

AVE ATQUE VALE: STAN FARROW PASSES THE TORCH AS EDITOR OF THE NACCP NEWSLETTER

by S.K. Smith

For many of us, the *Cambridge Latin Course* is synonymous with Stan Farrow. Indeed, from his much-cherished *fabulae ancillantes*, to the Cambridge University Press-sponsored sing-alongs around the piano during American Classical League conventions, to the North American Cambridge Classics Project Newsletter: each holds Stan Farrow's name indelibly imprinted in our minds and our hearts.

Of course, the *CLC* didn't exist when Stan first began teaching. For thirteen years, Stan worked with a grammar-translation text. However, when Stan first encountered the *CLC*, he "couldn't put the stories down." Stan continued, "I wanted to find out what happened to Cogidubnus. The reading method—the style, the approach—appealed to me from the start." The *CLC* series, Stan continued, "makes you want to read without slowing down to figure out a pluperfect subjunctive and why it's being used."

In 1987, the *CLC*'s Ed Phinney recognized the importance of establishing a bridge between British and North American teachers of the *CLC*. Thus, the North American Cambridge Classics Project was born. Phinney—wanting voices from Canada and the United States—invited Stan, a Canadian, to chair the examination committee. Stan got to work: "There was quite a bit of feeling that the National Latin Exam and the *CLC* were not compatible, and,



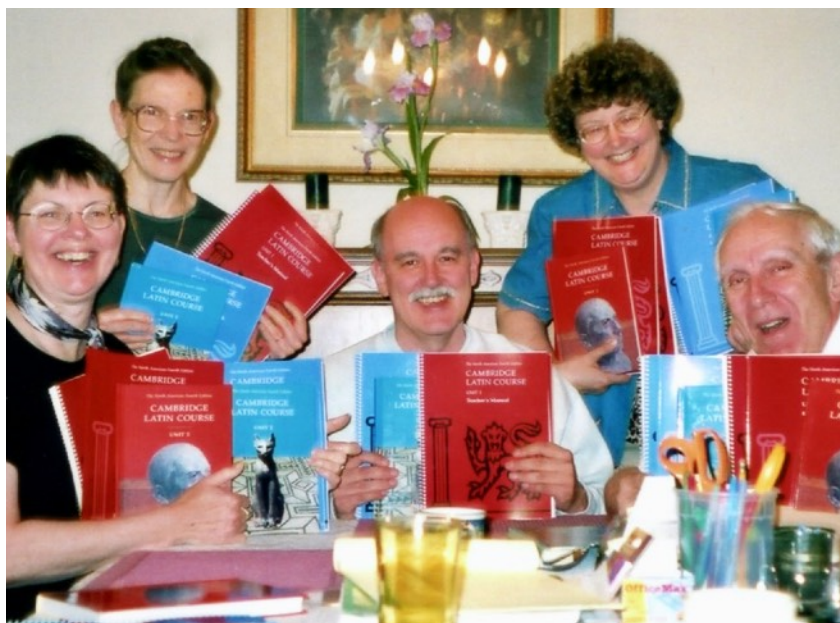
Stan Farrow, right, receiving the Meritus Award at the 2004 American Classical League convention from ACL President Kenneth Kitchell. In those days, the identity of the winners was not announced in advance. The "introduction" prior to the announcement of the name kept people guessing as to who it was. (Only the winners and their supporters knew in advance.) However, when the ACL sing-alongs got mentioned as part of Stan's C.V., there was some laughter and a ripple of applause from the banqueters since that "clue" was a dead giveaway as to who the recipient was to be. *Photo and caption provided by Stan Farrow.*

of course, teachers wanted exams at end of each unit.” As a result, Stan began writing his own stories that continued the storylines and expanded the characters in the *CLC*. With a chuckle, Stan elucidated, “I started writing stories because, with reading method Latin, I needed to evaluate whether students could read the Latin. I also worked my own students as characters into the stories and transposed their names into Latin.” Stan first shared his stories with local Latin teachers, but Cambridge University Press soon gave Stan’s witty Latin tales a wider audience. Stan’s *fabulae ancillantes*, originally a supplement to the North American Fourth Edition, have now been incorporated into the Cambridge Elevate materials for the Fifth Edition.

