

Vivamus atque Cantemus!

Sorry, Catullus, for rewording your priorities. But this issue seemed like an appropriate time to highlight a special feature of the annual American Classical League Institute with connections to Cambridge University Press. Each year the final item on the ACL schedule is a post-banquet sing-along, with your editor, Stan Farrow, at the piano. Often lost in the *post cenam* excitement is the fact that this event actually takes place during a dessert reception sponsored by CUP.

Its origins go back to 1983, the first year Stan and his wife, Barb, attended the Institute - in Frederickburg, Virginia. Following a Thursday evening excursion to a dinner-theatre near Richmond, there was a wine-and-cheese reception in elegant Mary Ball Hall for all ACL participants, sponsored by CUP. Ed Phinney, who was in charge of this reception, noticed a lovely white grand piano at the foot of a sweeping ante-bellum staircase and wondered aloud if anyone might want to play it. Barb suggested that her husband could do so. Quiet cocktail-type music gradually morphed into a sing-along (in English) as people recognized some of the tunes. Charlie Speck decided that we should be singing in Latin, so dashed upstairs to his room and brought down a couple of Latin song books, which everyone tried to look over shoulders to read. And a tradition was born.



The sing-along has changed formats and its placing in the program over the years, but Cambridge has remained as the sponsor because of Stan's connection with the *CLC* and *NACCP*. Its present position closing out the Institute after the banquet has proved to be the most successful placing after everyone has connected or reconnected during sessions, meals and receptions earlier in the conference. And the songs now always include a Latin version, sometimes preceded by its English original, but sometimes in Latin only. It has also come to be expected that Stan will produce a "new" song each year with some connection to the locale

These songs certainly don't require the academic and pedagogical trappings of Stan's Latin stories for *CLC* teachers, but they still present challenges. Unlike true Classical poetry, they need to rhyme, to match their English originals. And the stressed and unstressed rhythms of the music, not the Classical mixture of long and short syllables, mean that the results come closer to medieval Latin lyrics. Making an inflected language like Latin rhyme is often a challenge as well. Just when you find a word that works in the nominative case, you realize the grammar requires an accusative!

Not too long after Stan began to try his hand at writing Latin lyrics for well-known songs, he met Judy Hallett at an Institute. She had long been having fun doing the very same thing for her University of Maryland students and supplied Stan with quite a few of her compositions. The song sheets that are used at the Institute each year now contain quite a few numbers by both Judy and Stan. Judy convinced Stan that another Classical tradition which could be set aside was elision. And she also opened up the realization that not every Latin lyric had to be a close approximation to the English original. On the next page are a few samples from Judy and Stan showing various approaches to lyric writing in Latin, in case you're inspired to try your hand.

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Director's Message

Martha Altieri



Spring greetings! With summer right around the corner, I hope you can make plans to participate at one of the three summer workshops either in June or July. The Cambridge School Classics Project and Cambridge University Press are again underwriting the cost of these workshops. The first will be in Dallas TX on June 18-20, followed by Boston MA on July 10-12, and Ashburn VA on July 17-19. These in-depth workshops will provide various strategies and practice to assist you with the reading approach whether you are a novice or an experienced *Cambridge* user. Details about the workshops and a registration link can be found and on our website: <http://www.cambridgelatin.org>

NACCP is committed to helping teachers attend these workshops and this summer we are again providing ten \$500 scholarships awarded on a first-come first-accepted basis. The application form can be found on the Scholarships page of the NACCP website.


Your support of the Phinney-Gleason Scholarship Fund makes it possible to provide the scholarships for teachers to attend these workshops. If you can make a donation to the scholarship fund, please go to the Scholarships page on the NACCP website to make your donation using PayPal or credit card, or to get a donation form to fax or mail.

I am sad to report that Ben Harris has left Cambridge University Press. Ben always attended our NACCP meetings at ACL, attended many of our summer workshops and knew many of our teachers here in North America through his classroom visits.

Matthew Walker, Publishing Director of CUP in the UK shared this with us about Ben.

