



NEWSLETTER

No. 58, Autumn 2019

From Wheelock to Caecilius

*In this Newsletter you will find profiles of Phinney-Gleason Scholarship winners who attended one of this past summer's Workshops. We received one profile that was somewhat longer than the rest but drawn from experiences that many of us share: coping with students who do not respond well to the grammar-translation approach to Latin learning that we may have loved ourselves. **Jan Mitchell** attended the Workshop in Hartford, CT. See if you share many of her concerns and whether you might consider attending a future Workshop to address those concerns.*



My formal educational background includes studies in comparative literature and political philosophy at the University of Chicago, and in French, Art History, and Latin at Indiana University (Bloomington). I was a founding faculty member of The Beacon School, a small independent school for gifted students located in Stamford, CT. Until the school permanently closed its doors in June 2017, I had spent seven years there teaching a wide variety of courses in languages (French I-AP, Latin I-AP, and German I-II), AP English Literature, and Ancient History to a select group of exceptionally bright and vivacious students, who every day set a dynamic pace for lively debates steeped in knowledge, academic rigor and imagination. In 2018, I joined the faculty at Albertus Magnus High School in Bardonia, NY where I now have the daunting yet exciting task of revitalizing the French and Latin language programs, which were reinstated in the curriculum in 2016 after having been dropped for several years on the grounds of irrelevance. At Beacon where the students and parents celebrated Latin in the same relentless way that Cato the Elder had celebrated the 'old customs' of the primitive Roman Republic, I was able to teach the old-fashioned and venerable Grammar-Translation method with remarkable impunity. There was no need to address grammar-

induced sorrow or case-declension toil, and the passive periphrastic was never to be condemned on the grounds of drudgery and incomprehensibility. At Albertus Magnus, a broader spectrum of talents and interests necessitated a new pedagogical approach and much more human compassion than the young, austere but jubilant followers of Cato had required.

Fresh out of the gate in the fall of 2018 and with Wheelock in hand, I began the school year at Albertus Magnus with the earnest but ill-begotten desire to convert all of my Latin I and II students into grammarians fashioned after Cicero's own heart. I supplemented the grammar-infused *Sententiae Antiquae* and review exercises in Wheelock's Latin with Thirty-Eight Latin Stories, thinking that by tossing in one myth for each grammar-rich unit, I could at least occasionally sugar-coat the distasteful pill of



Jan is front row right.

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Director's Message

Martha Altieri



Greetings to each of you as another school year has begun! I enjoyed seeing many of you at ACL's Centennial Institute in New York in June. On behalf of Cambridge University Press and NACCP, I was especially honored to present Stan Farrow an award for his many, many years of playing the piano for the sing-along during the dessert reception following the banquet.

Cambridge University Press sponsored and funded three workshops this summer held in Austin, Nashville and Hartford. This summer, workshops were four days in length and divided into 2 two-day sessions. The first two days were designed for new or nearly new teachers who wanted to learn about the reading method and how it integrates culture and language. The next two days were designed for experienced teachers who wanted to explore the reading method more deeply and collaborate with one another to learn new tools that complement the reading method. Participants could attend the first two days, the last two days, or all four days. Attendance overall was up with approximately 170 participants.

NACCP funded eleven \$500 scholarships to enable teachers to attend those workshops. Since there were 22 applicants, our committee was kept busy reading and rating the application letters. More about the workshops and this year's scholarship winners can be found elsewhere in this newsletter.

NACCP continues to support classroom teachers through its Teaching Materials, Scholarships and Social Media (Facebook, Instagram, Twitter and *ListServ*). The 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 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.



At this summer's workshops, Martha introduced Movete, a fast-paced vocabulary review activity. Each student has an index card with a sentence from a story in a stage that includes an underlined checklist word. Students face one another in two rows and are given about 30 seconds with their partner to review the underlined word and/or sentence. When the teacher shouts, "Movete!" each student (keeping the index card) moves one seat to the right and repeats the process with a new partner.

The photo to the left, taken at the Hartford Workshop, shows this activity in progress (with teacher "students").

To watch this photo come to life, click the following link: <https://vimeo.com/355375011>



CLC TRAINING

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

clctraining@cambridge.org

From Wheelock to Caecilius, cont.

grammar and make it somewhat more palatable for my students, whose conclusion about the ranking of grammar and periodic constructions in their daily lives, as I was beginning to realize with some dismay, diverged dramatically from my own Ciceronian ideals. For the presentation of grammar, I clung to the belief that Wheelock's Latin reigned supreme; for the presentation of Roman culture and way of life, however, for the presentation of those things that really seemed to spark the interest and excitement of my students and that acted as a gateway into a civilization that held for them all the talismanic fascination of Harry Potter's world, I was beginning to see that I had not carefully thought out my curriculum, that there might have been serious flaws in it. I needed to develop a language acquisition program that would foster student engagement by contextualizing the language and changing the ratio of grammar and reading. The *Cambridge Latin* method, I recalled from my previous experience as a private tutor to students using the series, could be that game changer: it could provide grammar while primarily offering my students wonderful stories and memorable characters, all set against a visually rich change of cultural or historical scenery.

