



NEWSLETTER

No. 56, Autumn 2018

Martha Altieri: ACL Merita Award Winner

At last June's annual ACL Institute, there was only one winner of the prestigious Merita Award for distinguished service to the American Classical League and the Classics Profession. It was our own NACCP Director, Martha Altieri. As we have done for past "Cambridge" winners on these pages, we are reprinting the laudatio given in her honor at the closing banquet.



Martha gives her acceptance speech following presentation of the Award.

This year's Merita Award is long overdue. Whether it is ACL, NJCL, CJCL, or the NACCP, all very important acronyms in our world, our recipient has left and continues to leave her mark on each of them, and we are the beneficiaries.

Martha Altieri always wanted to be a teacher. As a small child she would play school with her sister for hours, even if she had to tie her recalcitrant sibling to a chair. She started studying Latin in high school, but dropped it after some bad experiences. In college she studied German and, when she moved to California in 1978, she began teaching German at Woodbridge High School. Then she learned that the German/Latin teacher was planning on retiring, so she went back to school for Latin. In no time, she was teaching German 1-4 AND Latin 1-4 every day. Finally her principal told her she would have to choose, and, without a moment's hesitation, she opted for Latin. When she retired from Woodbridge after more than 30 years, there were 250 students in the program. They flocked to her classes, and she refused to turn anyone away. One year she had more than 80 Latin One students and only 2 periods in which to teach them. She did it. It comes as no surprise that she received the Irvine Public Schools Foundation's Teacher of Excellence Award for 11 straight years and was selected as Woodbridge's Teacher of the Year in 2003. Oh, and by the way, she was also Foreign Language Department Chair for 27 years.

As you may know, Martha's introduction to NJCL was a trial by fire. The National Convention was slated for San Diego State University in 1992. A few weeks before the convention, the local chair died suddenly, leaving no organized notes but piles of paper everywhere. In a time before computers and Google docs, Martha pulled the whole thing together, including bringing Colleen McCullough from the Pacific Islands to spend the week. That same year Martha stepped in as California JCL State Chair, a position she still holds today. Her organizational skills are legendary, and those who work with her strive to follow her example. She sets a very high bar, and all do their best to

come up to it. For example, the California state conventions, with about 1500 people every year, offer everything that is at the national conventions plus Roman Rap Battle, Bubble Soccer, catapults and chariots, Quidditch, classical and Harry Potter Kahoots, mini-golf, and, recently, three levels of Escape Rooms, in a little more than 24 hours. Over the years, Martha led her students to host five of these marathon events on top of a busy school year and

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Martha Altieri Merita Award cont.

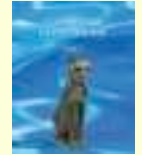
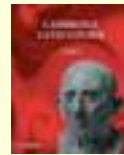
frequent trips to Italy and Greece. She also ran countless SCRAM gatherings for about 1000 people from the Southern California JCL and many annual *Certamina*. And she has mentored two national officers from Woodbridge. The SCL, as well, was founded and continues to be led and nurtured by Martha's students.

Martha also served on the National Committee for JCL for 10 years as the Convention Advisor and was Committee Chair her last two years. Never in that time did she appear stressed or disorganized. When San Diego State suddenly backed out of the contract for the 2009 Convention, Martha called every college in the state until she found U.C. Davis. And then she became the local co-chair for that convention. She will be attending her 28th National Convention this summer at Oxford, OH.

JCL is not Martha's only love. For the past 13 years she has been the Director of the North American Cambridge Classics Project and has led them into the 21st century by introducing frequent web-based meetings, modernizing the website and expanding their online presence with new digital texts, teacher's guides, supportive materials and workbooks. Since 2013 she has served as one of the three Cambridge trainers, mentoring Cambridge teachers across US and Canada to help wherever it is needed. Martha always puts Classics teachers and their students first, and she encourages those around her to do the same. She is an inspiration to all.

Martha has not missed an ACL Institute in the last 21 years and has almost always presented either as part of the NJCL Committee or as the Director and/or a trainer with the North American Cambridge Classics Project. She has also served behind the scenes on the ACL Nominating, Resolutions, Program, and Governance Committees.

Therefore, for these and for her many other accomplishments and contributions to the Classics and its organizations, *plaudite, quaeso*, **Martha Altieri**.



CLC TRAINING

Consultants are available to provide personalized training at no cost to you and your colleagues.