“In your newsletter, we’d like to recognize the contribution to Cambridge Latin of Ben Harris. Ben, himself a Cambridge graduate in Classics and Oriental Studies, joined Cambridge University Press in November 2009 as Publisher for the school (K-12) Classics lists. Since that time, Ben has worked with great commitment and passion alongside colleagues at the University of Cambridge School Classics Project to maintain the position of the *Cambridge Latin Course (CLC)* as the pre-eminent introductory Latin course in schools around the world. In particular, he helped to shape the 5th edition of the *CLC* for North America, gathering insight from teachers in classrooms and at workshops and conferences, and feeding this into the authorship and development of the project. The 5th edition launched in 2016 with unified print and digital components and is being used widely across North America, with notable success in the Proclamation process for adoption by the Texas Education Authority. Ben left the Press at the end of 2017, and we are sure that the many teachers with whom he shared his experience and expertise of *Cambridge Latin* will join us in wishing him well in his future endeavors.”

NACCP also appreciates Ben’s many contributions and personal involvement with us through the years. We hope we’ll have occasions to continue our association and share in future successes.



Teaching Materials has added several new items that reflect vocabulary and storyline changes in the CLC 5th Edition.

- Reading – 5e English Comprehension Questions
- Reading – 5e Latin Comprehension Questions
- Vocabulary – 5e Contextual Quizzes



Right: Barb Farrow, Joe Davenport and Ben Harris prepare to enjoy a Greek luncheon during an excursion at the ACL Institute in Minneapolis, 2011.

VIVAMUS ATQUE CANTEMUS (cont. from page 1)

First a song by Stan with “word-for-word (roughly)” equivalents:

Nothing could be finer than to be in Carolina in the morning;
No one could be sweeter than my sweetie when I meet her in the morning.
Where the morning glories twine around the door,
Whispering pretty stories I long to hear once more.
Strolling with my girlie where the dew is pearly, early in the morning,
Butterflies all flutter up and kiss each little buttercup at dawning.
If I had Aladdin’s lamp for only a day, I’d make a wish, and here’s what I’d say:
Nothing could be finer than to be in Carolina in the morning.

Nulla tam divina res est quam in Carolina esse mane;
Nemo dulcior est quam mi obvius amor est meus plane.
Convolvuli flores fores implicant;
Narrandas pulchriores fabulas susurrant.
Mea cum puella meo, rore melle, bella multo mane.
Papilio volitat ranunculum ut molliat insane.
Si Sibyllam consulam unum per diem, optans ferventer haec exclamem:
Nulla tam divina res est quam in Carolina esse mane.

The tricky internal English rhymes proved very challenging, but also satisfying when Stan was able to match them in Latin. Stan’s replacement of Aladdin with the Sibyl in the second-last-line reflects something Judy suggested: substitute Classical references for modern ones. Her highly popular (and gory!) version of “Take Me Out to the Ball Game” shows what you can do by placing a modern situation in an ancient context:

Take me out to the ball game, take me out with the crowd,
Buy me some peanuts and crackerjack, I don’t care if I never come back,
For it’s root, root, root for the home team! If they don’t win it’s a shame,
For it’s one, two, three strikes, you’re out at the old ball game.

Aufer me ad arenam, aufer me ad turbam!
Da mihi glires sparsos melle. Reditum domum non curo velle.
Pro leonibus exhortemur! Nil refert hominum.
Duo, tria membra edent gladiatorum.

Dormice sprinkled with honey (courtesy Petronius) serve as a brilliant substitute for peanuts and crackerjack. Finally, a sample from Stan of a Latin equivalent completely different from its English original by the Beatles:

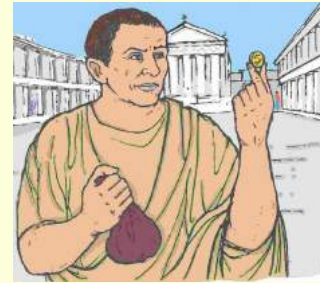
Desmond has a barrow in the market place;
Molly is a singer in the band.
Desmond says to Molly, “Girl, I like your face,”
And Molly says this as she takes him by the hand:

Ob-la-di, ob-la-da, life goes on - bra -
La, la how the life goes on.
Ob-la-di, ob-la-da, life goes on - bra -
La, la how the life goes on.

