

# North American CAMBRIDGE CLASSICS PROJECT

## NEWSLETTER

No. 28, Autumn, 2004

### Memories of Dallas



The group smiling for the camera have good reason to smile. They were all participants in the 18th annual Cambridge Latin Teachers' Workshop in Dallas. The July weather was the usual Texas toast, but the camaraderie was even warmer.

A typical reaction came from **Nan Druskin**, a public school teacher in Florida. Because of state tests in reading, writing and math, Nan particularly appreciated all the reading strategies she learned at the workshop. **Beth Thompson's** reading and grammar materials were just the start. There was the ultimate Treasure Box from NACCP of two notebooks, one

packed full of reading worksheets, the other grammar. Then the group got to create similar written materials themselves in the computer lab with **Robin Farber** (who also created a photo CD of workshop activities for each participant, including the group picture above). Nan has already tried out at home some of the new tricks she learned from Robin and has created some impressive worksheets.

She was also taken with **Donna Gerard's** presentation on sight reading, so impressed that she is hoping to return to the Dallas area to take Donna's AP course. And **Mark Pearsall's** philosophy lesson (see also page 5) has led her to order the

books he recommended.

Nan's experiences are echoed in other reports you can read on pages 4 and 5. A Cambridge Workshop is like having a live Teacher's Manual to guide and inspire. If the reports in this newsletter tweak your interest, we have more opportunities in 2004-2005 to enjoy. There are two week-end workshops in Newark, NJ and Houston, TX. There is next summer's week-long workshop in California. And, as a special event, there is a Tour of Roman Britain, to see in person the sites featured in Units 2 and 3. Check inside for details on all these events to enrich your teaching and your students' learning.

# Director's Message

by Allyson Raymer

Dear NACCP Colleagues and Friends,

I hope this update finds each of you still invigorated from another fun-filled summer and the beginning of a productive school year. I find myself settling into a new home in Houston with a few boxes yet to unpack but with new adventures awaiting. I have begun a new job here, serving as the Dean of Middle School at a small private school in the city. Overall, after a great deal of change, I am rediscovering the bliss that can be found in the routine of a school day.

One area that has remained constant, of course, has been the work at NACCP. There is much exciting news to report, indicating a state of positive progress and continued health for our organization. I want to thank the many active members whose dedication, loyalty and effort made the growth over the last few years possible for NACCP. The implementation of needed change simply would not have happened without the teamwork and support of all of you.

I would like to highlight a few of the events over the past year and celebrate individuals who have contributed amazing energy and time to our cause. Let me begin with the Resource Center, an area that has been a focus of examination since I accepted the role as Director. After much research and discussion, the Resource Center has been relocated to Norfolk, Virginia under the watch of **Rob Fleenor**, the Director of Audio-Visual Services at Norfolk Academy. Based on the advice from two separate financial consultants, the Board elected to move the Resource Center to a more centralized location closer to our other business

sites, including the accountant's and treasurer's offices. As the newly appointed Director, Rob already has the Resource Center running smoothly after the move. The new contact number for the Resource Center is (757) 965-7223. Look for further details and contact information elsewhere in this

newsletter. Everyone at NACCP extends a warm welcome to Rob as he comes aboard as our newest team member. We also express our deepest gratitude and appreciation to **Bill and Alice Yoder** for the years of loyal service while running the Resource Center. Their work made a valuable impact on our organization, and for their dedication, we offer our most heartfelt thanks and good wishes.

On the workshop front, good news abounds. The summer workshop in Dallas was a hit with record attendance and superior presentations. **Beth Thompson's** planning was at its finest with attention to detail ranging from the food and accommodations to an enjoyable and productive daily schedule. We are also indebted to our local planners, **Francis Gannon, Helen Beidel, and Kristy Kegerreis**. This dynamic trio worked tirelessly to ensure a successful workshop. In addition, we celebrate a cast of fabulous presenters including **Mark Pearsall, Donna Gerard, Robin Farber, Randy Thompson, and Beth Thompson**. Cheers to each of you for enlightening us, challeng-



Allyson with Ellen Sell (Treasurer), Beth Thompson (Outreach) and Ephy Howard (Scholarships) at the Cambridge and NACCP displays at the ACL)

ing us, and leaving us with many great ideas for the classroom. As we look toward fall, the workshop front remains bright with two additional weekend workshops planned for Newark and Houston. Check the website for details or contact Beth for more information. Congratulations to everyone for the continued commitment toward teacher training and outreach. NACCP and the Cambridge philosophy are strengthened each time a teacher is able to attend one of the workshops.

On a final note, we celebrate and congratulate several new members who have joined our ranks. I am pleased to recognize **Donna Gerard, Stephen Lowe, and William H. Lee** as they join the NACCP Board. We are excited about the enthusiasm and expertise they bring to our group. As a fresh season approaches, I wish each of you a time of renewal and growth. Your work in promoting classics through this phenomenal series, the *Cambridge Latin Course*, continues to be extremely important. I am proud to work with you in upholding our mission. Happy fall, everyone!

