



NEWSLETTER

No. 45, Spring 2013

The Way to San Jose

William Lee, NACCP Workshop Coordinator, reports on the first CLC Workshop for 2013

While Latin students and teachers on the East Coast were trying to keep themselves warm and digging themselves out of Nemo's ire, five Latin teachers and two presenters congregated in San Jose, California on February 9 and participated in a rather intimate Cambridge Latin Weekend Workshop. The experience was phenomenal, and it will always have a special meaning to me since it was the first workshop that I've conducted as NACCP's Workshop Coordinator. For the past several years, **Melody Hannegan** has done a wonderful job organizing these weekend workshops, as well as the summer workshops, for Latin teachers and *Cambridge* users from all over the country. She has definitely left big shoes to fill, and I am just ever so grateful for her guidance and her well-organized files!

With experiences ranging from teaching *CLC* for the first time to veteran *CLC* users, the day was filled with an exchange of pedagogical ideas and great conversation about the teaching of Latin and Classics in general. **Martha Altieri**, Director of NACCP, started the day off with a brief introduction of the organization and explained the commitment that we have in providing teacher training.

In a relaxed setting, we discussed a variety of approaches in reading *CLC* stories, fostering student comprehension, and assessing the students' learning. Starting from the various components of the course to various ways of structuring a program, we learned various strategies to assist our classroom instruction of language, culture, reading and vocabulary. For example, as a group, we read *fabula mirabilis* in the style of choral reading, where all of the participants looked at the story, which was projected on the screen, and read the Latin out aloud together. The sudden appearances on the screen of a Roman centurion and a rather scary werewolf at the appropriate moments of the reading provided visual representations for the words *centurio* and *versipellis*. The students should certainly get a kick out of this activity because of the "shock" factor of the werewolf picture.

After talking about presenting grammar in context and various activities that can be used to reinforce grammatical concepts, the participants went through several rounds of *Caesar dicit* as we demonstrated one of the games students can play to get more acclimated with the concepts of imperatives and negative commands. Fun was had by all with commands such as *pulsate mensam et facite sonum lupi*. The group then had a fruitful discussion on how culture topics are integrated into the reading components of the *CLC* and how to present additional culture information to the students. Other topics discussed



What were you doing on February 9? In spring-like San Jose, CA, Lisa Masoni, Martha Altieri, Tom Weinschenk, Brian Billings (front row), Stacey King and Sarah Weinschenk (back row) were enjoying a CLC Workshop. Photography by William Lee.

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Director's Message

Martha Altieri



Spring greetings ... assuming that "Punxsutawney Phil" was correct about an early spring this year! With summer right around the corner, I hope you can make plans to participate in one of our summer workshops. The North American Cambridge Classics Project (NACCP) and the Cambridge School Classics Project (CSCP) will join forces once again this summer to offer three workshops: in Memphis following the ACL on June 30 - July 2; in Houston on July 16-18; and in Williamsburg on August 6-8. Details about the workshops can be found on our website: www.cambridgelatin.org.

NACCP and CSCP strongly believe that teacher training is the best way to develop a greater understanding of the aims and principles of the *CLC*. We are confident that training will result in teacher efficiency and effectiveness, increased satisfaction with the *CLC*, improved student progress and high levels of retention. So we are pleased to announce that the three-day summer workshops will become an annual event, with one

held at the same venue as the ACL Institute (either before or after), one in the North-East and one in Texas.

This increased investment in teacher training, both in the U.K. and in North America, is being led by **Will Griffiths**, CSCP Director. He explained the source of funding for this effort: "As the authors and publishers of the *Cambridge Latin Course* are charities, they operate on a not-for-profit basis. Over the next four years, much of the income from the sale of the *CLC* textbooks and digital materials will be ploughed into either subsidizing a wide range of teacher training and workshops or developing online learning resources. We'll then review the effectiveness of the training and, if things are going well, develop it further over the following four years."

This enables workshops to be offered at a very attractive tuition fee, thus creating significant value for teachers. For those who need financial assistance to help with travel and accommodations, NACCP will again offer three \$700 scholarships (one for each of the workshop locations). The scholarship application form is available on our website, and please note that the application deadline has been moved to April 1.

I see this as a unique opportunity for all of us, not just for "newer" Latin teachers, to increase our understanding of the *CLC* and its proven teaching techniques and tools. I hope you and your colleagues share this viewpoint and will be able to take advantage of a workshop this summer.