Considering adopting the *Cambridge Latin* series for my school, I decided to attend the *CLC* workshop in Hartford so that I could learn more about the *CLC* program and discover ways of bringing back to the classroom that sense of drama, passion, joy and enchantment my students at Beacon had experienced with Grammar-Translation. Attending the workshop was without a doubt the right thing to do. The three lecturers, Martha, Donna, and Ginny, showed me ways of setting clear objectives and how to reach those in a dynamic learning environment that engaged students - body and mind.

From the workshop, I took away fun pedagogical ideas such as Donna's virtual forum and Martha's *Movete* and her "story listening time," just to name three of the plethora of rich, instructional activities presented. Thanks to the *CLC* workshop, I have also increased my arsenal of reading strategies that, as Ginny frequently pointed out, are designed to stimulate higher orders of reasoning than those to which many students in a passive Bloom Level 1 learning environment are typically accustomed. As a quasi-inveterate Wheelockean, I, of course, had many questions on the treatment of the 'G' word (grammar, of course), but upon hearing stories from Donna, Ginny and Martha on their success with the reading-based Comprehensible Input method, I'm much less skeptical about the *Cambridge* approach and more inclined to give it a test drive this fall. Since returning from the workshop, I have already begun revising my curriculum to include activities and materials that will develop cultural appreciation and increase reading comprehension proficiency.

As a Phinney-Gleason Scholarship recipient, I am extremely grateful to the *CLC* committee for having provided me with a wonderful opportunity to attend the workshop, discover a huge mine of teaching resources, connect with other Latin teachers, get all of my questions answered and, in general, re-light a torch that was just about to lose a little of its flare



Photos from Austin (top left), Hartford (top right) and Nashville (bottom)

Meet Our 2019 Phinney-Gleason Scholarship Winners

This year we had eleven 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 ten recipients other than Jan, divided, in chronological order, into the workshops they attended.

The Austin Workshop June 18-20

Mary Kolesar, Red Oak, NC



Mary earned her B.A. in English with a minor in Latin from UNC-Greensboro in 1987. After completing her teaching licensure at Campbell University, Mary was hired to teach English and begin the Latin program at West Brunswick High School in Shallotte, NC. In 1998, she returned to her *alma mater*, Harnett Central High School in Angier, NC, where she taught English and Latin when her high school instructor, Ruby Neal, retired. Mary eventually taught a full load of Latin, ranging from Latin I to Latin IV. Mary and her family moved in 2007; unfortunately, Latin was not offered at her new school, and Mary's course load was English for the next 10 years. In 2017 Mary was given the opportunity to restart the Latin program at Northern Nash High School in Rocky Mount, NC, an opportunity she fully and excitedly accepted and embraced. The program has quickly grown, now offering levels I-IV.

Mary was eager to attend the Austin, Texas, Cambridge Workshop, both novice and experienced sessions. Although she had used the *Cambridge Latin Course* in the past, she felt she needed a better understanding of the *Cambridge* approach and philosophy. Coming from a grammar-translation background, Mary often struggled with the reading method.

In the novice workshop, Mary gained a better understanding of the reading method *Cambridge* uses. Martha, Ginny and Donna answered and clarified Mary's questions and concerns, as well as providing ideas and methods for the classroom. The experienced workshop showed Mary even more options for the classroom. One of the most enjoyable and beneficial parts of both workshops was the opportunity to interact with other Latin instructors. After the workshops, Mary is ready to start the new school year!

Gratias to the wonderful Ginny, Martha and Donna, and to the Phinney-Gleason Scholarship Committee. Thanks to marvelous instruction and the financial aid, Mary the old dog has indeed learned some new tricks.

Brandon Cline, Fort Worth, TX

Brandon is in his second year teaching Latin at Trinity Valley School in Fort Worth, Texas. He studied Classics and Religious Studies at the University of Missouri-Columbia and earned a Master of Divinity and Ph.D. in early Christianity at the University of Chicago. Before pursuing his passion for teaching, he served in higher education administration at Brite Divinity School at Texas Christian University.