Inspired by Stan’s masterful storytelling, Kyle Smith-Laird revealed, “Having read his stories from *fabulae ancillantes*, I was an enormous fan of Stan and wanted nothing more than to continue his tradition of engaging storytelling.” Pat Bell added, “Through his brilliant and witty *CLC* stage-specific Latin stories (*fabulae ancillantes*), Stan has inspired and impacted so many of us teachers and, through us, countless students. The best part of invigilating a test or exam was hearing student laughter as they reached the twist in one of Stan’s stories.” Stan also loved watching his own students reach “the funny part of the story”; most of his early pieces, Stan pointed out, “ended

Over many years, I have been fortunate enough to work with Stan on the Fourth Edition revision team of the CLC and various projects for the NACCP. During that time, Stan was unfailingly kind, generous, and good humored. His incredible memory and attention-to-detail came into play many times and especially with the NACCP newsletter. We never had to remind Stan about deadlines as he was always there reminding us before we remembered. His writing skills were superb and provided us with interesting and succinct copy. Because Stan was so capable in so many ways, the revision team started referring to him as “Stan the Man.” In other areas, we just loved his musical abilities and his kindness to all people and creatures! My hat is off to “Stan the Man” as he retires from the newsletter and enjoys a well-deserved rest.

- Stephanie Pope



The writing team for the CLC 4th edition in 2001: Pat Bell, Anne Shaw, Richard Popeck, Stephanie Pope, and Stan Farrow, showing off all the textbook materials for Units 1 and 2, which had just been published. The photo was taken in Stephanie's front room in Virginia Beach by Fiona Kelly, the editor for CUP. *Photo and caption provided by Stan Farrow.*

Years ago, we worked on the Fourth Edition together. I have many pleasant memories of that time, and some of the best involve listening to Stan speak about the teaching of Latin and the Cambridge series, in particular. His work on each stage was always prompt, interesting, and meticulous. He taught me many things I could use in the classroom, as the whole enterprise and the other members of the team did as well. He was a constant, thoughtful, and kindly presence at the meetings. And relaxing later over dinner meant I could get to know him a little better, apart from Cambridge business.

It was a delight to keep in touch later through the newsletter. And to have heard him play the piano at ACL meetings—another one of the good things to look back on.

Good wishes and many thanks, Stan.

- Anne Shaw

with a punchline.” Stan not only created stories to accompany the CLC’s North American Fourth Edition, he was also one of the editors—though he retired before he ever got the chance to use the text in his own classroom. “You can blame me for the supine,” Stan wryly admitted, as he clarified his thoughts on how the introduction of the infinitive in Unit 2 and the perfect participle in Unit 3 scaffolded the supine’s introduction in Unit 4. (*Blame you, Stan? I adore the supine.*) “The addition that I’m proud to take credit for, though, is the hunting story on Mount Vesuvius. I changed the character, Gaius, who never appears again in the text, to Felix, the character who saves Quintus as a baby, so that Quintus has a chance to save Felix’s life in return. Quintus and Felix’s stories then have a chance to mirror each other.”

While Stan’s contributions to the world of Cambridge Latin are undeniable, he is likewise an institution at ACL conventions. Before a Classics professor convinced Stan otherwise, Stan had initially planned to study music in college. “The songs at ACL,” Stan recalled, “started by accident. Ed (Phinney) announced, ‘Stan is reserved for CUP Happy Hours. Stan can’t play for anyone else.’” Colleagues across North America fondly note Stan’s gift with music. Donna Gerard reminisced, “My earliest memories of Stan, of course, are at the piano at ACL. He would play the piano so skillfully for

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Having seen your name on so many NACCP publications, I am so grateful for your prolificacy!

