

ego sum dominus quod sum senior!



When I was first introduced to the *Cambridge Latin Course* back in the early 1970s, I was impressed from the beginning by how well a course designed to start with Grades 7 and 8 in Britain seemed to work for my somewhat older students who began the study of Latin in Grade 10. Over the years, I have come to realize that the *CLC* package seems to work successfully with all ages. Hence my invitation on the listserv to tell me, and our readers, about *CLC*-based programs for seniors. I received just three submissions, and only one was exclusively about seniors. But the variety of programs they reflected was quite impressive.

Donna Gerard insisted that the smiling group to the left would definitely not qualify as seniors. They are all on the staff at Providence Christian School of Texas: **Melissa Miller** (administrative assistant to the head of lower school), **Sue Netherland** (librarian), **Tag Green** (Class Six History and English) and **Holly Hendricks** (Class Five History and English). All the students at the school must take Latin in Classes Four through Eight. So although this quartet were not responsible for teaching the Latin classes, they wanted to know more about the language and the culture, they wanted to know how to pronounce words, and they just wanted to give it a try so that they would be in a position to help the students where possible.

So Donna (who admits she might be the only one to qualify as a senior!) and her fellow staff member, the elementary Latin teacher, **Ms. Frederick**, volunteered to take them through the very same course they used with the students. Using the *CLC*, they “read, read, read”! But with just 30 minutes every other week, they really couldn’t duplicate the in-class experience and had to rely on independent learning to work out issues, answer questions and discover explanations. Donna admits that, as usual, some of the learners are more independent than others.

The adventure has been a learning experience for everyone. The “students” have seen just what it takes to be a good language student and how much time it takes to do independent learning. The “teachers” have seen that their explanations are sometimes not as clear as they should be and have discovered that adults make far worse students than kids!

As of mid-January, the group was just on Stage 8, with some doubt as to whether they would get through Unit 1 by the end of the year. But all have agreed that it has been a very successful and interesting experience.

For the past eleven years, **Ron Walters**, himself a Toronto-area retired Classics teacher, has been teaching four-part certificate courses at the University of Toronto’s School of Continuing Studies, using Units 1-3 of the *CLC*. His

continued on page 4

Director's Message

Martha Altieri



As spring arrives so does the 5th edition of the Cambridge Latin Course! We have been anticipating its arrival for quite a while, and I'm pleased to highlight some of the changes. The first change you will notice is the size of the books, which will increase from 7 in x 9.5 in to 8.5 in x 10.5 in. The model sentences are now colored to provide further detail on the cultural content. There is increased representation of women, including a daughter for Caecilius and Metella. The cultural content has been updated where necessary, based on the latest research in the various aspects of Roman civilization. The overall storyline has not changed, although the introduction of the daughter, Lucia, and the painter, Clara, necessitates some changes in the stories. Those changes are subtle enough that it will be very easy to move between different editions from Unit to Unit without interrupting students' learning: e.g., moving from 4th Edition Unit 1 to 5th Edition Unit 2, or from 5th Edition Unit 3 to 4th Edition Unit 4. Thus, schools will not need to replace all their books at the same time. The best way to get a sample copy or to purchase the 5th edition is to contact your Cambridge University Press sales rep. I have included the names and contact information for the reps on page 3 in this newsletter.

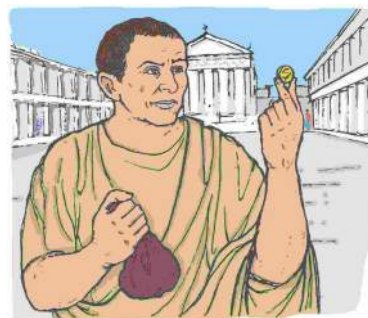
We had a very busy fall with 5 one-day Cambridge workshops in Pittsburgh, Indianapolis, Oklahoma City, Boston and San Francisco. The upcoming spring workshops in March will be in Toronto, Nashville, Baton Rouge, Seattle and Silver Spring, MD. The one-day workshops are a great way to examine the reading method and to explore strategies with specific examples for lesson planning, classroom activities, assessments and digital opportunities. The cost for a one-day workshop is \$50. Additional information and details on how to register can be found at www.cambridgescp.com under Teacher Training. If you live at or nearby one of these locations, I encourage you to attend.