In the fall newsletter I discussed a new procedure for becoming a member of the NACCP Board. If you are interested in seeking a Board position, the application form can be found on our website. If you have additional questions, please contact me via email at: executivedirector@cambridgelatin.org. The current NACCP Board consists of a balance of retired and full-time *CLC* teachers. We need individuals who support the aims and principles of the *CLC* to promote the reading method of instruction and to serve in an advisory position. Board members also need to attend our annual meeting held during the ACL Institute and also help with teacher training and presentations during the year.

I look forward to seeing you at ACL in Memphis, and I also hope you can attend one of our three workshops this summer.



*The Mississippi
River awaits
you in Memphis,
Tennessee*

PHINNEY-GLEASON MEMORIAL SCHOLARSHIPS



**SCHOLARSHIPS (3) FOR FOR NACCP
SUMMER WORKSHOPS 2013**

Application Deadline: April 1, 2013

Information and application form at: <http://www.cambridgelatin.com>

Scholarship includes registration, lodging, meals and travel expenses, up to a total of \$700.

Automatic Marking of Translations?

Will Griffiths reports on an interesting work-in-progress at the Cambridge School Classics Project.

When it comes to helping teachers and students, at CSCP we like to push the boundaries.

Wouldn't it be great if we could develop some software that would automatically mark students' translations? How about if we could help the students by flagging up where they had gone wrong? What if we could have the students type in their translations, automatically assess them all, give initial, immediate feedback to the students and then pass the students' translations on to you for your oversight? Well, it's a fairly challenging task, but we're working on it!

We are developing software that attempts to mark, automatically, students' translations of the Practicing the Language exercises. A trial version of the software is already live on the CambridgeLatinCourse.com website if you would like to try it out (the first two Stages in every Unit are freely accessible on the website).

Just as in the textbook exercises, the student is first asked to select the correct word, or group of words, to complete the Latin sentence. Next, the student is presented with the completed Latin sentence and asked to type in a translation. It's at this point that things get very interesting.

1. corpora mīlitum mortuōrum crās sepelientur.

The dead soldiers' bodies will be buried tomorrow.

Excellent! that is a good translation. A sample translation is shown below.

The bodies of the dead soldiers will be buried tomorrow.

Even a simple decontextualized Latin sentence (such as *mercator villam intrat*) has a fairly high number of possible translations (The merchant enters the house; A merchant goes into the house; A merchant is entering a villa, etc.). In fact, the total number of possible translations for such a simple sentence is well over 100. As sentences become more complex the number of possible translations increases rapidly. Many of the sentences in the Unit 4 exercises can have well over 4.8 million acceptable translations.

Clearly we cannot aim to put many thousands of translations into the software directly for each sentence. Instead, we are using an approach which, to some extent, automatically generates possible translations extremely quickly (it can create 4.8 million possible translations in 25 milliseconds). In some senses, generating possible translations is the easy part. We then need to check the student's translation against all of those possible translations, not only to find a direct match (which is fairly straightforward), but in instances where a student may have made a mistake and therefore no direct match is available, to locate the nearest correct translation and identify exactly where it differs from the student's translation. This process can take, in relative terms, quite a long time: up to a second in some cases. That may not sound very long, but we all know how impatient we can become in front of a computer these days.

The entire process raises a great deal of related questions. One such question is what we mean by a "correct" translation. For example, for *Metella in atrio legit* some would not allow "Metella is in the atrium reading" while others would find that permissible. Another question is the perennial one of how to assign a grading number to a translation. Are some errors more important than others and, if so, should they be accorded a different number of marks/grades?

There are no easy answers to such questions - everyone has her/his own view. In the long term, therefore, it is likely that we will build into the software some degree of teacher choice or override. In the short term, we'd love to hear what you think of this development. Please feel free to email me at Director@CambridgeSCP.com.

Will Griffiths Wins Classical Association Award



Will Griffiths, who has contributed a number of reports to this newsletter, was recently honoured to receive the 2012 Classical Association prize for his work in promoting the teaching of Latin in the UK. Since 2000, he and his team have increased the number of UK secondary schools which offer Latin from about 600 to approximately 1,125. This is the most rapid growth in Latin teaching and learning that the country has ever seen. According to Will, it has been both a pleasure and a privilege to share responsibility for this growth.

Will started his teaching career in an average, normal UK secondary school that teaches the full range of students in the community. Not a great deal of Latin was offered, so he spent half of his time teaching Latin and the other half teaching Math.