## multas per gentes...



Emily McEnroe

The following translation of Catullus 101 was written this past spring by **Emily McEnroe**, a Latin II student at Lawrence Free State High School in Lawrence, KS. Her teacher, **Anne Shaw**, was justifiably impressed with Emily's version of this moving poem, and passed it along for our readers to enjoy. If this inspires other students to imaginative efforts, and teachers to submit same to our newsletter, we will be most grateful. Thank you, Emily, for agreeing to share your work with us.

*Many a city these eyes have seen,  
and many a night on restless seas  
have I endured so that I might  
bring to you now some part of me.*

*And speak to you, although I know  
my words of love you cannot hear,  
and though you are not with me now,  
find peace in knowing you are near.*

*God has taken you from me.  
It was not fair, but all the same  
I stand before cold stones today,  
pay tribute to your precious name.*

*Sad gifts I bring to honor you,  
as is the custom handed down  
by our grandfather and by his son,  
and now by a brother, to honor one.*

*Accept these gifts, though drenched with tears.  
'Tis grief my heart has never known  
to mourn you after so few years  
with heavy heart and silent moan.*

*I come to wish you well and give  
what greetings that are mine to tell.  
To the end of years, my dearest friend,  
my love, my heart, and my farewell.*

## NACCP Resource Center We've moved!

Hi:

My name is **Rob Fleenor**, newly appointed Director of the NACCP Resource Center.

It is my pleasure to serve the Cambridge Latin Community in this position. I hope to bring to the organization new ideas based on technology innovation that will help it move into the future.

My background is Technology Production and Management. I have spent the last 30 years serving the educational community at public, private and higher education institutions.

My mission is to work with the current team to bring new ideas to the teaching and learning process through materials we make available in the Resource Center.

My wish is to expand the use of our Web page by making more materials available to members. In addition, I hope that as we evolve, we will will embrace the use of materials produced and delivered via electronic means. Please look for information about these developments in the near future.

I look forward to working with every member in the organization. I also welcome your comments, questions and ideas. Please send them to <nacpp@cox.net> or call me at 757-965-7223.

Orders for materials can be faxed to 757-965-7224 or emailed to the same address as above.

Thanks for your support and patience as we help the Resource Center grow while serving the NACCP community.

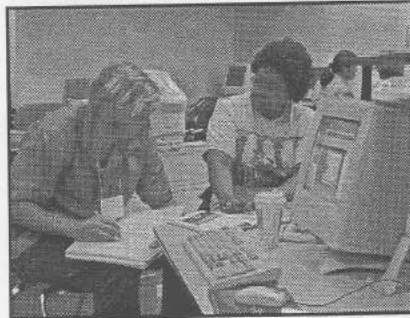
# Texas - Through Three Pairs of Eyes

*In addition to Nan Druskin's impressions on page 1, we have three reports, from three perspectives, of the summer workshop in Dallas. The first comes from the farthest distance, our Australian scholarship winner, Gail Cunningham.*

I was pleased and privileged to attend the North American Cambridge Classics' workshop in Dallas, Texas from 6 – 11 July. In sunny, balmy Dallas I was somewhat of a curiosity among the fifty participants as I had travelled so far to attend the conference and my unusual Australian accent sounded decidedly strange and clipped amidst the local Texans and other American variations! At my school, Barker College in Sydney, Australia, we have been teaching the Cambridge Course with its various editions for over fifteen years. It has been used effectively and successfully in keeping with the demands of our Australian syllabus from Grade 7 right up to the school leavers' examinations at the end of Grade 12. Latin numbers have remained fairly constant over the past ten years although there are some local schools who have begun to phase out the teaching of Latin in favour of more trendy courses.

Each day of the Workshop began at 8.30 am sharp with activities including talks and presentations on reading; methodology; grammar; course and syllabus planning; technology, during which we all worked together to produce an online textbook full of exercises, worksheets and useful material for both teachers and students; culture; various approaches to vocabulary learning; crafts and Latin club; reading gimmicks and various fora for discussion time and exchanges among both new and experienced teachers of Latin and even some of Classi-

cal Greek, all of which I found to be both stimulating and enlightening. Although in Australia we use the British version of the *Cambridge Latin Course*, the Americans use their own North American version with some change in content, stories, case order and, of course, spelling. I was also rather amused to note that one of our popular stories in Stage I entitled "asinus" is omitted from the American text (because of its rather racy association with "ass" in a different connotation?). Perhaps this is a case of horses/donkeys for courses!



Tom Keller and Donna White

Afternoon sessions ended at about 4.30 pm, followed by a dinner and recreation break until 7.00 pm. It was good to socialize and meet informally over dinner with other workshop participants.

The final session of the day lasted until approximately 8.30 pm, after which those of us staying at the nearby designated hotel, the opulent Fairmont, retired for the night. At this hotel there was also an in-house conference of Baptist ministers running concurrently with ours, so there was plenty of teaching and preaching in progress! I was personally very impressed with the friendliness, kindness and good manners of all the locals, visitors and hotel residents, which proved to be most heartwarming. We also visited a couple of local museums,

the most impressive of which is the Nasher sculpture museum which houses original artworks of Rodin, Picasso, Matisse and other great artists.