For more information contact:

clctraining@cambridge.org



Martha Altieri, Ginny Blasi and Donna Gerard lead a session at this year's ACL Institute on the Cambridge-related theme of "Discovering Culture through Images, Objects and Passages" (concentrating on slavery in the Roman world). Those of you who attend any of their workshop programs can now celebrate the fact that all three of them are ACL Merita Award recipients.

Our report on Martha's award has usurped her usual Director's Report which normally appears on this page. We thought she deserved a break this time, considering all the activities in which she is involved. But she'll be back in the Spring issue.

New Director of the CSCP

We are delighted to announce the appointment of **Caroline Bristow** as the new Director of the Cambridge School Classics Project. Caroline has been acting as interim Project Manager as of February 2017 after the departure of previous Director, **Will Griffiths**, and she is very pleased to be continuing her work with Cambridge Latin:

“The *Cambridge Latin Course* is a well-loved resource and has had such an impact on so many people; taking over the role of Director is a real honor and privilege.

“The Cambridge Latin community have been incredibly generous in their support over the past 18 months and I look forward to continuing my contribution to the promotion and support of Classics teaching in schools.”

Caroline is an ex teacher in the UK public sector and has worked with the UK Department for Education on the creation of national curricula and exams for Classical subjects. To read more about Caroline and the rest of her team, please visit the CSCP website here: <https://www.na.cambridgescp.com/meet-team>



CLC 5th Edition iPad Textbooks

Following the publication of the 5th Edition of the *Cambridge Latin Course* in North America, we can now announce the launch of the iPad Textbooks for this edition. These give access to the content of the textbook via an iPad app, purchased from the iTunes Store. They work on iPads (and Mac computers running the Maverick operating system). Once purchased, the iPad Textbooks can be used without an internet connection. Each Stage is a separate publication and costs 99¢.

In addition to the print textbook content, the iPad Textbooks give access to the Story Explorers and interactive dictionaries. In Stages 1 to 20 they also provide access to a number of video introductions, as well as audio for all stories and model sentences. In Stages 21 onwards, no video is available, but audio for many of the stories is included.

The best way to find out what the iPad Textbooks are like is to download one of them. Simply go to the Apple iTunes Store, head to the Books > Textbook section and search for *Cambridge Latin Course*. Several stages are available for free to allow you to try them out before spending any money.

For more information about the iPad textbooks for the 5th Edition, please visit the Cambridge School Classics Project's website here: <https://www.na5.cambridgescp.com/about-5e/5e-digital/5e-ipad-textbooks>

High Praise for our Summer Workshops

Each year our summer workshops attract teachers with a wide assortment of backgrounds and an equally divergent level of comfort with the Cambridge Latin Course. Some are surprised to discover how much help is available from various sources to explain the recommended pedagogy and approaches. John Roth, who attended one of this past summer's workshops, has written the following paean of praise, excerpted from a longer report he submitted as a scholarship winner. You can meet John and his background on page 9.

“For the past five years I have seen just the tip of the *Cambridge* iceberg; this summer I glimpsed the whole submerged body. My initial response was to be overwhelmed. I saw there was so much more I can do to accomplish the two objectives: reading comprehension and understanding the culture. The good news is that I also discovered the treasury of resources online that are available to teachers of the *Course*. The three instructors, Martha, Ginny and Donna, epitomize the idea of master teacher. They walked us through the program from Unit 1, Stage 1 to teaching literature after Unit 4. The abundance of teaching materials available to teachers on the two websites is prodigious. The combined expertise of the three zen masters helped me feel less intimidated and more excited about the possibility of teaching the materials successfully.

“Throughout this year I will repeat the mantra told me by Donna: “Baby steps.” My plan is to give my department colleagues a mini-lesson using some of the fabulous power points shared by these wonderful people. Ideally all the members of our department should take this workshop - and take it again!”

Meet Our 2018 Phinney-Gleason Scholarship Winners

This year we had a full ten successful applicants for the Phinney-Gleason \$500 Scholarships to attend one of the summer workshops. In keeping with our fall newsletter tradition, here is a brief introduction to the recipients, divided, in chronological order, into the workshops they attended.

