

Workshops: Were You There?



We're Paperless!

This issue marks the beginning of a new era for the NACCP Newsletter. After much discussion at the Executive Board on economic and ecological matters, the decision was made last year to discontinue mailing out a hard-copy paper edition, starting in the fall of 2016.

If you added your name to our Contact List over the last few months, you will have received notification that this newsletter was now available online. If you're just discovering us on the website Newsletter link, take the time to submit your contact information for future editions.

One advantage of the online edition has been the fact that the images, like those on this page, are in full color. However, as we were discussing the change, we realized that we should consider adding video clips on occasion, since we no longer needed to produce simply an electronic version of the printed newsletter. Our first small step in that direction is included on page 5. We invite you to submit classroom activities, etc. for future editions to our editor, **Stan Farrow**, at: stanleyfarrow@rogers.com

A collage of images from Houston, New York City and Washington, DC summer workshops, courtesy of **Ginny Blasi**. More photos on pages 6 and 7, including Chicago! Put yourself in the picture next year and join your Classics colleagues for learning - and levity!

Director's Message

Martha Altieri



Martha Altieri makes a presentation at this summer's Houston workshop.

years of service, dedication and hard work for NACCP and wish them all the best!

The Cambridge School Classics Project (CSCP) and The University of Cambridge sponsored and funded four workshops this summer. Approximately 125 teachers participated at three-day workshops held in Houston, New York City, Washington, D.C. and Chicago. The majority of the workshop content focused on the new 5th Edition of the *Cambridge Latin Course*. NACCP set aside funds for up to ten \$500 scholarships to enable teachers to attend those workshops. More about the workshops and this year's scholarship winners can be found on the remaining pages of this newsletter.

For the summer workshops next year, NACCP will again fund ten \$500 scholarships to aid participants with transportation, lodging and meals. Workshop dates and locations for 2017 are in the planning stages, and, when available, the information will be posted on www.cambridgelatin.org and on www.latinworkshops.com. If you have not attended a workshop and need some financial assistance, I highly encourage you to apply for a scholarship at a location that you would like to attend.

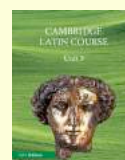
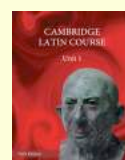


The summer workshops in 2016 included birthday cakes to celebrate 30 years of workshops - and 50 years since the founding of the CSCP, to develop the CLC.

Welcome back! I hope that each of you enjoyed some well-deserved time off. It seems that summer break gets shorter and shorter as the school calendar begins earlier each year.

After nearly twenty years of outstanding service to NACCP, **Melody Hannegan** and **Mark Pearsall** have left the Executive Board. Melody has served as secretary and workshop coordinator and has been a frequent workshop presenter. She was also the tour coordinator for the Italy trip in 2010 and the Roman Britain trip in 2015. Mark's insight and perspectives as an active participant in board discussions and decisions through the years have significantly benefitted NACCP. He has also served as secretary since 2009.

In addition, **Sarah Bjorkman**, who joined the board in 2010, has also left. She was a key contributor in updating and converting our resource materials. We thank Melody, Mark and Sarah for their many



CLC TRAINING

Consultants are available to provide personalized training at no cost to you and your colleagues. For more information contact:

clctraining@cambridge.org

The scholarship application process will be a little different in the future. The application form will be available after 2017 summer workshop dates and locations are announced. Rather than have a fixed application deadline, we will continue to accept applications on www.cambridgelatin.org until we have awarded all the scholarships or until the date of the last workshop.

Scholarships for teachers to attend summer workshops are made possible through your support of the Phinney-Gleason Scholarship Fund. One of the main goals of NACCP is to increase the number of donations to the scholarship fund. We are asking those of you who can provide financial support to go to our website www.cambridgelatin.org to make a donation. We will respond with a letter acknowledging your tax-deductible donation.

NACCP's continued focus is on how we can best support you and your colleagues in the classroom. We welcome and appreciate your questions, suggestions and feedback.

Meet Our Scholarship Winners

This spring, we had just four applicants who successfully applied for Phinney-Gleason Memorial Scholarships and who followed up by attending one of the summer workshops. As you meet them, know that they represent four classrooms where lucky students are benefitting from their enthusiasm and from the inspiration they gained at the workshops to try new approaches.



Mary's daughter photographed her at their front door, armed with CLC 5th edition materials.

Mary Richards, Reading MA, attended the D.C. Workshop.

I come from a long line of teachers and always aspired to become a teacher. What subject I would teach was hazy. My first “foreign” language was Latin at the age of 10 around the dining room table with my dad as teacher and siblings as classmates. This intensive “summer school” formed the foundation for my future study of many European languages. When I got to high school, I studied Latin for two years and then switched to modern languages (Russian and German, in particular). In the late 1970s in the U.S. Latin was still being taught in a rigid manner which I did not take to.