What became obvious to me as the week progressed was how much we all had in common with respect to frustrations and short-comings in the education system, with various administration red-tape being a particular bug-bear as well as cuts in funding, plus the usual challenges regarding unsupportive colleagues and parents and unmotivated students. It was good to unburden to like-minded classicists and to establish links with a view to future possible communications and exchanges. All in all a fascinating, enriching and worthwhile conference which gave me much food for thought and a new insight into why Latin is so relevant in this "new world" country as a literary and linguistic bridge between both the English-speaking and Spanish-speaking cultures.

*Our other scholarship winner, Kay Findley, though from Texas, was new to both downtown Dallas and to the CLC. But her report ends happily.*

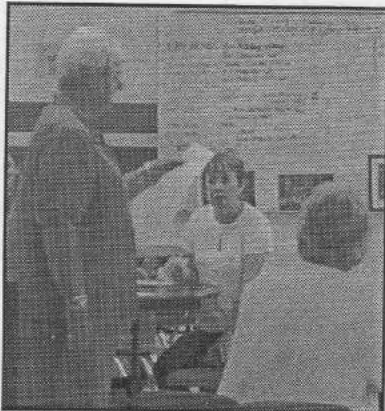
The first week of July found me driving around downtown Dallas looking for the First Baptist Academy. A stranger to downtown Dallas proper, I really didn't know where I was going. I finally found the First Baptist Church but was at a loss regarding where to park or where the Academy was. Finally I saw an empty parking space and, since it was empty, took a chance on not having my car towed away. (It wasn't!) Walking around the complex I asked numerous people where I was going and eventually found which part of the Academy I was looking for, only to find a note on the door telling me to go some-

where else. Walking in about 100 degree heat, I eventually found the Fairmont Hotel at which we were supposed to meet to go to dinner together. And this was how my week began.

But from there things definitely improved. We walked to a restaurant in the West End and enjoyed a delicious dinner. And every evening we went to different restaurants in the West End and Uptown to enjoy culinary treats. We also visited the Dallas Museum of Art and the sculpture museum.

After our dinner we returned to the school to begin our intense immersion in the Cambridge program. Although overwhelmed at first, every day I felt better and better about changing from the grammar-based approach I had used for 45 years to the CLC. Every time I had a question about anything, it was adequately answered and often with a demonstration. We had so many presenters, all of whom were most helpful, that I cannot name them all but some whom I remember best were **Beth Thompson**, **Allyson Raymer** and **Donna Gerard**. I came home with notebooks full of materials which I can use in my lessons, and we received discounts on any of the materials we wanted to order. I can truly say that this is the most helpful workshop I have ever been to in Latin. Everyone was so congenial and most helpful. If I missed a point, someone was always there to help me out. **Robin Farber** was there to show us how to use all of her computer quiz programs so that we could use them in

our own classes and even let us put them into our own sites, showing us how. Her patience was phenomenal.



Donna Gerard in action

And none of this would have been possible without my Phinney-Gleason Memorial Scholarship, for which I am most grateful. I only hope I can do it justice when I use this method to teach my students this year.

*Marla Dean, from Earl Warren High School, San Antonio, TX, focuses on one favorite presentation.*

I love Science Fiction almost as much as I love Latin. Anyone who saw, or heard, the Star Trek-themed screen saver on my laptop at the Dallas Cambridge Institute can attest to this. I have my happiest moments when I can relate my two passions to each other; thus my Latin students view and discuss "Who mourns for Apollo?" and "Bread and Circuses" from the original Star Trek series, and we compare *Voyager* to *The Odyssey*. This is why I was intrigued when **Mark Pearsall** mentioned that he uses a clip from the film, *The Matrix*, when he teaches a class about Greek Philosophy in conjunction with Stage 32. By the time he had explained his lesson plan, I was totally delighted. Here is how he does it, as I interpreted it:

After reading the selections from the Stage, he gives the students a hand-out about Greek Philosophies and Philosophers. After discussing these, he shows the film clip. This clip is from the part of the movie in which Morpheus (from the Greek God of Dreams) explains to Neo

that the life he has been experiencing is not real, but has been constructed by a computer in order to lull his mind into believing that it is real.

"Have you ever had a dream, Neo, that you were so sure was real? What if you were unable to wake from that dream? How would you know the difference between the dream world and the real world?" After this Neo awakens, finds that he and other humans are being kept in "pods," and escapes out into the light of the real world.

Mark then gives his students this assignment: Use the internet or the library to research Plato's "Allegory of The Cave." Be prepared by the next class to explain the relationship between the scene from *The Matrix* and *The Cave*. I'm certain that the next class discussion is a lively one. He doesn't give students a hand-out explaining *The Cave* until after this class discussion.

I'm sure that most of us have been exposed to Plato's allegory at some time in our educational careers. Plato likens people who are untutored in the Theory of Forms to prisoners who are chained in a cave, unable to turn their heads. What they perceive as reality are really just the shadows of the reality that is being played out behind them. A prisoner does not truly see reality until he can turn his head, and escape from the cave.

Prior to this summer, I had not been very interested in seeing *The Matrix*. I had thought that it was just another one of those karate and special effects movies that my husband and son liked to watch. After seeing Mark's wonderful presentation, I now know that it is an intelligent Science Fiction film which exemplifies a great classical theme. I plan to use Mark's intriguing lesson plan with my students this year.