The Dallas Workshop June 18-20

Chelsea Ayers-Morris, Houston, TX



Chelsea earned her B.A. in Classics in 2010 and her MAT in Latin in 2012, both at the University of Colorado at Boulder. Since 2013 she has taught Latin at Langham Creek High School in Houston, with a simultaneous program from 2013 to 2016 at Cypress-Fairbanks High School and from 2016 to 2018 at Cypress-Park High School

Her goal as a Latin teacher is to create readers who will look at Latin as literature, rather than as a dry unconnected exercise in translation. The *CLC*'s approach of treating the stories as part of a continuous "novel" is ideally suited to that goal. She also wants her students to develop bonds of friendship with each other and to see in the Roman world parallels to many modern experiences and events.

At the workshop, Chelsea greatly enjoyed the opportunity to collaborate and consult with other Latin teachers, an opportunity her district of one Latin teacher per school doesn't offer easily. Her other valued take-away, literally, was the wealth of materials and resources that were shared digitally and physically, to see what she can integrate into her own classroom this coming year.

Marshall O. Munson, Seabrook, TX

Marshall will be completing his B.A. in History in the spring of 2019 at Texas A&M University, with minors in Geography and Classics. So his experience at the "front" of the classroom has been limited. But since first encountering the *CLC* in 2011 as a high school freshman, he has remained active as a participant and later staff member at various JCL events, even skipping his senior prom to attend the Texas State JCL (knowing that he would have more fun). Attendance at a Cambridge Latin Workshop with Donna Gerard this past spring led him to register for the summer workshop and apply for the scholarship.



In June, Donna introduced him to Martha and Ginny, and the three of them kept in touch throughout the sessions to make sure the information was accessible to him and relevant to his needs. Since Marshall had received no formal training in lesson preparation, teaching methods and education in general, the workshop provided new and eye-opening insights, resulting in pages and pages of notes.

One of his favorite parts was "reading as literature". As a *Cambridge Latin* student, Marshall was always hoping for the integration of "real Latin" of appropriate difficulty into the *Course* materials. Following advice from the trainers and fellow participants, he is now prepared to incorporate small quotes from Latin literature as warm-up class exercises, analyzing their grammar, themes and content.

The *Elevate* program also seems to work wonders. Marshall found many helpful features there that were not available to him as a student, tools that today's students can access to aid in their mastery of Latin. The short culture documentaries provide an excellent complement to the culture readings in the textbook, plus a wealth of additional images to put the readings in context.

The dropbox and worksheet package everyone received will be concrete aids in future years because they have already been digitized. Many participants also provided helpful hints and snippets from their classroom experiences in the idea-sharing portion of the program, providing a diversity of models in addition to those presented by the trainers. Marshall definitely intends to attend another workshop next summer before moving to the "front" of the classroom. He is most grateful to the Phinney-Gleason Scholarship Committee and the *Cambridge* trainers for preparing him so well for his future as a Latin Educator.

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Scholarship Winners, cont.

Sean R. Nolan, Grand Rapids, MI



Sean has a B.A. in Philosophy and History from Central Michigan University (2009) with an M.A. in Theology from Ave Maria University in Florida (2011) and an M.A. in Philosophy from the Catholic University of America in Washington, DC (2014). He has taught at West Catholic High School in Grand Rapids since 2012, but until the Latin program restarted there in 2016 after an 8-year hiatus, his classes were all in Philosophy and Theology. As the only teacher at the school with some background in Latin, he

was recruited, with no previous language teaching experience, to handle Latin I and II in a shared-class period.

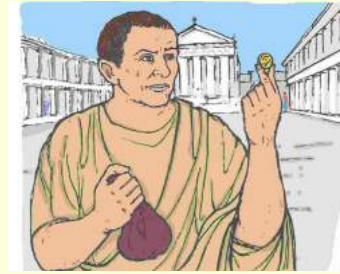
The program has already expanded to a separate period for Latin I and a combined Latin II and III for this coming academic year. Sean has been happy to use the *CLC*, but now faces the increased challenge of longer reading passages in the later Units and more complicated grammar structures appearing in the stories. Since Sean, as a student, had been taught by the grammar-translation method, he had no first-hand knowledge of how to handle a reading-comprehension approach. Hence his desire to attend a workshop for some teaching hints from instructors and fellow participants alike.

He emerged with three key take-aways. First was the instructors' extensive teaching knowledge combined with their candidness about the importance of knowing himself (very Delphic) and his students. Their honesty about teaching was refreshing: no "plug-and-play" promises - just the assurance that the hard work of learning to read and enjoy stories in Latin will pay off for student and teacher alike.