- Nora Kelley

I first met Stan on the Cambridge Latin Teachers' Tour of Roman Britain in 1985. He became an important role model, and we have stayed in touch ever since then. Not only does Stan have a superb command of the English language, but he also is a talented pianist and has provided much enjoyment to all of those in attendance at ACL meetings. Knowing Stan has enriched our lives.

- Mary McBride



When I think of Stan, I always see him playing the piano and the joy in his face when he interacts with all the teachers singing along with him at ACL. My favorite “Stan memory” was seeing his total surprise and shock when I honored him at the ACL banquet in New York and presented him the piano award.

- Martha Altieri

How can words ever convey what Stan Farrow has meant to us, to the CLC, to NACCP?

Through his thoughtfulness and relentless diligence with the NACCP newsletter, he has, almost since the inception of the NACCP, not only kept us informed but also shaped our sense of community. His newsletters connected us no matter in which state or province we taught. Even as a retired teacher, I peruse his newsletters with great interest, enjoying every article from biographies of prize winners to director’s messages to CUP news—even while I know the countless hours that went into each edition.

We have even adopted Stan’s piano playing! Stan’s talents as pianist and Latin lyricist have been part of the CUP soiree at ACL for many years. The evening around the piano is a much anticipated and culminating experience of the Institute and Workshops. I hope that Stan has not retired from that!

I wish Stan all the best in his retirement, should I say, graduation. I wish the new newsletter editors all the best as well. Stan has given them a superlative precedent!

- Pat Bell

On a recent call, Stan commented to us that he was over 80 and “getting farther away from it every day.” I suppose he was making the point that perhaps he was getting older. My thought was, “Not in my book!” For as long as I've known him, he has always been very current. I am continually impressed by his knowledge about almost any topic we got discussing. Though a long time out of the classroom, he is pretty much always able to remember the fact, recall the story, or connect the dots both about CLC/NACCP and far beyond it into the world of music. I have been lucky enough to have known him since the ACL where the sing-along was sung into existence. Watching him bring song after song to life without any music to read awed me and probably inspired a little more practice on my part!

- Ginny Blasi

Ginny (Blasi) and I made a trip to Canada to do a workshop. We met Stan for lunch. He came dressed in full Canadian gear—hat, gloves, coat—while I looked like a Texan and totally unprepared for what Canada would offer, even on a nice day. He is always the ultimate gentleman and scholar! I wish him and his dear wife the absolute best.

- Donna Gerard

Ave atque vale, Stan. Congratulations and thank you for an amazing career affecting thousands of teachers across the world.

- Patrick Yaggy

One simple warm gesture of Stan's that touches my heart every year is, as a Canadian, he would make it a point to remember when American Thanksgiving was and send us all an email with his best wishes.

I cherish the memories I have of Stan and his wife Barbara, two wonderful people I look forward to seeing each year at ACL. Upon retirement, they often drove cross-countries (Canada and the USA), taking the opportunity to see the places many of us just “flew over.” In addition to relating to Stan's love of music, I also have the love of tap dance that his wife has. I relished singing around the piano at each reception Stan played as I tried to assist in my small way by helping shout out the number of each song so the back of the crowd could keep up.

Working on the NACCP with Stan for decades now, I marvel at all he has done and is doing. The newsletter has been his “baby” for so long and been so good, I'm glad I don't need to follow in those footsteps. In addition, Stan has always been willing to do what was needed and fit it into the schedule of everything else he and his wife do. I hope I can find as many useful and fascinating activities to do once I retire. And I hope we can keep in contact.

- Joe Davenport



Stan and Barb Farrow at the 35th anniversary of David and Mary Thomson Collegiate in 1994 — also his 35th anniversary at the school, and the year of his retirement. At a luncheon for present and previous staff members, he was presented with a banner: "Mr. Thomson" (which a couple of students accidentally called him in those days, indicating how closely he was associated with the school.) At the festivities, it was announced that the auditorium would be called the “Stan Farrow Auditorium.” Since Stan was the chair of the 35th anniversary committee, Stan was impressed that the organizers of both these honours managed to keep them secret from him! *Photo and caption provided by Stan Farrow.*

whatever piece someone wanted to sing. He, almost single-handedly, made those ACL receptions worth the price of admission!!” Martha Altieri also shared, “When I think of Stan, I always see him playing the piano and the joy in his face when he interacts with all the teachers singing along with him at ACL.” Certainly, ACL wouldn’t be ACL without Stan at the piano.

