



# NEWSLETTER

No. 54, Autumn 2017

## Ephy Howard: ACL Merita Award Winner

At the annual ACL Institute in June, the NACCP was proud to see another of our stalwart Board members, **Ephy Howard**, receive the prestigious Merita Award. Ephy's *laudatio* appears to the right, read to the assembled guests at the closing banquet. In a first for ACL, Ephy's husband, **Peter**, (below) also was presented with the Meritus Award.



This honoree has attended ACL Institute faithfully since 1988; she has chaired sessions and published book reviews in *Classical Outlook*. Nearly everyone here tonight has heard her announce the National Latin Exam scholarship winners in her role as chair of the scholarship committee since 2004; her unbroken service to NLE began as a member of the advisory board in 1994, which she led from 2002-04. Her service to the North American Cambridge Classical Project has been nearly as long; she joined that board in 2001 and currently chairs that scholarship committee as well.

Her career as a Latin teacher began in 1985 at Charles Henderson HS, where she taught and advised the Latin club and Senior Class until 2010, being honored as Alabama's Outstanding Latin Teacher along the way. In retirement, she continues to teach through Alabama's online education program. Her service to JCL has been faithful, and she will help host National this summer.

Before becoming a Latin teacher, though, she worked with children with special needs at schools for the Deaf and Blind (as they were called), at Head Start, and in other contexts. She was named an Outstanding Young Woman of Troy, Alabama.

We know her as a compassionate teacher, advocate, and lover of her family.

For these and many more accomplishments, *plaudite quareso*.

**EPHY HOWARD**



*All in the Family:  
Ephy and  
daughter Caroline  
listen to Peter's  
acceptance  
speech, while  
ACL President,  
Kathy Elifrits  
looks on.*

*The Howards then  
embarked on their  
hosting duties for  
NJCL in Alabama  
in July.*

# Director's Message

Martha Altieri



*Martha (2nd from left) joins fellow organizers Donna Gerard, Marlene Weiner and Ginny Blasi at the Meadowlands summer workshop with the NYC skyline at dusk.*

Greetings to each of you as another school year has begun! I hope you had a restful summer.

After seventeen years of outstanding service to NACCP, **Ephy Howard** from Alabama has left the Executive Board; for most of those years she has served as scholarship chair. **Keith Toda** from Georgia has also left the Board, after serving since 2006. Keith has been a workshop presenter many times during his eleven years of service and a moderator on the List Serv. We thank Ephy and Keith for their many years of service, dedication and hard work for NACCP and wish them all the best!

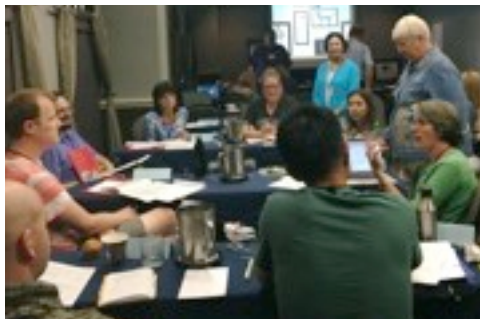
NACCP continues to support classroom teachers through its Teaching Materials, ListServ and Scholarships. Our CafePress store offers many items to help build enthusiasm for *Cambridge Latin*. We have remodeled the store and added many new items, including water bottles, phone cases and journals. These items can be

purchased directly from [www.cafepress.com/cambridgelatin](http://www.cafepress.com/cambridgelatin) with a credit card or PayPal.

The Cambridge School Classics Project (CSCP) and The University of Cambridge sponsored and funded three workshops this summer. Approximately 100 teachers participated at the three-day workshops held in Atlanta, San Antonio, and the Meadowlands, NJ. NACCP funded ten \$500 scholarships to enable teachers to attend those workshops. More about the workshops and this year's scholarship winners can be found in this newsletter.

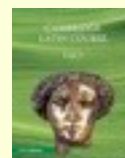
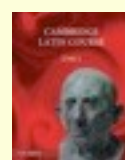
For the summer workshops next year, NACCP will again fund ten \$500 scholarships to aid participants with transportation, lodging and meals. Workshop dates and locations for 2018 are in the planning stages, and, when available, the information will be posted on [www.cambridgelatin.org](http://www.cambridgelatin.org) and on [www.cambridgescp.com](http://www.cambridgescp.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.