After majoring in Russian at Indiana University, I taught Russian to undergraduates for three years while working on an MA and PhD in Slavic Languages and Literatures at the University of California at Berkeley. My focus was historical linguistics. Besides teaching undergraduates, I had an amazing job for five years of which I am very proud: research assistant to the Polish poet Czeslaw Milosz, the 1980 Nobel Laureate in Literature. (Although Berkeley prided itself on its number of Nobel Laureate faculty members, Professor Milosz was the only Nobel Laureate in the humanities. His honors earned him a permanent parking space on campus!) My main task was to organize an archive of Professor Milosz’s correspondence, received over a fifty-year period. This collection is now part of the Milosz archive at the Beinecke Library at Yale.

One week to the day after I earned my PhD, the Soviet Union officially dissolved. With it, the U.S. job market in Russian teaching dissolved as well. My new path led me to a variety of jobs. Among them were teaching English as a Second Language to new Americans from the Former Soviet Union and school administration. During this time I married and started a family. Then I rediscovered Latin.

In 2008 there was an opening at a private Catholic school in my town, north of Boston (Austin Preparatory School) for a middle school teacher of Latin and History. Something possessed me to give it a try. By now I had last studied Latin 30 (!) years before and had only gone through Caesar. Miraculously, I was hired, thanks to the Chair of the Foreign Languages Department, **Roger Stone**. The hitch now was to re-learn, or rather learn Latin! The curriculum in use at the school enabled me to do this: the *Cambridge Latin Course*. What a breath of fresh air! This was my first introduction to the *CLC*. Latin teaching and learning had come a long, long way. Latin was now being taught in a manner more similar to a modern, living language. I was one of four Latin teachers at Austin Prep and was mentored closely by the other three, who were very experienced and supportive and wanted to see me succeed.

I taught Latin part-time for two years with *CLC*, using Units I and II, before heading to an all-girls Catholic high school in the next town. There, as the sole Latin teacher, I taught with Oerberg’s *Lingua Latina* for three years. Between these two jobs, to date I have spent five years teaching part-time Latin, two with the *CLC*.

I am about to embark on a teaching job in a brand new all-girls high school, The Academy at Penguin Hall, in Wenham, MA. I will be teaching two sections of Latin I, and one section of Latin II. As the first Latin teacher at the school, it is my job to choose the textbooks. In the end, I chose the *Cambridge Latin Course* for many reasons. First of all, it was so effective with my earlier students. It is modular and flexible. It comes with lots of aids and support for teachers. The *CLC* offers a very polished presentation with drawings and photographs and maps, integrating history and culture with the storyline. And, for this day and age, it offers online resources that families have come to expect.

As the sole Latin teacher, starting a Latin program at a brand new school, I very much wanted to take advantage of the training offered at a Summer *CLC* Workshop. This workshop could jumpstart my return to teaching with the *CLC*. I would have the opportunity to meet professionals in the field, to learn new teaching strategies and ideas and to ask specific questions. What’s more, I applied for and was honored to be awarded a

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Scholarship Winners, cont.

Phinney-Gleason Memorial Scholarship to pay my expenses and make attending a summer workshop a reality. For this I am very grateful to the North American Cambridge Classics Project. Thank you. And thank you to the many donors who have made this possible.

I attended the Workshop in the D.C. area in July. There I was introduced to new people, approaches and techniques. I heard presentations by enthusiastic professionals offering tips for using the *CLC* to its max. I met fellow-participants from all around the United States, including Florida, California and Hawaii, and two presenters who traveled from the UK to share their knowledge and approach. I now have a treasure trove of information to draw on as I build a new Latin program at a new school. I have the resources in the Workshop Manual; access to files on Google Docs that the presenters uploaded; new materials made available by the presenters and by Cambridge University Press; and my own notes. Besides this, I have a new network of colleagues and mentors, thanks to the *CLC*. I have a Latin teaching community. I am very grateful for this level of support for someone who never majored in Latin and is still learning the language. Thank you.



Chloe Dickson, Santa Barbara CA, attended the New York City workshop.

During my undergraduate studies at Westmont College, I participated in the FastTrack program, which allowed me to complete my bachelor's degree in Liberal Studies and my secondary teaching credential in both history and English within four years. My Humanities course load and classroom observations exposed me to classical education and piqued my interest.

Upon graduation, I was offered my first teaching position at a semi-classical school in Santa Barbara, California. My role as middle school Humanities instructor included 7th-grade English and history, and 7th- and 8th-grade Latin. I knew I was prepared to teach the fundamentals of grammar, discuss literary devices and storytelling techniques and study world history; however, I felt ill-prepared to take on the Latin courses.

To prepare, I dove into *Cambridge* Unit One. I anticipated a tedious, grammar-heavy curriculum and was amazed at its accessibility. I enjoyed reading the stories and getting to know the characters as I familiarized myself

with the material. There were workbooks, audiobooks and an extensive teaching manual that made the process incredibly simple.

Despite this, there was a steep learning curve for both my students and me throughout those first few semesters, but by the end of my second year, the 7th graders I had started with were successfully writing and performing their own Latin stories and skits. In fact, several of them admitted that Latin had been their favorite course in middle school!