Stan Farrow: superb storyteller, exacting editor, prodigious pianist. We have so many stories to tell of you. Kyle Smith-Laird and I are deeply honored to be picking up your mantle. It will take two of us to do your work!



Stan at the piano, leading the sing-along at the 2019 ACL convention in New York City.

*One of the most challenging and exciting times in my life was when I was working on my stories with Stan. Much to my delight and surprise, one of the first things Stan told me was how much he had enjoyed reading my stories. I could not have been happier or more proud. Without Stan’s gentle and heartfelt encouragement—combined with the steel-trap mind of an editor—my stories would have floundered in obscurity. As I prepare to start my third book of stories, I once again turned to Stan, who said he was up for this one. *multas maximas gratias tibi ago, magister optime!**

- Kyle Smith-Laird

When I attended my first ACL convention, I prepared to board the bus for a pre-institute excursion to Boston. Stan was standing in front of the door, arms crossed.

“Which side are you on?” Stan queried.

I raised my eyebrows in response, and he rephrased, “What textbook do you use?”

“Ummm... Cambridge?” I ventured. “You may pass,” he nodded.

I knew that I had boarded the right bus.

- Smith

Director's Message

Martha Altieri



Fall Greetings! As the new school year gets underway, I assume that the majority of you have been able to return to the classroom and others will soon be able to do the same. I hope that in-person instruction will again be an exciting, pleasant and rewarding change for teachers and students!

July was a busy month for *CLC* Training with two weeks of virtual workshops funded by Cambridge University Press. There was a two-day foundations workshop for beginning teachers (or new adopters) on July 6-7 and again on July 12-13. A two-day expansion workshop for experienced users of the course was offered on July 8-9 and again on July 14-15.

We are glad that many of you were able to participate, but wish that more of you could have taken advantage of those training opportunities. Topics included: *Stop Translating – Start Reading*; *Integrating Culture*; *Proficiency and Assessment*; *Standards-Based Grading*; *Delving into the Storyline for Units 1-4*; and *Language Consolidation*. Workshops were not recorded, but perhaps some of the content can be incorporated into monthly webinars if there is sufficient interest.

Please join me in thanking **Stefanie Gigante**, **Nora Kelley**, **Sammie Smith**, **Stephanie Spaulding** and **Patrick Yaggy**, who joined **Ginny Blasi** and me as guest presenters and did a terrific job of sharing excellent teaching techniques and insights of the *CLC* from their many years of classroom experience.

Based on feedback from CUP's summer workshops and the number of new requests to join the NACCP Facebook group, there are many new teachers using the *CLC* for the first time this year. *CLC* Training responded with a two-hour workshop – *New to the Cambridge Latin Course* – in August. Go to www.cambridgelatin.org/training to view that workshop. In addition, there is a Webinar Archives directory organized by topic area – *AP-IB-NLE*, *Assessment*, *Culture*, *Diversity*, *Language*, *Pedagogy*, and *Technology*. The links go to webinar recordings on CUP's Latin Teaching Support playlist on YouTube.

On behalf of NACCP, I would like to welcome three new members to the NACCP board: **Stefanie Gigante**, **Nora Kelley** and **Stephanie Spaulding**. You can learn more about each of them in this newsletter.

NACCP is a non-profit organization whose purpose is to promote the study of Classics and to support Latin teachers who use *The Cambridge Latin Course*. Our continued focus is how we can best support classroom teachers. We need, welcome and appreciate your questions, suggestions and feedback on how best to do that!