Second, the *Course* makes much more sense to Sean now. Its layout, pacing and sequence are helpful to know, to cue students on what language features require attention. He's been convinced, despite his own inclinations, to shift away from translation as the only (or primary) mode of assessment toward authentic language acquisition, enjoyment, comprehension and critical appropriation: treating the stories as just good human stories!

Third, the workshop included a host of practical strategies for working through the stories and promoting deeper understanding. As the only teacher in his school, with no immediate predecessors, he welcomed the opportunity to break away from limited old habits.

Sean passes on his gratitude to the instructors - Ginny, Martha and Donna were spectacular - and to the "guest" presence of Sammie Smith despite air transportation problems from the east coast. Also thank you to the Phinney-Gleason Scholarship Committee and to the fund's benefactors. Know that your generosity is of utmost value for Latin teaching.



PHINNEY-GLEASON MEMORIAL SCHOLARSHIPS

**Ten \$500 Scholarships for
Cambridge School Classics
Project
Summer Workshops in 2019**

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

**Check our website for
application information.**



Dallas: You can't do everything at once.



Boston: Martha, Sammie and Kendra



Ashburn: Working on reading

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Scholarship Winners, cont.

Paula J. Read, Amarillo, TX

In contrast to Sean, Paula and her fellow teacher, Kay Sherwood, at Amarillo High School, have approximately 250 students enrolled each year in Latin I-V classes. The program is geared to serve students enrolled in at-level classes for the first two years of Latin as well as AP/IB track classes beginning in Level II. For 2018-19, they will have one student who qualifies for Latin VI!

Paula graduated from the University of Dallas in Foreign Languages/Classics in 1982 and took part in the PACE Program at West Texas A&M University in the summer of 2008. She has been teaching at Amarillo since then. The Dallas workshop was also the second summer workshop she attended, having thoroughly enjoyed last year's workshop at San Antonio. Because her school is gradually converting to the *CLC* from *Ecce Romani* (partially based on Paula's recommendation following her participation on the committee to evaluate texts for adoption by Texas school districts) and wants to take full advantage of the *Elevate* platform, she decided a second helping would be invaluable.

After her "refresher course" this summer, she and her students will be an "all-*Cambridge*" network in the present school year. The workshop confirmed what a tremendous opportunity these sessions offer to gather information about hands-on, classroom-tested, high-quality approaches to implementing this outstanding program of classics education. Martha, Ginny and Donna always provide engaging and invaluable leadership while sharing their insights for real-world classrooms. Guest presenters and fellow participants from far and wide are an integral part of the mix. Paula is unaware of any other professional development for Latin educators that offers so much material in three short days. One veteran colleague assured her that she learns something new every time she attends, and even after only two workshops, Paula would agree.

She is excited to continue working through the *Cambridge* program with her students. She is grateful for the Phinney-Gleason Scholarship and its help in defraying costs of the workshop. She cannot state adamantly enough how valuable these three days were and encourages anyone who uses Cambridge to put a workshop on your calendar for next summer. "You won't regret it!"



The Boston Workshop- July 10-12

Rebecca A. Manchester, Mechanic Falls, ME



Rebecca has been teaching Latin I-IV and Classical Greek at Bonny Eagle High School in Standish, Maine, since 2004. Since 2011 she has also been responsible for administering the Modern and Classical Languages Department. She earned her B.A. in History in 2000 from Saint Joseph's College in Standish. In 2001-2002 she obtained her Teaching Certification through St. Joseph's, while serving as a Teaching Assistant in the Classics Department there.

Initially her school followed a grammar-translation approach to the teaching of Latin, using the *Oxford Latin Course* and *Latin for Americans*. Rebecca felt that approach worked well in their block schedule, but there was something missing. Two years ago, the *CLC* came across her desk, and she felt she had found the missing piece! She has watched almost every *Cambridge* webinar and has joined the Yahoo Group and the Facebook Group, so it was a short step to registering for an in-person workshop and applying for a scholarship.

She found the workshop OUTSTANDING! There are so many things she wishes to incorporate into her classes (like trying out other reading methods and bringing in more of the culture pieces). She also plans to share the resources with the rest of her department. Of special interest were the pacing suggestions that head toward AP, as doing AP has been on her wish list for several years now.

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Scholarship Winners, cont.