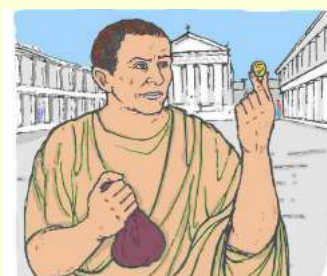
I am incredibly thankful to have received the NACCP scholarship to attend the Cambridge workshop this summer. It was just the right moment in my professional development to participate, and I received a wealth of resources and ideas to bring back to my classroom. I also enjoyed meeting Latin teachers from around the country and hearing how they make the *Cambridge* curriculum their own.

One of my favorite moments was the exercise on the very first morning where we all stood in order based on our teaching experience as well as our experience teaching Latin. It relieved all of the tension in the room to acknowledge our different levels of experience. While there were plenty of important strategies and exercises shared throughout the week, it was humbling to remember what it feels like to be on the other side for my students as I prepared to learn from the *Cambridge* teachers.

I would highly recommend the workshops for anyone interested in improving the Latin program at his or her school. They provided additional resources and had many informative sessions with well-prepared speakers. Most importantly, they reminded me that the study of Latin is most effective when students are having fun!

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PHINNEY-GLEASON MEMORIAL SCHOLARSHIPS



**Ten \$500 Scholarships for
Cambridge School Classics
Project
Summer Workshops in 2017**

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

**Check our website for
application information.**

Scholarship Winners, cont.



Robin Farber, Greensboro NC, attended the Chicago workshop.

I attended George Washington University for my BA and UNC Greensboro for my M.Ed in Latin. I was very fortunate to have received a NEH grant to attend the Classics Institute at Tufts University for two summers to study Greek. Ironically, it was at Tufts where I was introduced to *Cambridge Latin* by **Carlene Craib** in between our Homer translations. She was a strong advocate for *Cambridge*, pointing out that we were learning Greek by reading.

I returned to North Carolina where I continued to teach Latin and explore *Cambridge*. I am currently teaching Latin at Walter M. Williams High School in Burlington, NC. I had taught using *Cambridge Latin* on a traditional schedule for ten years when the Latin program was cut at my school. Happily, I was hired to teach Latin at WMWHS but I was faced with several challenges: no *Cambridge* books and a block schedule! I felt a little bit of panic and then I realized that I had a great resource at hand. I attended several daylong *Cambridge* workshops, and the consultants gave me fantastic advice on how to handle the pace of a block schedule and how to use the website to my best advantage. I owe **Ginny Blasi** and **Donna Gerard** so much for the support and ideas that I received at the workshops.

I also teach for North Carolina Virtual Public School and I used the money that I earned at my "extra" job to buy 32 Kindles and 32 Website subscriptions. My classes this year have used the ebooks exclusively.

I was so honored to receive the Phinney Gleason Memorial Scholarship. I attended the workshop in Chicago since I had taken students to Student Council camp during the Washington D.C. workshop (my original choice). I think that the best part of the Workshop experience is being exposed to the ideas and experiences of colleagues who are grappling with the same issues that you are and having experts available to explain the best practices that should be used to teach with *Cambridge Latin*. I left the workshop thinking about how I prioritize: All, Most, Some bouncing around in my brain thanks to Donna Gerard's and **Richard Wolff's** exhortation that we should consider Storyline, Culture and Language as we plan each stage. Thanks to them, I am looking at the pictures at the beginning of each Stage with renewed interest. Aside from my professional renewal, I know that my students will benefit from all of the new ideas and methods that I will implement this fall!



Will Hunter, Athens GA, attended the Chicago workshop.

I have taught Latin in Georgia for several years and am the sole Latin teacher at Duluth High School in Gwinnett County, GA. I will be returning to the *Cambridge Latin Course* this year and attended the Chicago workshop to become refreshed and rejuvenated with new ideas and strategies for effectively engaging my students. I believe that we never stop learning as teachers and that learning from master *Cambridge* teachers is the best way to go.

I would love to visit the Classical world and the land of Caecilius and Quintus more often, but my other passion usually trumps those plans: I just finished my eighth summer as the Latin instructor at the Georgia Governor's Honors Program, an annual 4-week experience for the state of Georgia's best and brightest rising high school juniors and seniors.

Watch Will and Robin online

Our last two profiles are somewhat shorter than the first two. But you can make up for that by watching and listening to Robin and Will being interviewed by **Donna Gerard** at the Chicago workshop. Simply click on the link below. Thanks to the three "innovators" for agreeing to experiment for the newsletter with this interview. Thanks also to technical advice and assistance from **John Altieri** and **William Lee** for helping drag your editor into the 21st century! Enjoy.

<https://vimeo.com/177162062>

Summer Workshop Group Photos

(each including the celebratory cake(s) to mark 30 years of Cambridge Workshops)



Houston



New York City



Washington, D.C.



Chicago