## Phinney-Gleason Winners

Congratulations to the two Phinney-Gleason Scholarship winners for 2004. Both chose to use the funds towards registration at the summer workshop in Dallas. You will find their reports on that workshop on pages 4-5. However, we thought you would also like to read a report on them!



**Kathryn (Kay) Findley** has been teaching at Notre Dame Middle School/High School in Wichita

Falls, TX, since 1974, but has actually taught in all six states in which she and her family (one husband and five children!) have lived. She received her B.S. from the University of Tampa (as valedictorian!) after achieving honors each year there and at the University of Detroit. She also has her M.I.L.S. from the University of North Texas (1990), plus extra Latin credits from Texas Tech University (1987). She is a member of the Beta Lambda chapter of Beta Phi Mu, the international library honors society, and a member of the American and Texas Classical Leagues. She was named Teacher of the Year at Notre Dame in 2002 and is listed in Two Thousand Notable American Women and Great Women of the 21st Century.

She wanted to increase enrollment, and felt the *Cambridge Latin Course* could do that because of its greater "enjoyment factor." Not wanting to tackle something "so radical" as the reading approach without adequate training, she enrolled in the workshop.

She has already had a student remark, "Hey, this is fun!" So Kay's scholarship has helped both Kay's purpose and her students' interests.



**Gail Cunningham** grew up and was educated in South Africa, where she studied Latin and English at Rhodes Uni-

versity in Grahamstown, near Port Elizabeth, her home town, as well as at the University of Port Elizabeth. After obtaining her Honours B.A., Diploma of Education and B. Ed. degrees, then teaching Grades 8-12 for over ten years, she migrated to Sydney, Australia with her husband, Greg (whose attendance at an organ convention in Los Angeles happily coincided with this year's Dallas Workshop). She belonged to local and national Latin associations in South Africa, marked matriculation papers, spoke at various workshops and founded her school's first Latin Club.

She has been teaching in Sydney since 1996 and has marked the School Leavers' Examinations since 1997. She has belonged to the CLTA, the local branch of the Classics Teachers' organization, as well as to the JACT, based in Britain. Since 1998, she has been a member of the ACL, through which her school participates in the National Latin Examinations.

She has been studying both French and German and hopes to enroll for a Master's degree in the near future, to continue her linguistic studies. Her NACCP scholarship has also been of invaluable help.

## Keepers of Alexandria

Two of the more intriguing presentations at this year's ACL centered on the Egyptian city of Alexandria, the site of Stages 17-20 in the *CLC*, and often a source of some frustration to teachers who lack the kind of background information that is more readily available for Pompeii, Rome, and even Britain, the other locales in the Course.

The first presentation was shared by **Judith Lynn Sebesta**, University of South Dakota, and **Virginia Barrett**, an NACCP alumna from California. Judith has come across a site in Egypt, the Lake Qarum oasis (ancient Karanis), where such archaeological finds as houses, granaries, masks, toys, and papyri provide the kind of clues to life in Roman Egypt that are lacking in the big city. Judith also included paintings and statuary which revealed much about Greco-Egyptian deities such as Isis and Serapis.

Virginia focused on the role of the Roman emperors in Egypt and their worship as Pharaohs. She also invited us to attend the second presentation, "Keepers of Alexandria," an introduction to a very interesting project aimed at students in Grades 3-7. While its focus is on a time period about 400 years later than that of the *CLC*, its approach of mystery and romance is guaranteed to interest its audience. The materials are on the verge of being published. You can contact Virginia (Barrettcyp@aol.com) for more information. Judith also kindly agreed to answer queries about the Karanis site and website connections (jsebesta@usd.edu). Both supplied an extensive bibliography.

# Reaching and Teaching Young Learners

*Jim Salisbury attended a CLC-related ACL session aimed at teachers of younger learners.*

Are you a middle school teacher looking for ways to liven up your classroom? Or do you feel the need to increase understanding among your younger students? These were but two of the topics addressed by **Beth Thompson, Joe Davenport** and **Will Griffiths** at an ACL program entitled "Reaching and Teaching the Young Latin Learner."

In a high-energy, fast-paced, interactive 90 minutes, attendees found themselves actively involved in learning activities geared toward middle schoolers, but in many cases adaptable to students of all ages and levels.

The session began with UK Cambridge Classics Project Director **Will Griffiths** asking, "What are we aiming to teach our Latin students? Is it to spot an ablative absolute at 500 paces?" He then gave a brief background of the evolution of the *CLC*. He explained that the course was originally developed some 38 years ago, in response to a changing situation for Classics study in the UK. It was no longer being required at many universities, and the public education

system was changing as well. The originators of the course looked upon this as a challenge and as an opportunity to make Latin available to every student in the country, regardless of ability or social background. And even after 38 years, the course is still working with teachers in the UK and North America,

still seeking feedback on how to make it better.

Will then reviewed the two major objectives of the *CLC*, as stated in the Unit I Teachers' Manual:

1. To teach comprehension of the Latin language through practice in reading it.

2. To develop through these readings students' understanding of the social and political history of the Romans, especially during the 1st century A.D.

**Fiona Kelly**, Senior Commissioning Editor - Education, for the CUP, then introduced NACCP members **Beth Thompson** and **Joe Davenport**, both experienced middle school teachers who shared some great ideas on presenting material in the *CLC* to this age group.