After 34 years of service to NACCP as a board member and 26 years as newsletter editor, **Stan Farrow**, has begun a transition of his editor responsibilities. **Sammie Smith** and **Kyle Smith-Laird** are working with Stan to publish this newsletter; we thank them in advance for their time and effort to continue this most important communication from NACCP.

Editor's Message

I'm afraid you can't miss references elsewhere in this newsletter to my imminent retirement as Newsletter Editor. I assumed those duties with the October, 1995 issue (#10) and have thus guided over 50 subsequent newsletters into print, or, more recently, onto the NACCP website. As I'm about to turn 85, and as Sammie and Kyle have willingly stepped forward to bring a younger outlook to the task, evolution is in good hands. Thank you to everyone who supplied me with information and suggestions over the years, with a special nod to proofreaders *par excellence*, **Anne Shaw** and the now late **Jim Salisbury**, for their sharp-eyed corrections.

Reporting on what's new in Classics, even though long retired from the classroom, has also allowed me to depart as the last of the original Board members recruited in 1987 by **Ed Phinney**. It has been a privilege and honor to serve and a pleasure thereby to have met and admired so many outstanding colleagues. *Valete!*

Meet Our New Board Members

This past spring, **Martha Altieri** persuaded three outstanding CLC teachers to join the NACCP Board. Most readers will recognize their names and may even have met them (virtually) at our Summer Workshops or other training sessions. We asked **Kyle Smith-Laird** to “interview” them for the following profiles:



We are proud to introduce **Stephanie Spaulding** (pronouns: she/her), who earned her BA at the University of Vermont, followed by her MA at Yale University. With a wide range of students stretching from 5th to 12th grade, Stephanie has been bringing the Classics to life at Hamden Hall County Day School in the eponymous Hamden, CT, where she lives with her husband, Henry.

Having studied in a one-room elementary school in rural Vermont, Stephanie has grown to appreciate the writings of Horace and Vergil, as well as modern writers, Tara Branch and Sarah Waters. She has a brother who is also a Latin teacher. No stranger to the *CLC*, Stephanie met the series in high school and began using the series in 2003 as a teacher. “I love this program because of the stories,” she wrote. “For me, it is a great book to read again and again.”

In her spare time, Stephanie enjoys writing, being creative, traveling and camping. In 2015, she and her husband backpacked across the Hadrian’s Wall Path, where no doubt her hidden talent for packing picnics was a *sine qua non*. She has also been a member of the Classical Association of CT, and has also served on their board.

We would like to welcome Stephanie to our board, and look forward to her many future contributions. Our second addition to the board, **Nora Kelley** (pronouns: she/her), teaches Latin at Washington-Liberty High School in Arlington, VA. She earned her B.A. in Classics at Cornell University, followed by her M.A. in Classics at UC Santa Barbara.

In her spare time Nora enjoys knitting, gardening and dabbling in botanical illustration. Among her favorite ancient authors are Tacitus and Phaedrus. She also has time for more modern writers such as Steinbeck, Pearl S. Buck, and Stephen King.

She has a soft spot in her heart, however, for the *CLC*, saying, “I love *CLC* because the story line is so compelling – I never tire of it! And there is such incredible teacher support.”

We have no doubt that Nora will soon be helping to support teachers of *CLC* in her new capacity on the NACCP board.



Last but certainly not least, we would like to welcome **Stefanie Gigante** (pronouns: she/her), who typically teaches Latin II at Ridgewood High School to first year students, Latin IV to third years, as well as AP to fourth years. Having earned a double major at Holy Cross College in Classics and Sociology, Stefani went on to receive her Master's of Education at Montclair State University, followed by her Master's of Education, Instructional Leadership, at The College of New Jersey.

A lacto-ovo-vegetarian for over 20 years, Stefanie, along with her husband, Anthony, and children, Amaya and Marcus, has maintained a cruelty-free lifestyle from shoes to soaps. Her favorite ancient authors include Vergil, Ovid, and Catullus, while she also recommended *The Guncle* by Steven Rowley, *Homegoing* by Yaa Gyasi, and *The Vanishing* by Brit Bennett.