Within a few years, and with a bit of work, he had developed the size of the Latin program to make it into a full-time teaching post. A few years later (and with a bit of Ancient Greek thrown in) it had grown to the extent that a second Classics teacher was needed. Throughout that process he wondered whether, with the right pieces of the puzzle in place, similar growth would be possible at a national level. It was then that he was offered a job at the University of Cambridge School Classics Project (CSCP) and given the opportunity to find out.

Many teachers he meets are unaware that CSCP, which authors the *Cambridge Latin Course*, is a not-for-profit charity. Quite unusually for authors, therefore, they don't benefit personally from the sale of their textbooks or software. Instead they use all income from the *CLC* to support Classics teaching and learning. Each year they spend about £250,000 on a wide variety of initiatives to promote Classics in schools. Such initiatives include developing free retellings and teaching resources on Greek myths (see www.ClassicTales.co.uk), encouraging more students to apply to study Classics at university and developing the teaching of Classical Civilization (which, in the UK, is a separate subject area in schools, distinct from Latin). The development of Latin teaching has been a key focus for over a decade - doubling the number of schools which offer the subject was not achieved overnight!

The work is not done yet. Indeed it is a work that is likely never to be finished. It is still the case that 75% of UK secondary schools don't offer any Latin at all, so the CSCP have plenty to keep them busy for the foreseeable future. More important and more pressing, perhaps, is to embed Latin in schools where it has been established. It is one thing to start up Latin; it is another, as we all know from our own experiences, to keep it going and ensure that it thrives. Therefore Will's current work in this area is focusing on developing further the necessary infrastructure to support new Latin teachers and their burgeoning departments.

The Classical Association awarded Will a prize of £5,000. He has chosen to donate that money to a fund which will pay for more teachers to be trained to offer Latin. He is also pleased to report that CSCP is matching his donation so that the training fund stands at £10,000. There is a major shortage of Latin teachers in the UK and this money will be enough to help 20 teachers either start teaching Latin or increase the level to which they currently offer it.

Will also passes along word that he will be leading a Pre-Institute Workshop at the ACL in Memphis: "How Does the Reading Approach Work?" The workshop will take a no-holds-barred approach to examining the efficacy, or otherwise, of the reading approach. It will start with an investigation of the basic aims and principles of both reading and grammar-translation methods, then move on to question whether the two approaches really are as different as some suggest, looking at the underlying similarities and differences. Participants will be asked to compare and contrast the approaches of four courses (*Cambridge Latin Course*, *Ecce Romani*, *Wheelock* and *Jenney*) through an analysis of the course books themselves. Handouts will be provided.

"We'll tackle all the main questions head on. (e.g. Do students learn grammar better with a particular approach? Does studying prose composition make students better at Latin?) No question or point of view will be off the table. On the contrary, genuine debate will be welcomed. As digital learning tools are becoming more widespread in our classrooms and at home, we will also investigate the role they have to play in the debate and consider how course design can combine with digital materials to provide a more efficient learning experience."

“The Last Night of the World”

We asked NACCP Board member Ginny Blasi to share a few memories as an eye-witness to Hurricane Sandy's havoc. One of the delights of living at the Jersey Shore is that, in addition to easy access to the beach and ocean, we are surrounded by beautiful creeks, ponds, rivers, streams, lagoons and bays. On October 29th, Superstorm Sandy gave all that water a new meaning. Mandatory evacuations emptied many of the beachfront and barrier island towns before sunset. The rest of us were advised to “shelter in place”, both powerless to do much but wait and equally in the dark because the electrical grids had been turned off. As I sat listening to the storm gaining force, I felt a bit like Pliny and wondered if, in a way, it was the last night of the world - at least the world that we had always known.

We awoke to a bright, sunny and exceptionally quiet morning. The ocean and nearby Shark River had flooded to within three blocks of my neighborhood, which is situated less than a mile from the ocean. Our focus became so small. We shared food, supplies and, most importantly, information. Texting became the best way to check on family and friends. We gladly shared gas stovetops,



Four feet of water six blocks from the ocean. The two schools, the parish center and church were damaged.



A UPS agent waits for a customer to canoe down to get a part for his pump.

grills, water heaters and generators. Many of us dug deep to remember camping and scouting skills. We treasured daylight and rushed to beat the sunset.