Will Griffiths, Beth Thompson, Fiona Kelly, and Joe Davenport

Joe feels that it is important to treat the stories in the text as literature from Day 1, not just as exercises to train the brain. As an example, Joe read the story from Stage 1, "Cerberus." (Some people said that his reading was better than the one on the publisher's tape/CD!) Even though this story is short and

easily translated, Joe led the audience through the series of questions that he asks his students after reading it to them in Latin. In the course of these questions, he touched on Roman education, slavery, and women's roles in the household, as well as characterization. Thus the students see that there is more to the stories than "Dick and Jane," and they can see the connections between grammar, culture and characters from the very beginning.

Joe then discussed the importance of pre-reading, to ensure that the students are secure in the basic skeletal structure of the story before proceeding to a formal translation. Pre-reading activities can also be handled in groups, and Joe included a sample worksheet in a packet handed out to all in attendance.

Another technique Joe employs is "metaphrasing," wherein the students don't have to concern themselves with exact English meanings of Latin words, but are simply required to rearrange the Latin words into the order that they would appear in an English sentence. To give an example, **amicus Caecilium salutatur**

would be metaphrased as **amicus salutatur Caecilium**. To expand upon this, Joe also does an activity called the "metaphrase shuffle," which he demonstrated using volunteers from the audience.

In this activity, groups of three are given a sentence or phrase consisting of three words, with each word

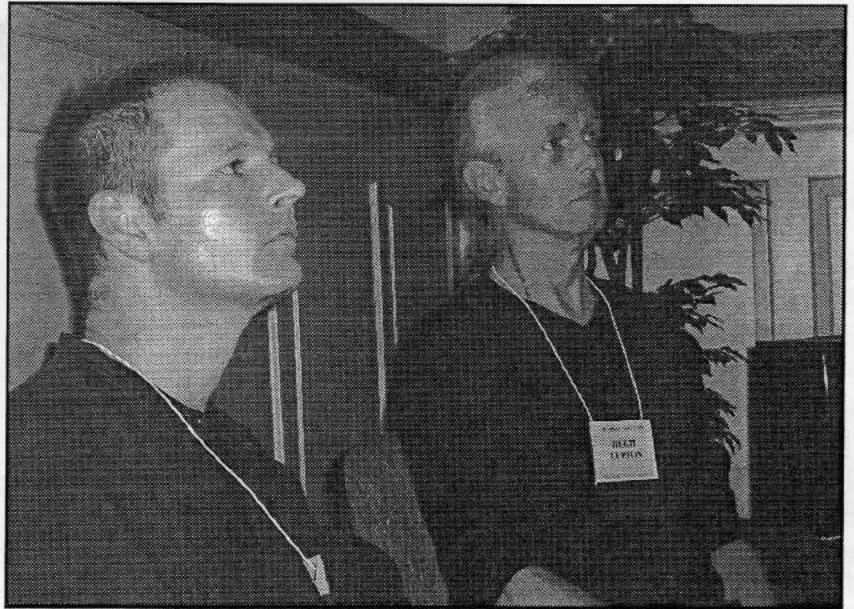
written on a separate sheet of 8" x 11" paper. The students' task is to stand in front of the class with these sheets, read the sentence in Latin and in the usual Latin word order, then rearrange themselves and the words into English word order and say the basic meaning of each word, and finally translate the sentence into good English, adding articles and helping verbs as needed. To make things more interesting, Joe assigns an emotion or attitude with which students are to read their sentences.

The recitations by the "obnoxiously happy" and "in-love" groups of teacher volunteers were hilarious! In class, Joe follows up this activity with a discussion of the differences between Latin and English word order.

**Beth Thompson** was up next, and she shared several ideas for dealing with the cultural background which is so much a part of the *CLC*. One technique she uses is to have the students write a "movie review" of any videos they watch in class. They are required to cite specific examples from the video to justify their opinions of it.

Another great resource for teachers Beth mentioned is the *CLC* listserve (<http://groups.yahoo.com/group/CambridgeLatin>), which, in addition to providing interaction between teachers, is a wealth of resources, including a stage-by-stage list of web links related to the culture sections. There is a similar list at [www.cambridgelatincourse.com](http://www.cambridgelatincourse.com).

A good way to have students organize historical information is to create timelines. Beth uses rolls of tape used in adding machines or cash registers, available at most office supply stores. She hands out sections of the tape to her students and has them fold them into 8-10 segments. In each of the segments,



Daniel Morden and Hugh Lupton tell Tales from Troy. See page 9.

they are to list an event or fact, and illustrate it. This is also a great activity for generating bulletin-board material!

Another useful way to compare Roman culture with modern is to produce Venn diagrams, and Beth uses paper plates to draw the overlapping circles. Again the students illustrate these diagrams.

Finally, Beth demonstrated a game of Concentration, played on the overhead projector. She created the game board by making a table using a word processing program, then transferring it to a transparency. She uses Post-it notes to cover the squares, each of which contains a Latin vocabulary word or its English definition. The squares could also contain items relating to culture, history, derivatives, etc.

