in constant calmness
Until it sneaked upon them in the night's covering
And an explosion it was so suddenly
Lashing pumice at its hostages
Suffocating them, burying them under all its ash
As suddenly and quickly as it began it soon ended
Within a matter of days two thousand lay in its wake
And Pompeii was no longer
Refugees settled among nearby sites
Accepted the beginning of a life to create all over
Leaving their past lives in Pompeii
Hidden securely beneath layers of soil
Time so generously bestowed upon it
Soon enough, as it had been erased from the map
So had it been from the world's memory
In centuries to come it shall be found
Only under the foundations of a brand new town
New voices will be heard from the baths, the forum
The old ones just muffled
Life just taught its lessons
With its cycle everything regenerates
The elderly pass on as babies are being born
Old ways had been massacred, as new ways were then adapted.*

In addition to encouraging creative responses in her students, **Ginny Blasi** is our resident NACCP PowerPoint specialist. She reports that there are a number of PowerPoint programs available as exclusive NACCP member bonuses. Join up now and check them out!

Introducing...



Mary Louise Baez has been involved in language teaching for the past 19 years. She holds an M.A. in Linguistics from California State University Fresno and taught, trained

teachers and administered English programs for 10 years in the U.S. and Latin America before joining Cambridge University Press. Highlights from her career abroad include coordinating the Spanish for Foreigners program at the Centro Cultural in San Jose, Costa Rica; her post as Academic Director of the Centro Cultural in Asuncion, Paraguay and serving as Paraguay TESOL's president.

She joined the Press in January of 1997 as Academic Consultant in Central America, training and advising teachers throughout the region and serving as the Press' liaison with the local textbook distributors. Upon returning to the U.S. in 2002, she began working as a Specialist and became the Southwest District Sales Supervisor in 2003. During this time she worked representing Cambridge for the Latin adoptions in the Southwest: California, New Mexico, Utah, Oklahoma and Texas.

Her areas of interest regarding language teaching include: writing, criterion-referenced assessment, collaborative learning, extensive reading and reflective teaching.

(Mary Louise is taking over from Norah Jones in the New York office. We will miss Norah's professional and enthusiastic support and we thank her for her expertise. But we also look forward to working with Mary Louise, and to meeting her at various NACCP, ACL or other language functions.)



Praise for the CLC

*Stephanie Pope, Chair of the Revision Team for the Fourth Edition of the Cambridge Latin Course, recently received this email from an adult independent learner, using the textbook. We thought readers would enjoy being reminded that the CLC is appropriate to many styles of learning. Thank you to **Mark Franks** for permitting us to reprint his note.*

I've been learning Latin for about 10 months now and have been struggling from time to time - which is to be expected for many students of Latin - since it is a rather challenging language given that it is one of the highly inflected languages.

The reason I am writing you today is twofold:

1) to sincerely thank you for being part of a team who was responsible for the 4th Edition of the Cambridge Latin Course; and

2) to ask about where I can find a facsimile of the "Diagrammatic Roman Travel Map", spanning pages 80 & 81 in Unit 3. (Stephanie was able to oblige. - ed.)

As I mentioned above, I've been studying Latin for a relatively short time. However, if it were not for Lingua Latina and the Cambridge Latin Course, I am sure I would have given up in the first few months! I do not have a talent for languages, unfortunately. But I am determined to become proficient with a longer-term goal in mind with respect to being able to read original works from both Ancient Rome and writers from the Italian Renaissance. I believe I can obtain this ability within 5 years or so. If it takes longer, so be it!

I was struggling quite mightily, studying on my own, until I came across the Cambridge Latin Course in a bookstore while waiting for my wife. I had been using, and ultimately failing to progress while studying, Wheelock's Latin, Latin in 24 hours, as well as a number of "older" texts such as Ullman & Henry's Elementary Latin.

The *Cambridge Latin Course* is perfectly suited to my learning style, and its clear grammar explanations have truly helped me progress! I wanted to personally thank you and the other individuals who have contributed to my learning!

Being a teacher, you have touched many students in your life and I am quite sure that whether they have expressed their appreciation or not, a number of them, over the years, look back fondly on your influence on their lives. Hopefully, some of these students took the time to communicate their appreciation personally to you.

As for me, a random stranger, writing you in the hope that you will read this email, I too have been touched by you and the others who made the Cambridge Latin Course a reality and available to guide me in my quest to learn Latin. Perhaps not directly touched by you, but profoundly nonetheless.

With great appreciation, I thank you for all the hard work you and the others put forth - including Ed Phinney, who is no longer with us. You all have made Latin easier to learn and more interesting by your well-thought-out learning model as

well as providing the historical, cultural, and archeological context.

You should know that I have purchased all 4 Units including all the audio CDs which I listen to in my car during my commute. I am currently studying Unit 3 and I love the story lines - I can't wait to know what's going to happen next! I will be sad when I finish Unit 4 in the next few months. I wish there were an additional 4 Units I could look forward to studying!

Again, thank you very much!

Warmest Regards,

Mark Franks

By the way, you may be interested in reading my review of Unit 1 on Amazon.com. You can find it by clicking on the following URL:

http://www.amazon.com/gp/product/0521287405/sr=8-1/qid=1140307859/ref=pd_bbs_1/002-3934956-1464011?%5Fencoding=UTF8

(Apologies for the lengthy address, but I think you will enjoy Mark's and others' comments about the textbook, from an objective viewpoint. - Ed)

In replying to our request to reprint, Mark introduced himself as a father of two from Seattle, with a major in Biology, research in developmental neurobiology, but an actual career as a computer professional. He had some sad experiences attempting to learn French, but, because of an avid interest in philosophy, ancient history, and eventually Greek literature in translation, he embarked on his Latin journey. He added the following postscript:

I am not unlike many young learners, I suspect - even though I am in the 45th year of my life. Between you and me, I haven't really grown up much. I'm still a young boy at heart. Shhhh, don't tell anyone. To wit: I have a short attention span. I get bored easily, unless the material is engaging. I learn material better if the subject is broken up, mixed, reviewed and reinforced - and even better with multiple learning sources. Of course, it helps to have a passion for the material. I believe that the learning model that the Cambridge series uses as its framework does a wonderful job of breaking down the subject matter into bite-sized chunks; mixes in the reading, the grammar, the exercises, and vocabulary; then rewards the student at the end of a stage by providing the context and background though history, culture, and archeology. The series does this quite brilliantly, I would venture to say.