The second day, via a smattering of smart phones, radio and Internet, news of the destruction reached us. In my former school district, the town of Sea Bright was almost completely destroyed. Sections of Monmouth Beach and Oceanport flooded, costing many their homes or months of repairs. Days later, disheartened, we learned that the Raritan Bay had not only wiped out towns along the Bayshore and facing parts of Staten Island but also flowed into the Hudson River and crippled the southern half of Manhattan, Queens and Long Island.

Throughout the state most schools stayed closed for two weeks waiting for power to be restored. Some districts faced the additional challenge of dealing with teachers and students dislocated and traumatized by the storm. Sandy completely destroyed half a dozen schools. After the towns had located alternate sites, the teachers and families created wish lists for school supplies on Amazon and Facebook to outfit the classrooms and students. Impressively, an amazing outpouring of generosity by teachers and friends across the country filled all the lists within a couple of days.

As we head into the Spring our battle cry continues to be: “Jersey Strong - Restore the Shore!”

SAN JOSE WORKSHOP - cont. from page 1



William Lee

and presented at this workshop included transitioning into Latin literature and vocabulary acquisition. Participants indicated that activities such as the “Human / Invisible Map” and story illustrations for the longer passages are particularly useful, and they are all looking forward to using many of the activities in their classrooms. Overall, the day was filled with project palooza, and the participants came away feeling positive about the whole experience.

As the saying goes, *tempus fugit* when you are having fun! The day definitely flew by quickly as we shared curriculum ideas, classroom scenarios and our enthusiasm for our beloved Latin and Classics. In the end, we all, trainees and trainers alike, felt our exchanges of materials and ideas have

rejuvenated us and rekindled our passion for teaching.

Summer Workshops

In an effort to provide more teacher training for users of the CLC, the NACCP will offer three three-day workshops this summer. The cost of the workshop itself will be \$150 per participant. Here's a list of the dates and locations for the workshops:

June 30th – July 2nd: Fogelman Executive Conference Center, Memphis, TN

July 16th – 18th: Houston

August 6th – 8th: Williamsburg Hotel and Conference Center, Williamsburg, VA

Please feel free to contact me at William.Lee@nisd.net or workshopcoordinator@cambridgelatin.org if you have any questions about the workshops. For the most up-to-date information about these summer workshops, please go to www.latinworkshop.com

The CLC on iPads

The CLC website software has run on iPads, other tablets and smartphones (such as iPhones and Android devices) for many months. Now Stages 1-20 of the *CLC* have been released as iPad Textbooks.

iPad Textbooks are designed specifically for iPads and can be downloaded from the iTunes Store (just search for “Cambridge Latin Course” in the iTunes Store). Each Stage is sold separately and costs just \$0.99. Stage 13 is free to download so that you can have a good look at one of the Stages before deciding if you want to buy any of the others.

Each Stage in the iPad Textbook series gives you all the content you get in the corresponding Stage of the physical textbook. The layout of the material has to change, of course, as the size of the iPad screen is different from that of the textbook. As a result, some stories and comprehension activities are split over two screens.

STAGE 19

diēs fēstus

II

Explore the Story

unde illinc from where / from there sānē obviously

Listen to diēs fēstus II, lines 1-14

Questions

- 1 ad templum Augusti vēnimus (line 1). Write down one thing you already know about this temple.
- 2 locum optimum nōvimus (line 2). Why did Galatea think the place was optimum?
- 3 What was the slave's job (line 4)?
- 4 Why do you think Aristo said "ēheu!" to himself (line 6)?
- 5 In lines 7-9, what unpleasant surprise did Galatea have?
- 6 What did Galatea tell her husband to do? What suspicion did she have (lines 10-11)?
- 7 What alternative suggestion did Aristo make? How did he try to avoid blame?

postquam ad templum Augusti vēnimus, Galatēa "locum optimum nōvimus," inquit, "unde tōtum spectāculum vidēre solēmus. illinc pompam et nāvem sacram vidēre possumus. servus nōbīs illum locum servat. Aristō! nōnne servum māne emisist?"

"ēheu!" Aristō sibi dixit.

ubi ad illum locum, quem Galatēa elēgerat, tandem pervēnimus. Galatēa duōs iuvenēs cōspexit. hī iuvenēs locum tenēbant, ubi Galatēa stāre volēbat.

"marite!" inquit, "ēmōvē illōs iuvenēs! ubi est servus noster? 10 nōnne servum emisist?"

Aristō, qui anxius circumspectābat, respondit. "cārissima, melius est nōbīs locum novum quærere. iste servus sānē negligēs erat."