As the sole Latinist at TVS, Brandon teaches five levels of Latin and enjoys tremendous freedom to shape his Latin program. After teaching his first year the way he was taught—with a method heavily dependent upon grammar and translation—he decided to stretch his pedagogy and bring a more reading extensive and inductive approach to the TVS program. After studying the many options available and talking with colleagues all over the country, he decided to adopt the *Cambridge Latin Course* to anchor his Latin courses.



The Cambridge workshop was for him the perfect introduction to the Course and its methods. As excited as he was about the possibilities of the *CLC* both for his teaching and for his students, he was admittedly anxious about a change in method. But the workshop completely allayed his fears and made him not only more comfortable with the course but also almost giddy with excitement to start teaching with it. He is deeply grateful for the ongoing support of the wonderful workshop leaders and especially for the gracious financial assistance provided by the NACCP and its donors that made his attendance possible.

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Scholarship Winners, cont.

Lauren Beck, Bossier City, LA



Ren and her husband, Stephen

Ren Beck earned her B.A. in Classical Languages from Florida State University and her M.A. in Christian Studies (with a focus on Biblical Languages) from Southeastern Baptist Theological Seminary. Since 2012, she has taught at three classical schools: Thales Academy in Apex, North Carolina; Westminster School at Oak Mountain in Birmingham, Alabama; Providence Classical Academy (current) in Bossier City, Louisiana.

She is about to start her fifth year teaching the *Cambridge Latin Course* and has enjoyed attending two previous workshops. Past workshops have introduced her to the reading method and have provided her specific tools to use in both the middle school and the high school classroom. Ren wished to attend the brand new experienced teachers workshop this summer, because she desired to connect more deeply with the text and with other teachers who have been teaching the material for a significant period of time. She especially wanted to figure out how to handle the longer stories and introduce authentic Latin literature as early as possible. The introduction of both the beginners and experienced workshops allowed for both Ren's "mentee" and Ren herself to get training on their respective levels.

As always, Donna, Martha and Ginny presented an informative and engaging workshop, even for those who have been to multiple workshops. While all the sessions were beneficial, the facilitation/direction of conversation between the coordinators and the experienced teachers was the most beneficial. Ren recommends that any teacher of *CLC* attend the workshop as there is always more to learn and discover. She is extremely thankful for the Phinney-Gleason Memorial Scholarship which made it possible for her to attend this year's conference as she would not have been able to attend without it.

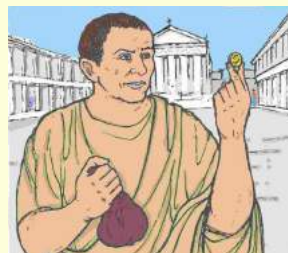
Emily Kratzer, Albuquerque, NM

Emily studied Classics at the University of Kansas (2004) before earning her M.A. and Ph.D. in Classics at UCLA (2006, 2010). Since earning her doctorate, she has taught a variety of classes in Latin and Ancient Greek at the college level, as well as culture classes in translation on subjects ranging from Ancient Magic to Ancient Athletics. She just completed her first year teaching Latin 1 (9th grade) at Bosque School in Albuquerque, NM.

After hearing from her Bosque colleague, John Roth — a 2018 Phinney-Gleason Scholarship winner — about his wonderful experience attending the summer workshop, Emily was excited to get a chance to attend for herself. She was not disappointed. In fact, she now considers the *CLC* workshop essential for any teacher who, like herself, learned Latin from Wheelock and has struggled to understand the philosophy behind the reading method.

She is grateful for all the practical advice the trainers offered, and looks forward to implementing the many techniques she learned in her own classes. Emily attended the Novice workshop, and recommends it highly to anyone who has never attended the workshops before, and especially to new teachers. The trainers shared so much useful advice and offered a wealth of great ideas for classroom management, pacing and assessment. They also took questions and offered advice tailored to teachers' specific classroom circumstances. She plans to return for the Experienced workshop in the future as soon as she can.

PHINNEY-GLEASON MEMORIAL SCHOLARSHIP



**\$500 scholarships for the
Cambridge University Press-
sponsored Summer Workshops
2020
will again be available.**

**Check our website for details.
www.cambridgelatin.org**



Scholarship Winners, cont.