Desmond takes a trolley to the jeweler’s store,
Buys a twenty-carat golden ring,
Takes it back to Molly waiting at the door,
And as he gives it to her she begins to sing:

Ob-la-di, ob-la-da, life goes on - bra -
La, la how the life goes on.
Ob-la-di, ob-la-da, life goes on - bra -

PHINNEY-GLEASON MEMORIAL SCHOLARSHIP



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

**Lodging, meals and/or travel
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**Information and application forms at
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La, la how the life goes on.

In a couple of years they have built a home sweet home,
With a couple of kids running in the yard
Of Desmond and Molly Jones.

Happy ever after in the market place,
Desmond lets the children lend a hand.
Molly stays at home and does her pretty face,
And in the evening she still sings it with the band:

Ob-la-di, ob-la-da, life goes on - bra -
La, la how the life goes on.
Ob-la-di, ob-la-da, life goes on - bra -
La, la how the life goes on.
And if you want some fun, take ob-la-di-bla-da.

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In Memoriam: Jim Salisbury



We were shocked and saddened to learn of the death of Jim Salisbury in early January, 2018 at the far-too-young age of 68. Jim was a long-time member of the NACCP Board and, behind the scenes, one of the valued proof-readers your editor relied on to check for errors before this newsletter saw the light of day. But to his former students at Goshen High School in Cincinnati OH, he was a wonderful, highly unpredictable and superbly inspiring Latin teacher. He is also remembered as a favorite uncle within his family.

One of his students posted the photo to the right, below, on Facebook, recollecting happy times together with classmates and “Sals”. If you hunt down the Fall 2007 NACCP Newsletter on our website newsletter link, you’ll find a front-page photo of Jim with a group of students all wearing “Cambridge” t-shirts as a show of support (and free publicity) for the

Cambridge Latin Course.

Jim took part in the very first Cambridge Latin Teachers Tour of Britain back in 1985. Many of his colleagues from that tour may still have photographs they took at a Roman camp-site near Hadrian’s Wall when Jim, in a very visible red sweater, crawled beneath the floor of the granary ruins to emulate Modestus and Strythio in Unit 3. He was also a regular at ACL Institutes in the eastern states near his home. He was a particular fan of the sing-alongs, and if you look closely as the camera pans over the singers in our video below, you’ll catch a glimpse of Jim in his white jacket just last summer at Grand Rapids MI.

We’ll miss you, Jim. To your teaching colleagues, your many appreciative students and your family we offer our sincere condolences.



VIVAMUS ATQUE CANTEMUS (cont. from page 3)

Multos ante annos docti sumus nos
A magistris peritissimis.
Nos fecerunt discendi tam cupidos
Ut gratiae nobis agenda sint illis.

Obliti-oblitae-oblita, non! Semper reminiscamur!
Obliti-oblitae-oblita, non! Semper reminiscamur!

Mox perlegimus libros eruditos
A Romanis scriptos et Graecis.
Professores almi eduxerunt nos:
Illi dignissimi sunt laudibus nostris.

Obliti-oblitae-oblita, non! Semper reminiscamur!
Obliti-oblitae-oblita, non! Semper reminiscamur!

Pluribusque annis nos, magistrae, magistri,
Pluribus cum studentibus in ludo condiscimus cupidi.

En! “Docendo discimus”, magistri dos:
Docti sumus his a liberis.
Saecula in saeculorum, ut est mos,
Manebimus inter nos in memoriis.

Obliti-oblitae-oblita, non! Semper reminiscamur!
Obliti-oblitae-oblita, non! Semper reminiscamur!
Et in perpetuum: non oblitus-a-um!



When “Ob-La-Di” first came out in the 1960s, students had great fun when they encountered *oblitus-oblita-oblitum* on Vocab lists. So Stan decided to use that connection to create a song that celebrates how much students and teachers owe each other - nothing to do with Desmond and Molly at all!

So consider yourself invited to the ACL Institute in Montana in June to join in these and many other “bilingual” or unilingual selections - of course we sing *Gaudeamus Igitur!* Click on the link to watch the singers in action at Grand Rapids last year on Judy’s song!

(Thanks to Ginny Blasi for recording and passing along this video.)

<https://vimeo.com/254677365>