Scholarships for teachers to attend summer workshops are made possible through your support of the Phinney-Gleason Scholarship Fund. We are asking those of you who can provide financial support to go to our website [www.cambridgelatin.org](http://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.

*Donna and Martha on duty as workshop leaders in Atlanta (far left) and San Antonio (left).*



## CLC TRAINING

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

[clctraining@cambridge.org](mailto:clctraining@cambridge.org)



# CSCP Names New Project Manager

We are pleased to announce that **Caroline Bristow** has joined the team at the Cambridge School Classics Project as Project Manager. In this role, Caroline will lead the team as they continue to fulfil their mission to promote and support the teaching of Latin and other Classical subjects in schools.

Caroline has taught a variety of subjects in UK schools and designed programs for high-achieving students. She also has experience as an examiner for national exams in Classical Civilisation and led on the design and support of the government-recognized courses for Latin, Greek and Classical Civilisation, which are used by the majority of UK schools offering these subjects. Each summer she teaches at a Classics and Ancient History Summer School, to get a small “fix” of classroom time.



Caroline studied at Oxford University, where she read Ancient and Modern History as an undergraduate and then completed a Master of Studies in Ancient History, specializing in Greek religion. While at Oxford she was involved in outreach work, especially in terms of access to Classics and to Higher Education in general, and is pleased to have the opportunity to continue this work at CSCP:

“I’m delighted to have joined CSCP and to be working with a team who care as passionately about the teaching of Latin and Classics as I do.

"I did not have the opportunity to study Classics at school; my first introduction to classical languages was at university. Our work in supporting teachers and students around the world is, therefore, incredibly important to me. I hope that CSCP can help to give as many students as possible access to the ancient world, its history, language and culture.

"I'm really excited by the response to the recently-published North American 5<sup>th</sup> edition of the *Cambridge Latin Course*, and am looking forward to working with NACCP to continue our support of teachers in North America".

Professor Geoff Hayward, Head of the Faculty of Education at the University of Cambridge, added “We’re very pleased to be joined by someone of Caroline’s calibre and experience, and look forward to the valuable contribution we know she will make to this long-standing Cambridge University Project”.

(Caroline attended this past summer's American Classical League Institute, meeting with members of the NACCP Board, and taking part in a presentation from CSCP to Institute attendees. She also attended the Meadowlands Cambridge workshop, and will be at ACTFL in November.)



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## Meet Our 2017 Scholarship Winners

*This year we had eight successful applicants for the Phinney-Gleason \$500 Scholarships to attend one of the summer workshops. The NACCP Board's decision to allow the application deadline to run until the beginning of the last workshop, in Meadowlands NJ in August, was instrumental in increasing the number of scholarship recipients. In keeping with our fall newsletter tradition, here is a brief introduction to our "class of 2017":*

### **Christian Brady, San Jose CA attended the Atlanta workshop.**



I'm Christian Brady, based in San Jose CA, and soon to be teaching at the illustrious York School in the idyllic hills of Monterey. I've previously taught Seneca's *Moral Epistles*, Lucretius's *De Rerum Natura V*, AP Latin, and first and second year Latin classes in middle school. I received my BA in Classics from Middlebury College ('08) and my MA in Ancient Cultures, Religion, and Ethnicity from UBC ('15). I wrote my thesis on Roman anagrams, delivered conference papers on the crossroads between comic book superheroes and Roman tragedy, and produced a podcast miniseries on pop culture and classics called *Prometheus Unbound*.

I applied for the Phinney-Gleason Memorial Scholarship to continue the long tradition of *CLC* at York (which I knew nothing about at the time), and it was a transformative experience.