Melissa Goldman, Los Alamos, NM



Melissa started her Latin studies as a junior in high school the same year that her Latin teacher made the switch to the *Cambridge Latin Course*. As an undergraduate, she initially planned to continue Latin through the fourth semester course, but tested into literature classes on the placement exam and decided to major in Classical Languages later in that first semester. Without a doubt, *CLC* provided a foundation that helped her excel in understanding and interpreting the Latin she encountered in post-secondary courses. She earned both her B.A. (Classical Languages, *summa cum laude*, *Phi Beta Kappa*, 1995) and M.A. (Classics, 1997) from the University of Kansas. In 2010, she fulfilled the requirements for a secondary teaching license, with endorsements in Modern and Classical Languages, Social Studies, and Language Arts, in the State of New Mexico. Melissa added certification in Special Education and an endorsement in Mathematics in the process of completing an M.A. in Special Education (2017) from New Mexico Highlands University.

The tech boom in the 1990s led Melissa to the Washington, DC, area and a technical writer position at a consulting firm. In 2000, she secured a position as one of four Latin teachers at the Maret School, where she taught for five years, and all middle school students learned the language from *CLC*. Coming from the teacher's perspective now, she developed an even greater appreciation for how *CLC* scaffolds learning (by continually including previous vocabulary and linguistic features) and engages all students. Her family landed in Los Alamos, New Mexico a couple of moves later, and she is now entering her tenth year of teaching in the public schools there. She began at Los Alamos Middle School, where she taught a range of courses, including French, German, study skills, and a language sampler. She also created a one-semester Introduction to Latin, which helped create additional interest in the Latin program at the high school. When she moved to Los Alamos High School, she initially taught special education courses in English and Math, until the 2018-19 school year, when the opportunity to teach Latin 1 and 2 arose. This year, she will be teaching four sections of Latin, up from the usual three, because Latin 1 has now grown too big for a single class.

Despite her long history with *CLC*, Melissa decided to attend both the Novice and Experienced workshops in Austin this summer since she had never attended a workshop previously and there had been such a large gap in time since she had taught from *CLC*. Her hope going into this was to get a refresher on *CLC*'s philosophy and best practices, as well as more ideas to add to the teaching repertoire and smooth the transition to reading literature. These expectations were thoroughly met. She finished the Novice workshop feeling grounded and the Experienced workshop ready to refresh lessons. Especially appreciated were the All-Most-Some charts that she will use to articulate objectives for the wide range of diverse learners in her classroom. Melissa looks forward to the new school year and is grateful for the Phinney-Gleason scholarship for making it easier to attend the workshops.

Elizabeth Heintzelman, Houston, TX

Elizabeth earned a B.A. in Latin and English from the University of Texas at Austin in 2001. In addition to studying Greek and Latin, she took two years of Italian before studying abroad in Rome during the summer of 2000. For almost two decades, she's taught Latin throughout central Texas in both middle and high school, private and public. In 2016, she began teaching Latin at Baylor College of Medicine Academy at Ryan in Houston, TX. Along with being the only public middle school to offer Latin in Houston, the medical magnet school's health science curriculum requires students to take Latin all three years of middle school. As a huge supporter of Latin, the school's founding principal was adamant that students take Latin as part of their academic preparation for a career in medicine.

Elizabeth had been hearing great things about the *CLC* summer workshops from colleagues and was finally able to attend this summer's Austin, TX workshop. She is always looking for new opportunities to improve her teaching strategies and learn about new resources.

After attending the Austin, TX workshop, Elizabeth is excited to incorporate the new teaching strategies into her *CLC* lessons, especially with the longer translation stories. She's also looking forward to implementing the new student assessments that were covered in her workshop. Her favorite workshop activity was the interactive, musical chairs-type review game, (e.g. vocab for an

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Scholarship Winners, cont.

upcoming quiz) where students quiz each other and rotate to a new partner every few seconds. It's fast-paced and engaging and requires students to think quickly on their feet. We had a great time playing it at the workshop, so it will be exciting to try out in class.

Elizabeth would like to thank the Austin workshop presenters, Donna Gerard, Martha Altieri and Ginny Blasi for doing such a fantastic job. They provided a wealth of information and strategies specifically targeted to the Latin classroom. She really appreciates what a rare opportunity it is to be able to learn from not just one but three master Latin teachers. Thank you for the opportunity and financial assistance to attend such a fantastic and unique workshop.

Conner Davis, Memphis, TN



Conner earned a B.A. in Classics and History from Samford University in 2014. Since then, he has been teaching Latin and Ancient Civilization at Westminster Academy, a Classical Christian school in Memphis, TN. He is currently teaching Latin I and II to 9th and 10th graders and is building an advanced Latin course for the study of ancient and medieval literature. Alongside teaching, Conner is pursuing a Master's Degree through the University of Florida.