After a brief question-and-answer period, Joe took the podium again and shared still more ideas for extending the culture sections in the text. To coordinate with Stage 12, he has his students make "movie posters" which must include factual material about the eruption of Vesuvius. Another activity is to have students write a story about what

happened to the characters during and after the eruption of Vesuvius. They are encouraged to be creative, but the stories must be consistent with the facts as well as with the personalities of the characters.

The pair of expert teachers then addressed the issue of mastery of materials. Beth uses vocabulary cubes (available from the Resource Center), which she demonstrated for the audience. She also utilizes graphic organizers from [www.inspiration.com](http://www.inspiration.com) to create tree diagrams which can be used with a variety of topics including vocabulary, derivatives and historical facts. Both Joe and Beth have students create "foldables," which provide physical manipulative opportunities to reinforce lessons on grammar, vocabulary, and more.

In addition to the copious amount of tips and techniques they presented at this session, both gave each of the attendees booklets of handouts and further ideas for reaching and teaching their students. If you would like a set of these for your own use, contact Beth ([Bethompson1@aol.com](mailto:Bethompson1@aol.com)) and Joe ([daven@tiac.net](mailto:daven@tiac.net))!



# War With Troy - Tales for 9-14-Year-Olds

*Jim Salisbury reports on another Cambridge presentation at this year's ACL Institute*

"Imagine a mountain...so tall that no man has ever seen its summit. Imagine the home of the mighty gods and goddesses. Imagine...Mt Olympus!"

These words held an audience at an ACL session in rapt attention this past June at Miami University in Ohio. The session was entitled, "War with Troy: Telling Tales to 9-14 Year Olds." The storytellers were **Hugh Lupton** and **Daniel Morden**, who are among England's most renowned. They have told the story of Troy to children of all ages, across continents, both in schoolrooms and in such refined venues as the British Museum and the National Theatre in London.

These two were brought to the ACL Institute by **Bob Lister** and the Cambridge Schools Classics Project, which has produced a unique set of teaching materials consisting of 3 CDs containing the story of Troy (in 12 episodes, each of which is further broken down into 5-6-minute segments) as well as a teachers' guide.

After the audience heard the episode of Peleus and Thetis' first encounter, Bob introduced his colleague, **Grant Bage**, a specialist in history education at Cambridge University. Grant asked the question, "Why study the Trojan War?" One reason, he said, is the abundance of allusions to it in popular culture: Brad Pitt's latest movie, "Troy," the "Dr. Who" television series (BBC), a statue of Achilles in London, NY Times headlines comparing the war in Iraq with the Trojan war, and many more. Another reason is that it is the archetypal war story.

But most important to the CSCP is the fact that myth motivates stu-

dents to read. A teacher in South London wrote, "One special needs child has been so motivated by the myths that he has begun to read willingly and without pressure, and also is attempting to write his own 'myths.' His parents cannot believe the change in his attitude now towards work. In their words, 'He has come to life.'"

Research has shown that boys' interest in school is less than girls', but the story of Troy helps to engage the boys. It appeals to listeners of all ages. The author Philip Pullman calls it, "the best story in the world."

Grant then showed a slide which had results of a survey given to 236 students. 53 of these responded that they did not like reading stories in books, but over half of those 53 liked listening to the story of Troy very much. Grant emphasized that this version is not a nursery rhyme, but is told in rich, figurative, metaphorical language in a really sustained, complicated epic.

Grant then passed the baton to Bob Lister, who showed a video of two 11-year-olds comparing their experiences in listening to the oral story of Troy on the CD to a class reading of *The Hobbit*. The children enjoyed the fact that the CD got to the action right away, whereas they found the beginning of *The Hobbit* "booring!"

Bob then addressed the many problems in adapting the *Iliad* to a 3-hour retelling for children aged 9-14. These issues include: where to start, what to include, what to bring in from outside Homer, and how close to keep to the Homeric language. It was decided to begin with the marriage of Peleus and Thetis, and end with the episode of

the Trojan horse. The gods and goddesses play a central role in the CD version, and the wrath of Achilles is a central theme. Key scenes have been retained, as have many of Homer's similes, albeit in somewhat simplified form.

Bob then showed slides of some of the responses the British children had produced after hearing the story. These included models of Greek vases, dioramas, and even a dance performance with musical background and narration.

The session ended with Hugh and Daniel telling another episode of the War with Troy, the tale of the golden apple.

If you or someone in your school is interested in incorporating these marvelous CDs into the curriculum, they can be obtained for US \$61.50. The teachers' manual, containing a full transcript of the story, a set of photocopiable illustrations based on original Greek vases, and a wealth of background information and lesson plans, can also be purchased for an additional \$50. (Be aware that the manual was written for teachers in the UK.) These prices include postage. Checks should be sent to Cambridge University at this address:

Schools Classics Project  
3 Bene't Place  
Lensfield Road  
Cambridge CB2 1EL UK

(Note: A free sampler CD was given to all participants at the ACL. If you would like a copy of this, please send a self-addressed padded bag, approximately 10" x 8" and a U.S. \$5.00 bill to cover postage to the above address. The Project will cash the currency and avoid having to charge a handling fee.)