As a result of my workshop experiences, I am 100% totally convinced this is a great textbook series to use. It addresses all of the lingering issues I've had in the past few years about the snowballing effect that you get with students who are struggling and fall further and further behind in an accelerated program with a book like Wheelock. The spiraling and scaffolding looks really forgiving. Martha (Altieri), Ginny (Blasi), and Donna (Gerard) were the three smartest Latin teachers I've ever met. They gave us lots of strategies for how to shift away from making translation the only rubric on which to judge students and the only activity to do in a class. The course runs really counter to the way that I took language in university, but I'm interested to see how much time it frees up for us in the classroom to do other things with the text and the culture.

Thanks to the *mirabiles magistrae* who showed me the ropes of the *CLC*, the *magni homines* at the Phinney-Gleason Memorial Scholarship who made it financially viable, and my thoughtful and generous *custodes* at York who encouraged me in the first place to seek this out.

### **Brad Savage, Elgin IL attended the Meadowlands workshop.**

I took a short hiatus from teaching in 2011, and when I returned in 2013, I began teaching at a small private school near Chicago which requires all students, Pre K through 12, to study Latin. This was a daunting prospect for me, because, although I had always sought out opportunities to spread my love for the Ancient World to younger students, my daily teaching duties had always focused on grades 6 through 12. At my new school, The Einstein Academy, in Elgin, Illinois (near Chicago), I was first introduced to *Cambridge*, and I have to say, I did not, at first, understand its structure. How do you ask students to read before you explain grammar? How can the vocabulary at the end of the book only include nominative and accusative? I adapted, somewhat, but I continued to force the *Cambridge* text into a grammar-translation model in which I was simply using fewer paradigms.



*Brad with students*

Last summer, I was fortunate enough to attend Classical Summer School, and I encountered other Latin teachers who helped me to understand a little better how to use the *Cambridge* textbook, and it

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## Scholarship Winners, cont.

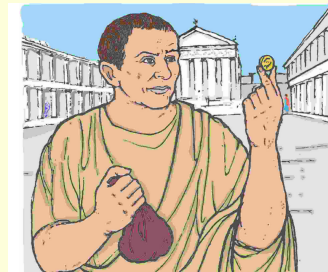
was evident this year how much more my students began to engage with the text and to enjoy coming to my class (and remember, everyone HAS to take Latin).

This summer I was able to attend a summer workshop in the Meadowlands, and I cannot overstate the effect those three days have had on my approach to teaching Latin. I understand now, fully, that I was trying to make Mini-Brads who loved Latin for the same reasons I did and do. *Cambridge* offers so much more! The cast of characters, the consideration of so many parts of the Roman world, the connections to material culture that I was missing! It is all here for me to share with my students.

At the workshop, we delved into the text, we learned activities to engage our students, we learned about online opportunities, and we were reminded why we love Latin so much! My favorite exercise was "*Movete!*" Through repetition and focusing on discrete parts of a story, we can help our students to understand what the text is saying, encourage them to use the dictionary less, and get students working and moving with one another! I plan to use this exercise very often.

Most importantly, I am excited to expand the way I assess my students' performances. I can no longer base my grades primarily on a student's ability to give me a technically correct translation! It is unfair to them, and it flies in the face of so much we know about language acquisition. I am excited to integrate these new methods of assessment into my classroom, and I know my students will feel an even greater fondness for my class.

I am so grateful to the other students/teachers in my workshop and especially to our excellent workshop facilitators. I know I am not an expert at the *Cambridge* method, but the nurturing atmosphere fostered at the workshop makes me feel confident that I have an entire team behind me who are more than willing to help me when I need it.



### PHINNEY-GLEASON MEMORIAL SCHOLARSHIPS

**Ten \$500 Scholarships for  
Cambridge School Classics  
Project  
Summer Workshops in 2018**

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

**Check our website for  
application information.**

### Candy Day, Novi MI attended the Meadowlands workshop.



I wanted to be a teacher from the time I was a little girl and decided after my first year of Latin in 9<sup>th</sup> grade that I wanted to be a Latin teacher. I received my B.A. in Latin and French from the University of Michigan and my M.A. from Wayne State University. After graduation, I began teaching Latin and French at Lahser High School in Bloomfield Hills Michigan. My first year, there was only one class of Latin I with 13 students and one class of Latin II with 4 students. During my 32-year tenure there, the program grew to include 4 levels of Latin, including Advanced Placement, and a Word Origins class.