A few years into teaching, Conner began using the *Cambridge Latin Course*; he and his students have greatly enjoyed the stories, and he has seen the many benefits of the reading method in creating Latin readers and lifelong learners. He sought out the Cambridge workshop this summer in order to learn how to better implement this method, so that he can more efficiently and effectively prepare his students for reading the great works of the ancient and medieval world.

Upon attending the workshop in Austin, Conner learned a number of new techniques and exercises for varying his approach to passages, engaging students more deeply through these stories and maximizing the benefits of the *Course*. He has already been applying what he learned and has seen it

bearing fruit in the classroom. He is thankful for the instruction of Martha, Donna and Ginny, for the opportunity to meet fellow Latin teachers and for the Phinney-Gleason Scholarship fund, which has allowed him and many others to continue growing as scholars of the Classical world.

The Nashville Workshop- July 10-12

Patricia Hay, Butler, PA

Patricia earned her B.A. in Classical Studies and Anthropology at Gettysburg College (2007), her M.A. in Applied History at Shippensburg University (2008), and her M.S.Ed. in Secondary Education at Duquesne University (2015). She currently teaches at North Catholic High School in Cranberry Township, Pennsylvania. As the only Latin teacher at her school, she will be teaching Latin I-V and AP this coming year.

Patricia is reorganizing the Latin curriculum at North Catholic to better accommodate the students who come from a number of area public and private feeder schools. She first encountered *CLC* 3 years ago and has found that the students love the characters and story lines. Since her 10-year teaching experience has been largely with grammar-translation, she has had to adjust her pedagogical methods and has developed new games and activities for her students. The summer workshop seemed like a great opportunity for her to add more to her toolbox of ideas and become more comfortable with the textbook.



Patricia's most important takeaways from the workshop were learning how the progression of the textbook is particularly suitable for a differentiated classroom, getting new reading activities and discussing pacing. She left Nashville excited for August so she could share her new ideas with her students!

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Scholarship Winners, cont.

Ashley Nix, Clarksville, TN



Ashley has a B.A. in English, a B.A. in Latin and an M.A.T. in Secondary Education, all earned at Austin Peay State University in Clarksville, TN under the caring hand of their small but mighty Classics Department.

She has been teaching for five years at her *alma mater*, Montgomery Central High School, “the school on the pond,” in nearby Cunningham, TN, just outside of Clarksville. She began her career as an English teacher but has slowly been able to pick up a few overflow Latin courses over the years. As of the 2018-2019 school year, after the retirement of her mentor and friend, Laura Long, she is teaching Latin full-time and loving every second.

The Nashville workshop completely changed her teaching philosophy. Her students have now been in her room for a month, and they come in begging to read. Even as an English teacher, she never experienced such eagerness. Students who are fearful of the language and suspect that they will fail are “getting it” without struggle. Ashley is enjoying teaching, and her students are devouring the stories without realizing that those stories are also teaching them the foundations

of a solid Latin grammar. She always says that she was a “hard sell” when it comes to the reading method, but she is definitely sold now. “I’m never going back,” she says. “Thank you.”

The Hartford Workshop - August 5-8

Valerie Chupela, Edison, NJ



Valerie earned a B.A. in Latin and in Classics from Montclair State University in New Jersey in 2014. This spring she began her Masters in Educational Leadership through Ramapo College of New Jersey, and will complete the program in May 2020.

Valerie began teaching both middle and high school in the Bridgewater-Raritan regional school district in 2014. She spent the last four years teaching in Summit, where she taught Latin I and II at the high school from 2015 to 2017 and 6th and 7th grade Latin at the middle school from 2017 to 2019. Valerie has recently accepted a position at High Technology High School, Lincroft, NJ, where she will teach Latin levels I through IV beginning this fall.

She previously relied on teacher-created materials to teach with, so using the *Cambridge Latin Course* will be a new experience for her. Having the opportunity to attend this summer’s workshop has helped to prepare her greatly for her new teaching position. The overall introduction to the reading method and the variety of activities that can be paired along with it was extremely valuable. She also enjoyed the preview of the wealth of materials available for the Course and is excited to integrate them into her classroom. Having the opportunity to attend the workshop with others

who have been teaching with the Course also allowed her to get input from them on how they taught with it, something that could not have happened without the Phinney-Gleason scholarship. She is extremely grateful for having the opportunity to attend the workshop that the scholarship provided. She now feels much more confident in using the *CLC* and is excited to begin teaching with it.



Summer Workshop Group Photos



Austin Experienced Workshop



Austin Novice Workshop



Nashville Experienced Workshop



Nashville Novice Workshop



Hartford Experienced Workshop



Hartford Novice Workshop

Thank you to Rosalie Love (CUP), Ginny Blasi and Martha Altieri for the photographs in this newsletter.