Stephanie Spaulding, New Haven, CT

The *CLC* has been part of Stephanie's life since she first stepped into a Latin class in 9th grade at her rural Vermont high school. She would go on to gain a B.A. in Greek and Latin at the University of Vermont (*summa cum laude*, *Phi Beta Kappa*) in 2000 and an M.A. in Greek and Latin Literature in 2003 from Yale (where she was a Graduate Teaching Assistant in 2002-2003).

When she got her first teaching job at Hamden Hall Country Day School, she was overjoyed to find the familiar characters from the *CLC* waiting for her there. Her mentor, with 30+ years of experience teaching *Cambridge*, provided excellent guidance on adapting the course to an independent school setting. Stephanie taught a variety of Latin and History courses (in addition to many other school activities) until her mentor retired two years ago and Stephanie, as the new Head Latin Teacher, assumed responsibility for a Mythology course for 5th and 6th grades, *CLC* Units 1 and 2 in Middle School and Units 3 and 4 in Upper School, while preparing students for AP or an advanced literature course. Needless to say, a workshop in the New England area promised a chance to share ideas and techniques, while getting instruction in the online offerings that are so essential to the *Course* today.

Stephanie actually attended a *Cambridge* summer workshop after her first year of teaching in 2004 and, despite being a firm fan, was overwhelmed by the amount of information available and the variety that the *Cambridge* system has to offer. This year, thanks to her scholarship, she enjoyed being able to "tune up" her methodology, to get fresh ideas to bring new life to what she already does and, as a "veteran", to be able to share her own ideas and serve as a mentor to others new to the program, as she was at her first workshop.

Her most important takeaways this time included learning how to articulate the idea that the *CLC* embodies the comprehensible input trend for reading; learning fun games and new ways to get students up and moving; and gaining practical new ideas for differentiating instruction. After a session spent with fellow fans of the *CLC*, she feels excited to get back in the classroom and to continue sharpening her craft. She looks forward to decades more with her beloved *Cambridge*!



The Ashburn Workshop - July 17-19

Melissa M. Boegel, Chaska, MN



Melissa has a B.A. in Latin and in Education K-12 from Concordia in Moorhead, MN (2007) and is just completing her M.A. at Concordia, St. Paul in Educational Leadership. Since 2008 she has been a Latin teacher at Eagle Ridge Academy, one of the top charter schools in Minnesota. Her current duties involve teaching grades 7, 8 and High School Latin I.

In the last two years the school has doubled in size, causing a number of changes to the Latin curriculum to accommodate a wider variety of students and ages. Currently they offer an immersive K-3 Latin education, a transitional immersive/reading structure for grades 4 and 5 and a reading/comprehension approach for their 6-12th grade students. Over the years, Melissa has used four different textbooks, but the school has finally settled on the *CLC* as the best curriculum for its mixture of students and grades.

The teachers' experience has largely been with the grammar-translation method; so no one, including Melissa, feels entirely comfortable with a "pure" *CLC* approach. A workshop seemed one way of changing that and providing the department with a "leader" in changing the pedagogical approach.

Not surprisingly, Melissa found the workshop incredibly useful. After interacting with the amazing presenters, she left feeling rejuvenated about *Cambridge* and teaching in general - and utilizing the many great resources and tools to implement the *Course* to its fullest.

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Scholarship Winners, cont.

Mark A. Keith, Fredericksburg, VA

Mark has a B.A., Classics: Latin Concentration, with an endorsement in Secondary Education *cum laude* from Mary Washington College (now University of Mary Washington) in Fredericksburg (1987). Since 2004 he has taught Latin I-IV and AP at Riverbend High School in Fredericksburg (Chair of the World Languages Dept. 2005-2007). From 1988 to 2004 he taught Latin I-IV/V and AP at Chancellor High School also in Fredericksburg, with a concurrent year (1988-1989) at Battlefield Middle School for Latin I. In 1987-1988 he taught Latin I-III at Fauquier High School in Warrenton, VA.



Over the years he has taken numerous in-service courses, has been involved in countless leadership roles in the school for both teachers and students and in various Classics and Educational organizations and has been recognized with a host of awards, including the ACL's Meritus Award in 2014. So why would he need to attend another workshop?