After Bloomfield Hills downsized its number of foreign language offerings (i.e. cut Latin and Japanese), I taught Latin part-time at two different high schools. This summer, I was honored to be selected to teach Latin at Cranbrook Kingswood Middle School for Girls. Cranbrook Schools uses the *Cambridge Latin Course*. Having both learned Latin and taught Latin using *Latin For Americans*, I was very nervous about switching from a grammar-translation approach to a reading approach. After hearing rave reviews about the *CLC* summer workshops, I knew I had to attend!

I was very honored and grateful to receive a Phinney-Gleason Memorial Scholarship. I attended the New Jersey workshop and was happy to discover that I wasn't the only "newbie" to the *Cambridge*

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## Scholarship Winners, cont.

program. I was so impressed by the presenters - they were amazing! - and the other teachers who attended the workshop. I received a boatload of ideas, strategies, activities, and information about teaching Latin with *Cambridge*. I certainly feel much better and more confident about starting the school year.

I would enthusiastically recommend a *CLC* workshop to any Latin teacher looking for wonderful ideas and great support!

### Wendy Valleau, Milford CT attended the Meadowlands workshop.



Wendy at Vindolanda on a  
2015 Cambridge trip to  
Roman Britain.

First, let me express my deep gratitude to the Cambridge folks for having awarded me the Phinney-Gleason scholarship, which enabled me to attend the workshop in the Meadowlands this August. It was very important to me to be able to do so, and here, if you'd like to read further, is why:

After having attended Vassar College to study Ancient Greek and philosophy, I married, stayed at home and raised six children, home schooling all of them for nearly twenty years. As the last ones were reaching maturity, I decided to return to school to study Latin, a language that had always intrigued me. Gaining a BA from Yale and an MA from Wesleyan, I formally entered the teaching profession as a certified Latin teacher. My first few years of teaching were in a school that had used *Cambridge* for decades, but for some reason the "heart and soul of the program" (*gratias*, Martha Altieri) were never transparent to me and I remained somewhat unconvinced.

Last year I moved to a different school district where Jenny's textbook had been left by the retiring Latin teacher, so I determined to make the best use of that. About halfway through the year, realizing that this was not the best text for the "people in front of me" (*bis*, Martha Altieri!) I decided to give *Cambridge* another go. Relying on one class set of books for all 100+ students I introduced them to Caecilius, Metella, *et al.* and the response was enthusiastic, joyful and frankly relieved! From that time on, knowing that in order to best serve my students I had to find the real mission behind the *Cambridge* initiative, I began to attend the online webinars provided by the leadership team. When I saw that there would be a three-day workshop this summer not far from my home, I determined to go and learn all that I could. (The scholarship certainly made it possible and stress free!)

The conference was great in that the focus was especially on new users of the program—of which for the reasons above I consider myself one. The *raison d'être* of the reading approach was clearly explicated by the presenters, as well as numerous activities and strategies for engaging and teaching the content. I feel now that I have a brand-new appreciation of and vision for using *Cambridge* as well as an enormous body of support material. Thanks to all the dedicated men and women of the *Cambridge* endeavor both in North America and in the U.K. I'm eager to continue to be educated as I strive to educate!

### Nathalie Nisinson, Rego Park NY attended the Meadowlands workshop.

I have been teaching Latin in a few different high schools in New York City and Washington DC for almost five years. Most recently, I spent a few years at Georgetown Day School in Washington DC teaching active Latin. In the course of acquiring my PhD in Classics at New York University, I also taught Latin, as well as other courses, at the college level. In September, I will begin teaching Latin at the Marymount School of New York, an all-girls Catholic school on the Upper East Side of Manhattan.

At Marymount, we use the 4<sup>th</sup> edition of the *Cambridge Latin Course*, a text I have used briefly before among several others. My hope in attending the *Cambridge* workshop in New Jersey this August was to familiarize myself with the text and also to get some tips on how to combine a more traditional approach to Latin pedagogy with my experience in active Latin. It was very important to me

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## Scholarship Winners, cont.