When she isn't biking, reading voraciously or exercising at home, she also enjoys jigsaw puzzles and volunteering at her children's school, watching her children play soccer, and spending time on the couch with her bulldog-pug mix, Roxy.



When asked why she chose the *CLC*, she responded, "I actually am in my second career interaction with *CLC*; my first two years teaching I was a positively **DISASTROUS** former grammar-translation student trying to teach *CLC* in a completely lackluster way! After I moved districts, I went back to G-T for a long time and thought I could be happy with repeated instruction of the sequence of tenses charts in subjunctive units. I was not. When our department underwent a seismic curricular change, I jumped at the chance to work with *CLC* again and have thus found renewed vigor and passion in my classroom! I love *CLC*, and truly enjoy the opportunity to help my students build relationships with the literary characters embedded in the stories. This thrill undoubtedly is connected to my own appreciation for literature and my long-standing affection for reading."

We are quite sure that Stefanie will bring her seemingly boundless energy, creativity and heart to the board.



Another sing-along with Stan from 1997! *Photo and caption provided by Stan Farrow.*

Summer Virtual Workshops

On the previous page, Martha Altieri makes reference to the series of virtual Workshops held this past summer. She asked three participants to represent all those who “attended” and to send her their reactions:

First: **Steven Hill**, teacher, researcher and writer, Wakefield High School, Raleigh, NC



I teach Latin I and II, using the *Cambridge Latin Course*, to high school students. For me, three valuable takeaways stand out from this summer’s workshops: first, I learned how to maximize the use of already-available images in the Cambridge textbook; second, I found helpful the “all, most, some” philosophy of student learning; third, the consideration of “Assessment vs. Evaluation vs. Grading” proved invaluable.

Spectate! Use the images in the *Cambridge* textbook! Taking time to visually explore and discuss an image germane to the story will reap rewards. The *Cambridge Latin* stories are packed with relevant images that spark student curiosity. How very approachable to say,

"What is going on in this picture?" The accessible introduction to the Latin story strengthens student understanding.

Eheu! Not all students will master every detail of a teacher’s lesson. The “all-most-some” method clarified and realistically framed my expectations of student learning. Educators who grasp the “all-most-some” idea will be happier teachers.

Excelsior! There are many ways for students and teachers to be successful! The discussion about “Assessment vs. Evaluation vs. Grading” was, for me, therapeutic; it explained the historical roots that many of us may use in evaluating student learning. The shortcomings of the “legacy” methods of measuring student learning were deftly explained. Alternative methods of student assessment were offered that were more equitable and realistic for teachers to implement and students to follow.

Second: **Will Coleman**, Associate Professor of Theology, Interdenominational Theological Center, Atlanta. GA



Participating in the *Cambridge Latin Course* Summer Workshops was a wonderful experience. I enrolled in both sessions: “Laying Your Foundation” (July 6-7) and “Expanding Your Understanding” (July 14-15). The consultant trainers (**Martha Altieri**, **Virginia Blasi**) and presenters (**Stefanie Gigante**, **Nora Kelley**, **Stephanie Spaulding**, **Sammie Smith** and **Patrick Yaggy**) were both clear and thorough in guiding us through the *Cambridge Latin Course*. As someone who is new to teaching Latin with this course, I really appreciated the amount of attention given to stellar principles and best practices for Latin language acquisition.

A major take-away for me was the emphasis on teaching students how to read Latin, not translate it back into English. The presenters gave a variety of approaches and abundant resources (!) to use within the structure of the *CLC*. But they did not simply talk about how and why to do so. They demonstrated and engaged us as participants through role playing and hands-on exercises. This was highly rewarding because it also gave us opportunities to share how we could use these techniques within our own context.

Also, I appreciate the emphasis placed on understanding diversity and inclusion in the learning process. Students come with multiple forms of intelligences from their various socio-economic and cultural backgrounds. It is important to appreciate this in order to facilitate and optimize students’ acquisition of Latin via different teaching strategies, especially by “flipping” the process of how students learn. Moreover, the consultant trainers and presenters demonstrated how the *CLC* could be enhanced and supplemented with culturally relevant resources.