Well, his school system recently adopted the *CLC* to replace aging *Ecce Romani* texts. After teaching the same story in the same textbook for at least the past 25 years, Mark felt it was time for a change! He was excited at the prospect of being re-energized and possibly even re-educated, but still nervous at the prospect of deserting the comfort of a long-time grammar-translation approach. What a pleasant surprise to find a three-day summer workshop available practically on his doorstep!

Happily, most of his questions about how the reading approach worked and how to incorporate that approach into his classroom were answered. He appreciated the information on how to get started, to introduce new material and to get students to read Latin and not just translate it, plus the recommendations for pacing for the whole system. Also valuable was the fact that there were experienced and veteran teachers in the mix with a variety of experiences to be shared.

By the time you are reading this, Mark will be putting his new-found knowledge to use. He is also prepared to accept the many offers of advice and help for “newbies”, including mentoring and crisis management “when we stumble on our new journey.” He looks forward to teaching Latin I in a whole new way and fully expects to enjoy learning along with his students.

Leigh W. Marshall, Williamsburg, VA



Leigh earned a B.A. in Psychology from the University of Richmond in 1979 and an M. Ed. in Special Education from Georgia State University in 1983. Her career has been spent at Hilton Elementary School, Newport News, VA (1983-1985 as a Special Education teacher); King University in Bristol, TN as an Adjunct Education Instructor (1986-1988); Harford Community College in Bel Air, MD as Director of Academic Support (1990-1996); Summit Christian Academy in Newport News, VA as Grammar School Classroom Teacher (1996-2006); Norfolk Christian High School in Norfolk, VA as Latin Teacher (2007-2016) and now back at Summit since 2016.

A few years ago, Leigh attended a *Cambridge* training session, but her school decided not to purchase the new textbooks, and she was unable to apply her new-found knowledge and enthusiasm. However Summit is a classical school with Latin in grades 3-8. Leigh finds it very rewarding to introduce younger children to Latin when they are so enthusiastic about learning. This past year she taught *CLC* Unit 1 to grades 6 and 7 and she was also able to purchase the e-resources. School administration has now assigned her the task of planning a school-wide Latin program, adding grade 9 next year and one further grade per year until completion.

Having taught mostly from the grammar-translation approach in the past, Leigh felt the workshop provided valuable insights into the “*Cambridge* method”: ways to approach the stories, vocabulary and culture. Besides the practical ideas about teaching, she was directed to the many places available for obtaining resources and support materials. She is very appreciative of the ongoing support available to teachers during the school year.

The workshop went beyond expectations, and Leigh is very thankful to her school and for the awarding of the scholarship in order to attend.

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Scholarship Winners, cont.

John W. Roth, Albuquerque, NM



Since 2002, John has taught Latin I-IV and Ancient Greek at Bosque School in Albuquerque and served as Department Head and as Advisor to grades 9-12. From 1991 to 2002 he taught Latin I-AP and Ancient Greek at The McCallie School in Chattanooga, TN. He has also been an Instructor, Dept. of Classics, in Classical Civilization, Etymology and Medical Terminology at New York University; Latin teacher and coach at Saddle River Day School in New Jersey; a leader in the Center for Talented Youth Program at Johns Hopkins University; and Latin teacher, coach and dormitory parent at Fay School, Southboro, MA. He has a B.A. in Greek from Dickinson College, Carlisle, PA; an M.A. in Greek and Latin from the University of Vermont; and a Ph.D. in Classics from New York University.

Four years ago his school transitioned to the *CLC*, where Units 1 and 2 are used to fulfill the two-year Latin requirement. With the school's unique emphasis on completing all work in class and continuing problems in transitioning to literature from just the first two Units in the *CLC*, John was looking for some answers on how to make best use of the *Cambridge* approach.

As you can see from the remarks reproduced on page 3, he found the workshop a real eye-opener. Even during the session, he wrote his two department colleagues that his cup was overflowing with "answers". He expects it will take a few years to absorb and initiate the many ideas he encountered. But with continued commitment and perseverance he hopes they will have their students reading, not translating, Latin across the board. He is very appreciative of the personal and professional support he has continued to receive from *Cambridge* over the past five years. Without those remarkable teachers, his goals to have students read Latin would just be another good idea.

Our workshops are famous for helping to make the Latin teaching experience come alive. To watch and hear our group photos come alive, click on this link and follow instructions: <http://vimeo.com/283756436>



Dallas



Boston



Ashburn

Thank you to Martha Altieri and Ginny Blasi for scholarship winner photos and to Ginny for the workshop photos.