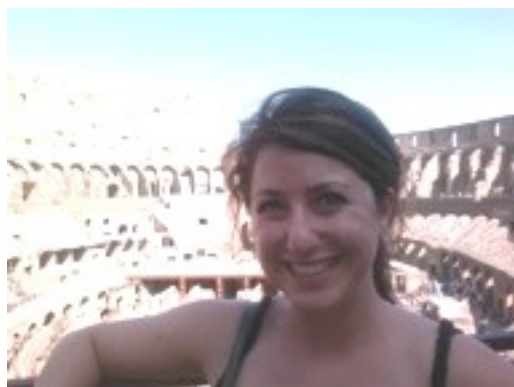
to get some guidance in this area before confronting the new school year, but as a new member of the faculty I did not have the easiest access to professional development funds. I went for the NACCP scholarship because I wanted to be prepared to help my new institution with the least possible amount of financial impact both on it and on myself.

My takeaway from the workshop is that there is a wealth of resources out there for *CLC* teachers and plenty of willing brains to pick with various levels and types of experience. I won't be able to use everything made available to me at the workshop (the digital content, for example, may not be well-suited to my teaching style) but I picked up several great techniques for implementing the reading method in my classrooms via *CLC*. In addition, I have several other leads to follow (both written and human!) which I hope will help me create a Latin curriculum for Marymount that is engaging, effective, and uniquely my own.

*Nathalie sent us a photo from her honeymoon in Ireland, 2008.*



### Eleanor Stuart, Santa Ana CA attended the San Antonio workshop.



*Does anyone not recognize the background to this photo of Eleanor?*

I have been teaching Latin for the past seven years in Southern California at the high school level. I have always taught with the *Cambridge* text (I even learned Latin from the *Cambridge* text when I was in high school!) and my students have always enjoyed and been successful in their Latin studies.

I recently made the move from Southern to Northern California, having taken a teaching position in the Bay Area to be closer to my fiancé. Not only did I make the geographical move, I also made the move from teaching 9<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders to teaching 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders. I knew that I would need a refresher on what the texts have to offer, not being comfortable with the slower pace at which I would now be going. I have attended previous workshops; however, I always viewed the information from the lens of a high school teacher. I thought it would be necessary for my professional development to experience the workshop from a middle school teacher

perspective. I know that Ginny, Donna and Martha always do quality and up-to-date workshops and I knew that I would walk away with a wealth of information on how to approach the text with this new (for me) age group.

I am so glad that I took the time to go to the San Antonio workshop this past July. I am extremely grateful for being awarded the scholarship, as it helped offset costs, which were already mounting after the big move. I am now prepared for the start of this new and exciting adventure, where before I was very nervous. I could not have found such confidence if I had not attended the workshop. It was a tremendous experience and I cannot stress too much the benefits of attending.

I would strongly recommend a *Cambridge* workshop to any Latin teacher, veteran or new. You will be in good hands, you will gain so much knowledge and you will definitely not be alone.

### Steven Cruikshank, Santa Ana CA attended the Atlanta workshop.

I came to the Atlanta workshop fresh out of student teaching. I didn't know quite what to do, except I had a job and students eager to learn. The help I received at the workshop was beyond anything I had expected. Training with the *Cambridge* method in such a supportive environment was just what I needed at the beginning of my career. I think every first-year teacher struggles with those feelings of doubt, but having this structure and support system to back me up has made all the difference. To the NACCP - thank you. The scholarship I received made an invaluable experience attainable for me, and I wouldn't be as comfortable as I am in my new position were it not for the tools presented and the ongoing support of the staff. *Gratias maximas ago vobis!* continued on page 8



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## Scholarship Winners, cont.

We also had an eighth winner who, because of privacy considerations, asked not to be identified by name or workshop attended. But equal congratulations are in order!



*Left: Steve Cruikshank seems unworried at the prospect of mortal combat. Workshop training, no doubt, was responsible.*



*Right: Our three peerless workshop leaders, Ginny Blasi, Martha Altieri and Donna Gerard, photographed at a session they led at June's ACL Institute in Grand Rapids, MI*

## Summer Workshop Group Photos



*San Antonio*





*Meadowlands*



*Atlanta*