# Merit-orious Service

For the past half-dozen years or so, the American Classical League has recognized the efforts of Classics teachers at all levels with a Merita/Meritus Award “for distinguished service to the American Classical League and the Classics Profession.” Four of these awards are presented at the annual Institute each June. In previous years, three members of the North American Cambridge Classics Project team have won the award: **Stephanie Pope, Cynthia King, and Pat Bell.** This year, two of our number were added to that illustrious list: **Doris Kays and Stan Farrow.** Here are the *ovationes* for each of them, read out at the banquet where the awards were presented:

## DORIS KAYS

This Merita honoree has been in our profession for more than 35 years. She has served teachers from the classroom next door, especially as a speaker on topics ranging from “How to Use Contest Material in the Classroom” to “Tiberius and His Villa on Capri,” which she has presented to both classics and foreign language teacher audiences. She has served countless teacher-colleagues as both Department Chair and Foreign Language Coordinator Equally comfortable as a leader or as a hard-working follower, she has held office in many organizations, often, says her nominator, in “secretary-treasurer positions....the tough work of any organization.”

But this awardee’s true focus is, and always has been, students. Whether as a classroom teacher, a JCL sponsor, a *certamen* question writer, an SAT99 Committee member, or an NLE committee chair, her passion centers around “her kids.”

Her nominator remarks that her service “has spanned over three decades - three decades of insuring that each new wave of students has a chance to experience JCL, to study the classics and to achieve more than they had ever dreamed possible.”



ACL President Kenneth Kitchell presents Doris Kays with her award.

The nominator concludes that her “work for the classics is inspirational. She is the main reason why I became a teacher. The motto for National Latin Teacher Recruitment Week is ‘Your Future is Our Future.’ I believe she has always held this to be true in her heart; everything she has ever done for classics - for the students - has strengthened our future as a profession.”

For these and her many other accomplishments, *plaudite quaeso:*  
**Doris Kays.**

## STAN FARROW

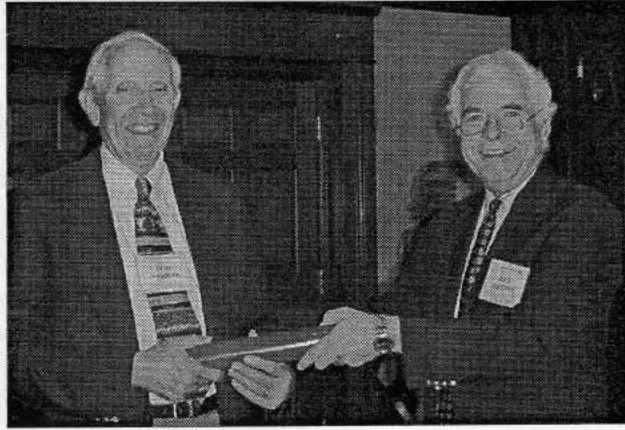
This Meritus Award recipient has spent over thirty-five years dedicated to teaching, promoting, and preserving Latin as well as all aspects of classics education with contributions ranging from teaching to writing, from volunteer work to national and local committee work, and from inspiring his students in the classroom with his witty Latin storytelling to inspiring ACL members with his robust piano playing sing-alongs that have become an ACL tradition. Tonight we honor him for truly living up to the title his students have rightfully and respectfully bestowed upon him - Father Latin.

This Meritus winner has served as head of his Classics Department in Scarborough, Canada; participated as a panelist in the *Cambridge Latin Course* forum at ACL; and contributed music and lyrics and co-wrote the book for an original musical comedy “Have Toga, Will Travel,” which was performed at the University of Toronto. Besides his ACL membership, he is a founding member of the North American Cambridge Classics Project and has served as treasurer and registrar for the Ontario Student Classics Conference, and as marker for the Ontario-wide Departmental Examinations in Latin.

This Meritus winner has been guest speaker on Latin methodology at McArthur College of Education, author of *Fabulae Ancillantes*, collections of graded sight stories for the Cambridge Latin Course; and editor of the NACCP Newsletter. In addition to these commitments, he has taught high school Latin, Classical Civilization, English and Music for over thirty years. For his teaching, he has

received the Teacher of the Year Award in Scarborough and has been honored with having his school's auditorium named after him as a tribute to his commitment and dedication to his students. Truly, this Meritus recipient is a triple winner: a Latin Man, a Story Man, a Music Man.

For these and his many other accomplishments, *plaudite quæso*: **Stan Farrow**.



This year the ACL displayed posters announcing the four Award winners with their photos, so that they could bask in the glory throughout the Institute. Awards Committee Chair Rick LaFleur hands copies of the poster to Stan Farrow prior to the banquet.

## In the Footsteps of Quintus

NACCP Teachers' Tour of Roman Britain

July 12-28, 2005

Explore Roman Britain in the footsteps of Quintus. There has not been a tour of Roman Britain for Cambridge Latin teachers for some years. This will be a good opportunity for new and experienced *CLC* teachers to visit the sites associated with Units 2 and 3 of the *Cambridge Latin Course*, i.e. London, Fishbourne, Bath and Chester. There will be visits to other sites as well Colchester, Chichester, Bignor Villa, Salisbury, Stonehenge, Cirencester, Chedworth Villa, York, Hadrian's Wall, Vindolanda, Housesteads, St. Alban's (Verulamium), et al.