This coming summer we are offering four 3-day workshops in June and July. The first of these will be in Atlanta, June 2-4, followed by Hartford (after ACL) June 29-July 1, then Dallas July 7-9 and finally Los Angeles July 21-23. Whether you are a novice or an experienced Cambridge user, these in-depth workshops will provide various strategies and practice to assist you in the reading approach.

NACCP is committed to helping teachers attend these workshops. This summer we are offering ten \$500 scholarships. The application form (deadline May 1) is on the NACCP website at www.cambridgelatin.org.

Scholarships for teachers to attend these workshops are made possible through your support of the Phinney-Gleason Scholarship Fund. I announced in the Fall Newsletter that one of NACCP's goals this year is to increase the number of donations to that fund, and we provided an envelope in the newsletter to make a tax-deductible donation. For those of you who contributed, we thank you very much. If you would still like to make a donation, a donation form is on the NACCP website under Scholarships or for your convenience you may use the remittance envelope enclosed with this newsletter.

PHINNEY-GLEASON MEMORIAL SCHOLARSHIPS



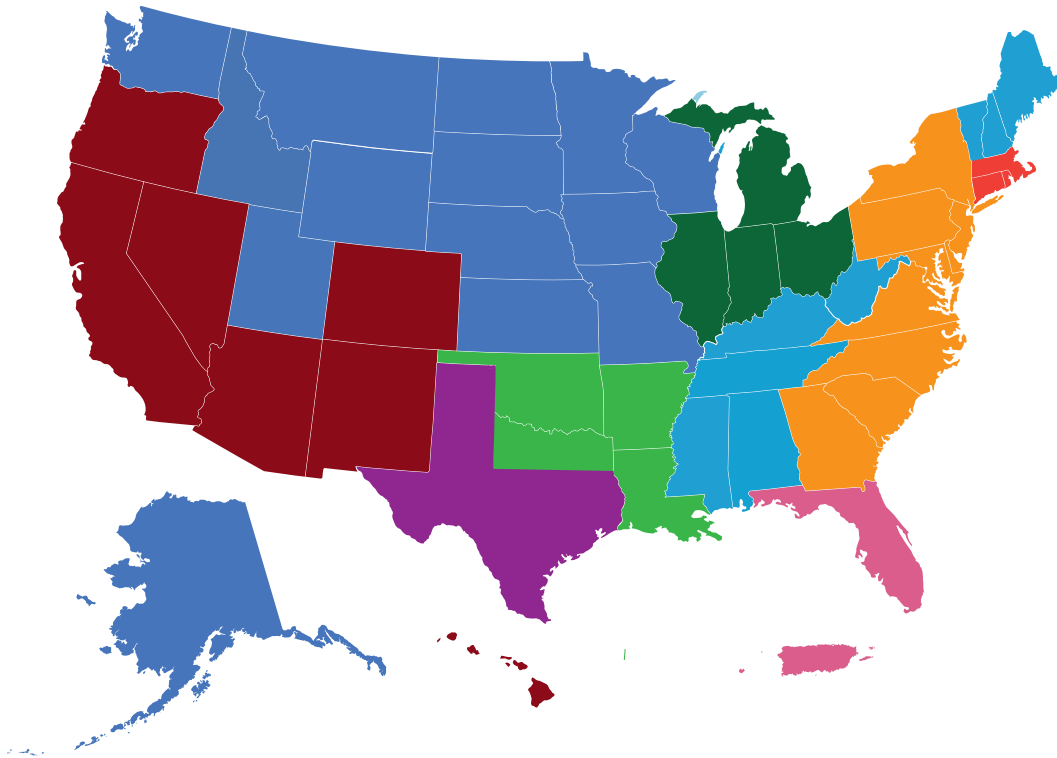
Ten \$500 Scholarships for Cambridge School Classics Project Summer Workshops in 2015

Tuition, lodging, meals and/or travel up to a total of \$500

Application Deadline: May 1, 2015

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

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May we suggest you keep this page for future reference when you wish to contact Cambridge University Press. If you would like to see it in its original color version, check our online newsletter at www.cambridgelatin.org.