Every story has a video introduction (familiar to users of the E-Learning Resources) and an option to read the story via the interactive “Explore the Story” software. All stories and model sentences also have audio via a “Listen to” audio bar. The small “ABC” icon in the top right of the screen launches an interactive dictionary (with associated accidence) so that students always have immediate access to vocabulary and grammar support.

The layout of the materials on the screen changes when the iPad is rotated between portrait and landscape views. Apple’s software automates some, but not all, of the changes to the layout and as a result some aspects of the design are beyond our control. On the whole, however, the rotation seems to work well, allowing students to read and work in either orientation.

STAGE 17

The Pharos

The Pharos was over 440 feet (135 meters) high, with a fire constantly alight at the top. A spiral ramp inside the lowest stage allowed fuel to be carried up by animals. Statues of Ptolemy II and his queen can be seen at the base of the lighthouse.

Coin of Alexandria, showing a ship passing the lighthouse.

A 15th-century fort was built on the ruins of the Pharos.

The Seven Wonders of the Ancient World

The Pharos was one of the seven wonders of the ancient world. How many others can you name?

There is a degree of interactivity available within the iPad Textbooks. For example, some labels on images can reveal further information when tapped, and the selection of the correct option in Practicing the Language activities can give students immediate feedback. A particularly useful feature is image scrolling. What appears to be a single image can be swiped or scrolled, revealing a number of additional images on the same theme. In a traditional textbook difficult decisions often have to be made about which image to use. The scrolling feature in the iPad Textbook neatly overcomes this problem.

Another useful feature is the highlighting and note-taking function which allows students to make their own notes on the text. These can be easily referenced and automatically turned into flashcards.

A significant downside to the iPad Textbooks is that they are licensed to the individual student, rather than to the school. The result of this licensing approach is that a school must buy an entirely new set of iPad Textbooks every year. In schools which change their textbooks every year or which ask students to purchase their own books this may not be a problem, but for other schools the cost of annual purchasing for every student is likely to be a significant issue. Our own calculations suggest that for a typical school the cost of using iPad Textbooks will be 30% higher than buying hard-back textbooks, website subscriptions and E-Learning Resource access for all students, and 60% higher than buying paper-back textbooks, website subscriptions and E-Learning Resources. These costs don't include the initial cost of purchasing the iPads.

The iPad Textbooks do offer a handy way to access texts easily and can save students from carrying a number of heavy textbooks. However, it is fair to say that for schools they are a significantly more expensive option even than buying the full package of textbooks, website subscription and E-Learning Resources.

If you use the iPad Textbooks in class, we'd very much like to hear how successful you find them. Please do email me at Director@CambridgeSCP.com with any comments. Once we've seen how they are being received, we'll consider the options for developments for Stages 21-48. *Will Griffiths*

More Options for In-Service Training

Elsewhere in this newsletter, **Will Griffiths**, **Martha Alteri** and **William Lee** have highlighted the three three-day summer workshops for *CLC* teachers. CSCP and NACCP also want to run a high number of one-day workshops in venues across North America. (The San Jose workshop is an example.) So if there is an aspect of teaching and learning with the *CLC* that you would love to see featured in such a workshop and you can get half-a-dozen or more teachers together, let Will or Martha know and we'll aim to put together a workshop in your location.

Online seminars offer a great way to come together to look at a particular aspect of teaching the *CLC*. Whether it's sharing a range of ideas to introduce a particular Stage that we're all about to teach or looking at a theme which runs throughout the *Course*, work is underway to ensure that an online seminar will be freely available to discuss it.

Finally, there are few better ways of learning than seeing an expert in action. With this in mind, work will soon begin on the creation of a website to house a number of videoclips showing master teachers in action and explaining why they take the approaches they do. There will be more news on this development in future editions of the newsletter.



Of course, the annual Institute of the American Classical League is always a must-attend for keeping up-to-date on the latest academic and pedagogical developments in the field of Classics. This year's Institute will be held in Memphis, Tennessee from June 27 to June 29, with a Pre-Institute Workshop June 26-27. Details can be found on the ACL website: www.aclclassics.org

Last year's Institute was held in Las Vegas, Nevada. NACCP Board member Terry Klein sent along a pair of photographs to show that there is time for non-academic pursuits there. Melody Hannegan and Joe Davenport cool off in the Las Vegas heat (far left), while Stan Farrow plays for the annual bilingual singalong at the Cambridge reception following the closing banquet (left).