At the beginning of the tour, a few

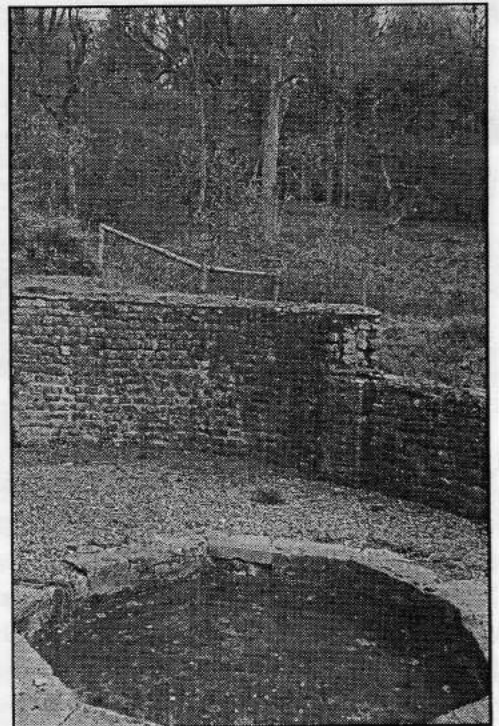
days will be spent at Wolfson Court, Girton College, Cambridge University. **Bob Lister** and his colleagues in Cambridge are planning a program there for the participants in the trip.

**Pat Bell** will be the courier for the tour, which is being arranged by Georgia Hardy Tours of Toronto. As we go to press, there are still some final details to be worked out, but the estimated cost will be US\$2900.00. This is the cost for the land portion only; it does not include air fare to and from Britain or insurance; it does include overnight accom-

modation (i.e. university residence and hotels), all breakfasts and most dinners, bus transportation in Britain, admission to sites and museums on the itinerary and services of guides. An extension in London can be arranged.

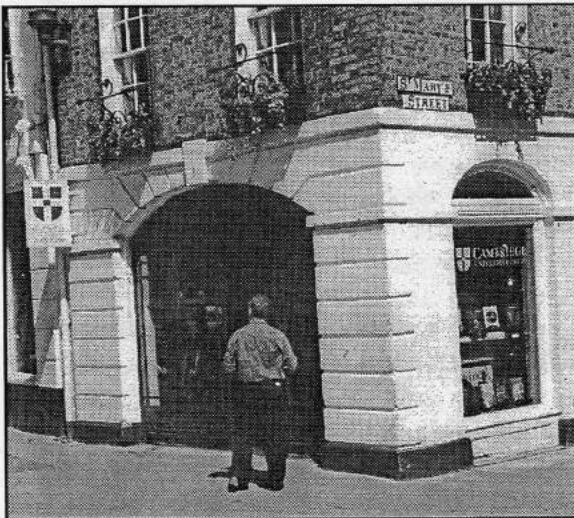
The brochures for the tour should be available by the time

you receive this newsletter. If you would like to receive a brochure and an application form, please contact



The Nymphaeum at Chedworth Roman Villa

**David Cullen**, NACCP Trip Committee, 32 Lincoln Square, Brantford, Ontario, Canada, N3T 4S7. His e-mail address is [dcullen@bfree.on.ca](mailto:dcullen@bfree.on.ca). Include your name, complete mailing address, telephone number, and e-mail address (if available).



CUP Bookstore in Cambridge

The North American Cambridge Classics Project presents

## **CAMBRIDGE LATIN TEACHERS' WEEKEND WORKSHOPS**

Newark, NJ - November 13, 2004

Houston, TX - March 12, 2005

This workshop will be touring the U.S. offering a complete "how-to" instructional guide and training session aimed to educate Latin teachers in the broader philosophy behind the reading approach to teaching Latin as well as the concrete tools necessary for Latin instruction in the classroom.

After a full day of seminars on Saturday, teachers will leave understanding the concept of the reading approach and will have in their hands the resources to make it work in their classrooms. A plethora of resources and hand-outs will include: reading activities, grammar reinforcement and practice activities, vocabulary and derivatives activities and games and cultural connections. These resources will be worth hundreds of dollars when debuted in the Resource Center in January. All concrete examples will be drawn from the *Cambridge Latin Course*; however, any instructor interested in knowing more about reading methodology is welcome.

Don't miss this opportunity to network with other Classicists, to improve your own instructional techniques and to decrease your workload and frustration 100% with the wealth of materials made available to you.

Tuition: \$250.00 Tuition includes breakfast, lunch and breaks on Saturday, conference facilities and services, reading approach instruction and all hand-outs and materials.

Accommodations: You may arrange for those at a deeply discounted rate at the conference facility using the information provided on the registration form.

Workshop Location: The workshop will take place at the hotel site where accommodations are located as well. This information is designated on the registration form.

For further information: Obtain a registration form from the Cambridge Latin website at, <<http://www.cambridgelatin.com>>.

For specific information about the workshops and registration questions: Contact Beth Thompson, 2965 Dunlavin Way, Charlotte, NC 28205; or you may email her at <[bethompson1@aol.com](mailto:bethompson1@aol.com)> or <[beth.thompson@cms.k12.nc.us](mailto:beth.thompson@cms.k12.nc.us)>.

### **REGISTRATION DEADLINES:**

Newark, NJ - Friday, October 22, 2004

Houston, TX - Friday, February 25, 2005