I am very thankful and excited to introduce the *CLC* to both young and adult learners within the African-American context to which I am connected. I look forward to future workshops that will be offered by the Cambridge Latin Project.

Third: *Margaret-Anne Gillis, teacher, Innisdale Secondary School, Barrie, Ontario, Canada*



My friend, Shari, is a seasoned drama teacher. When she invited me for coffee on July 12th, I politely declined because that was the first day of the Cambridge University Press’s Latin workshops. Shari exploded (as drama teachers do) with, “Whaaat?! Haven’t you been teaching this stuff for 30 years? What do you need to take a course for? Don’t you need a break after this year?!” My answer: “YUP!! But I NEED this!”

COVID has changed our world. Indeed, 2020-2021 will be indelibly entered into the chronicles of history for a host of reasons, but one of the most significant will be the interruption to the classroom, every classroom, in every school, around the world. Without warning, and with no time to plan, organize and execute, every teacher and every student was engaged in “pandemic education”, a system designed “on the fly” by politicians and public health authorities (who know painfully little about pedagogy) to ensure that students would not miss critical learning while the world was laboring under the worst global crisis since WWII. No teacher, no student, no subject escaped fundamental change. In Ontario, Canada, where I live, Latin programs have suffered because of COVID in ways we could never have imagined. Certainly, over the past fifty years, we have lost many programs here as a result of rapid curricular change, unsupportive principals, retirements of teachers, the ever-increasing competition with STEM subjects, parental pressure to take “marketable” courses, decreasing student capacity, a lack of teacher training opportunities and teacher burn-out. But COVID exacerbated the pressures on Latin programs like nothing else.

In Canada, education is a provincial jurisdiction. In Ontario, our Minister of Education is 35 years old and has never held a job outside of politics. And so, last August, when he introduced “quadesters” in the publicly-funded high schools of Ontario, no one could have predicted the outcome. Firstly, teachers learned on the NEWS about this system just one week before the first day of school in September. Every high school teacher in our province was gobsmacked. How on earth were we to compress a full-year’s worth of curriculum (110 hours) into 22 days without planning time? How on earth would students learn the content of this curriculum without learning time? The exact structure of our classes was not defined until we were already back into our classrooms for one full week, because government officials and school boards were “tweaking” it to meet public health demands.

The need to compress the school day into a single, 300-minute class consisting of 225 minutes of face-to-face, followed by 75 minutes of asynchronous learning in a Week A-Week B scenario, coupled with the opportunity for parents and their children to opt for on-line classes was the proverbial last straw; many small single-section classes across all subject areas were closed. My own first-year Latin class went from 30 students on Friday before the Labor Day weekend, to 15 on the first day of school. Fortunately for me, my principal didn’t cancel that class and re-assign me; some of my Latin colleagues were not so lucky. . .

Disheartening as that was, it was nothing compared to the challenges and sacrifices I would have to make to teach these keen students 300 minutes of Latin per day. As a hands-on, activities-oriented, reenactment-defined teacher, I found that every tool in my tool box, except for the box itself, was stripped from me for the sake of public health and safety measures. Gone were my Roman lunch, my mosaic-making class, the topographical map of the Bay of Naples activity, the flyswatter game, translation-in-the-round, chanting and singing, field-trips, Classics Conference (Ontario’s version of the NJCL Convention) and all the things which brought my Latin class to life. I had to re-invent my practice every day; it was like being a first-year teacher all over again. Teaching like this was like trying to shoe-horn a size 10 foot into a size 5 shoe!! With no exams, students weren’t learning material for the long-term, and cheating made all elements of assessment and evaluation very problematic. How would I charm the students so that they would fall in love with Latin and enroll next year?