EGO SUM SENIOR (cont. from page 1)

students represent a wide spectrum of adults. Some are full-time or part-time students at the university, but the majority are currently employed or retired adults, pursuing their studies as curious initiates or perhaps as enthusiasts who wish they had stayed with Latin longer in their school years. Ron has had the pleasure of working with lawyers, actors, librarians, choristers, proofreaders and the like and people who simply love to study art, history, linguistics, archaeology, comparative literature and any number of other areas of the humanities. A few take the courses prior to applying for medieval studies at the university, a program for which they must demonstrate some knowledge of Latin.

Most of the students love the Cambridge approach of introducing the language in its historical and social context. They appreciate the lively and imaginative stories as a vehicle for the introduction of the forms and syntax. Class sizes range from 10 to 17 students in each course. The courses are brief - eight two-and-a-half-hour evening sessions - so the pace is swift. In the first course, students complete Unit 1 and in the second Unit 2. The third course covers only half of Unit 3, and the fourth explores selections from Vergil's *Aeneid*, with lots of encouragement and assistance from the instructor! This is supplemented by instructor-designed notes on most of the major features of form and syntax not met in courses 1-3. All four courses exploit the derivative aspect of Latin vocabulary, a feature always popular with the students.

In each of the courses there are weekly homework assignments reinforcing the grammar and vocabulary met to that point plus periodic testing (on a small scale) of the ability to translate Latin to English and to demonstrate mastery of the forms and syntax. Students are also encouraged to pronounce Latin correctly, to enjoy the sound of the language and to develop this skill so that they may ultimately appreciate the sound of Vergil's hexameters. A student who maintains an overall average of 80% in all four courses can attain a certificate.

Alana Lukes, as a volunteer, teaches an e-learning style program for seniors/retirees at the Tallwood Campus of the Osher Lifelong Learning Institute (OLLI) at George Mason University in Fairfax, Virginia. In 2007 she was a Phinney-Gleason Scholarship winner for a Baltimore workshop. On her retirement, she thought she would give the OLLI a try for a year, to sample what they had to offer. When they discovered that she had taught Latin, they recruited her to teach. Within a year she found herself leading a class of 20 fellow retirees. Her program, now in its third year, is offered in the Fall, Winter and Spring sessions and has a core group of 8 or 9, meeting about once a week for just under 1 1/2 hours. OLLI provides 10 laptops and the annual Cambridge e-learning subscription downloaded onto them. The subscription cost is covered by OLLI and supplemented by a \$5 fee per student.



The e-learning CDs from Cambridge include most of the stage model sentences, stories and activities that are found in the text. In a typical class, the whole group views the CD videos on culture, grammar and stories projected on a large screen. Then each student, seated at an individual or shared laptop, completes a computerized version of language practice exercises and drills. The textbook itself is optional, since Alana wants learning Latin to be a light-hearted, enjoyable experience done in a group-oriented setting. Most of the students, however, have purchased a text from other sources, since they wish to work on their own outside of class. Many “beg” for homework, not that they all tackle it unreservedly when Alana reluctantly assigns it!

Alana made two conditions when she agreed to take on the class. One, already mentioned, was to make the use of a textbook optional, so as not to be bound to its hard-copy limitations. The other was that she would teach only those who had never studied Latin before (and wondered what they had missed) or those who had studied it long ago and had done nothing with it since (even if their memories were positive ones). Classes usually begin with a brief guided conversation in spoken Latin: greetings, weather reports or holiday discussions. Like their younger counterparts, students bring in cartoons and articles on items of classical interest. For the OLLI-recommended “30-second stretch break” (woven into all OLLI classes) the Latinists stand and do a mini exercise-based routine of verb endings, whether hip-swaying to “bam-

bas-bat", finger-pointing to "o is I, s is you, t is he-she-it" or arm-waving stretches of the perfect-tense endings. The class tends to end with a collective groan when the overhead lights are turned on and the students must move out to allow another of the one hundred or more OLLI classes in.

In fact, as so often happens in "I'm here because I want to be" environments, the atmosphere is very rewarding. The "students" love the cultural aspect of the course. When it comes to reading stories, they are probably ideal "Cambridge" students. They use their English language skills to figure out what the stories are about without worrying unduly about grammar rules, at least initially. However, they usually like to go over the story a second time to figure out the grammar. If there is a question on something grammatical that has not yet been covered in the course, Alana explains it and tells them they'll cover it in a later class or the nice British lady on the CDs will fill in the gaps.



For enrichment outside of class, Alana provides her students with a www.quia.com website. A summary of each class meeting and links to quia.com games and other teachers' quia.com websites are included so that the students who miss class or just want more review have a central point of reference. In addition, this provides a place for students who, for whatever reason (you have no idea of how busy retirees are!), are not currently signed up for class can keep up with studying on their own until they can rejoin the group. Unlike regimented school curricula, students feel free to take "sabbaticals" to explore other OLLI offerings or even to drop out after sampling a class or two.

The Latin part of the program is fun. The retirees engage fully with the plot and characters of the stories. They also appreciate the lack of tests and quizzes and the relaxed pace (three years and they were still on Stage 13 as we went to press). The technology aspect has been more challenging. When the course began, few of the students had laptops at home or had done interactive activities. Now about half can handle the skills faster than Alana, leaving her time to help any who are struggling.

Alana's current objective is to have a small but eager population who will one day be joined by those retirees already knowledgeable about Latin to read the classical authors in a group setting. Meanwhile more and more George Mason OLLI members are requesting a re-start of Unit 1 at OLLI's satellite campuses. A labor of love for all concerned!

Thank you to Alana, Ron and Donna for their interesting reports. The photos of Alana's class were taken by Dan Feighery. - Stan Farrow, Editor

In other news....



We're pleased to report that the March Through Roman Britain with Quintus commences in London on July 9. The fourteen enlistees represent the West Coast, the Midwest and the East Coast of the USA as well as Ontario in Canada. The group will travel first to Fishbourne Palace to pay its respects to King Cogidubnus and will then work its way north to the farthest border of the empire before returning to the provincial capital. Armed with cameras, maps, *pecunia* and keen interest, the group will submit a full report of its findings for the fall newsletter.

The annual American Classical League Institute moves east this year to the University of Connecticut in Storrs, CT. The Pre-Institute Workshops take place June 25-26, with the regular Institute program following on June 26-28. The CLC Trainers have submitted proposals for two sessions at the Institute: One Story Five Ways (5 different ways, other than simple translation, to read a Latin story) and

Using the Digital Components of the Cambridge Latin Course to Facilitate Classroom Challenges (a long but self-explaining title). As we went to press, we did not yet have confirmation of acceptance, but by the time you receive this newsletter, full details of the Institute program and registration should be available at www.aclassics.org. And remember you can also plan to stay on after the Institute for the 3-day Hartford Cambridge workshop.

Fall Workshops in Pittsburgh and Indianapolis



Jay Westbrook, Ken Lovasik, Lauren Stein and Maureen Reymann work with verb squares at the Pittsburgh workshop.



The Pittsburgh quartet pose for a group shot.



Ashley Brewer takes copious notes in Indianapolis.



Indianapolis pairs: Kevin Ferry and Doug Julius try a vocabulary exercise (left), while Matt Henridge becomes an indirect object for Melody Hannegan's lesson on the dative.

Indianapolis group shot



Brian Gross and Katie Luckenbill answer comprehension questions.



Kevin Ferry, Doug Julius and Jennifer Limke seem pleased with what they've been learning.



And back to verb squares pair work with Katie and Melody

You too could be in one of these photos. Check the workshops schedule at www.latinworkshops.com or www.cambridgelatin.org for a one-day, two-day or three-day workshop near you. And don't forget to bring your camera.

We thank Terry Klein for bringing hers to take these photos.

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