I needed inspiration, and I needed it quick. THAT is exactly why I turned to the *Cambridge* workshops throughout the year. THAT is the reason I signed up for both of the CUP’s summer workshops in July. As the lone Latin teacher in my school, I have no other colleague to turn to for help, advice, inspiration or consolation;

there is no one to share with me the burden of supporting a Latin program, particularly in these trying times. It's one thing when a history colleague says check out *Flippity*. It's another when a fellow Latin teacher says this is how I use *Flippity*. It's one thing when a French teacher says use *Blooket*; it's another when a fellow Latin teacher demonstrates games using it. It's one thing when your school administration insists that you use online tools to support student learning but a completely different matter when Latin colleagues share *Gimkit* games and *Peardecks* with you. This is helpful not only because they show you how the application can be integrated into a Latin environment, but also because they are sharing tried-and-true activities, ones which you don't have to spend hours learning how to create by all yourself (cue Eric Carmen's 1975 hit here)!! That's why these workshops were so important to me throughout the year, and especially this past summer.

For me, an unapologetic luddite, who prefers the tactile element of what I have spent 30 years crafting, and what I know, love and trust, I had no choice but to embrace technology. My learning curve was steep, very steep. On top of completely overhauling every activity to compress into reasonable, palatable, achievable and interesting ones, all the while balancing the unbelievable amount of marking which attends completing a full-year course in 22 days, I also invested hours each night learning how to use different online tools. When the internet went down, my computer froze, or the *Kahoot*, which I had spent two hours creating, was completed by my students in 10 minutes, I cried. Panic set in very early in the year because I truly feared the toll this level of work was taking on me, and the result of what a poorly designed class would have on Latin retention. I turned to my tech-savvy sister, also a Latin teacher, who very kindly shared all that she had with me to help me survive this year. But what about 2021-22? What will COVID education look like then and for years to come? COVID is never going away; it will be managed and controlled, but it is never leaving us, and so education in the face of a prolonged global health crisis MUST adapt. And, for Latin programs to survive, like the virus, we Latin teachers must also "mutate" our practices.

For me to re-design my Latin program, I had no choice but to seek out help. The Summer Workshops offered me more, much more, than online materials for my students. What is fashionable right now will lose the students' interest as all subject teachers inundate them with the same suite of electronic tools at our disposal. So it was helpful to have seasoned Latin teachers share activities which are adaptable to the Latin classroom. It was good to have a refresher about *CLC Elevate* because sometimes you forget to utilize features which are literally at your finger-tips. It was wonderful to review the plot-line of the stories, especially since I never get to those final stages of the *CLC* in a three-year Latin sequence.

Most importantly, it was the connection with other Latin teachers which made the workshops memorable. Meeting people from far and wide, hearing about their experiences and knowing that you are not alone as you struggle to keep your program afloat at a time of global upheaval was enormously encouraging. Whether it was **Stephanie Spaulding** re-invigorating the approach to the reading method, or the encouragement of **Patrick Yaggy** and **Stefanie Gigante** as they demonstrated electronic possibilities for your classroom, or **Sammie Smith** presenting the philosophy of student-centered, criterion-referenced assessment and evaluation (the policy here in Ontario), or **Ginny Blasi** or **Martha Altieri** greeting us with smiles each and every day and sharing their stories and advice, these are the best take-aways from our four days together. Whether we have taught Latin for 30 days, 30 months or 30 years, it is the camaraderie and connection with other Latin teachers in workshops such as these which will help invigorate us and give us the strength and courage to teach Latin in the post-pandemic classrooms which await us!

(Those of you who know that your retiring editor also hails from Ontario, Canada, will not be surprised to learn that he and Margaret-Anne are long-time colleagues, although he had nothing to do with soliciting this report from her. Her lengthier-than-the-others' comments will undoubtedly serve as a reflection of what many of you/us have suffered through during these strange times but can also remind us that our frustrations are not unique. I remember Margaret-Anne for her distinctive laugh. It may have been in short supply these past few months, but I venture to hope that the colleagues in her workshops experienced it on a few occasions and that it has joined the collection of positive feelings, not limited to the academic and pedagogical, which those workshops left with all participants.)