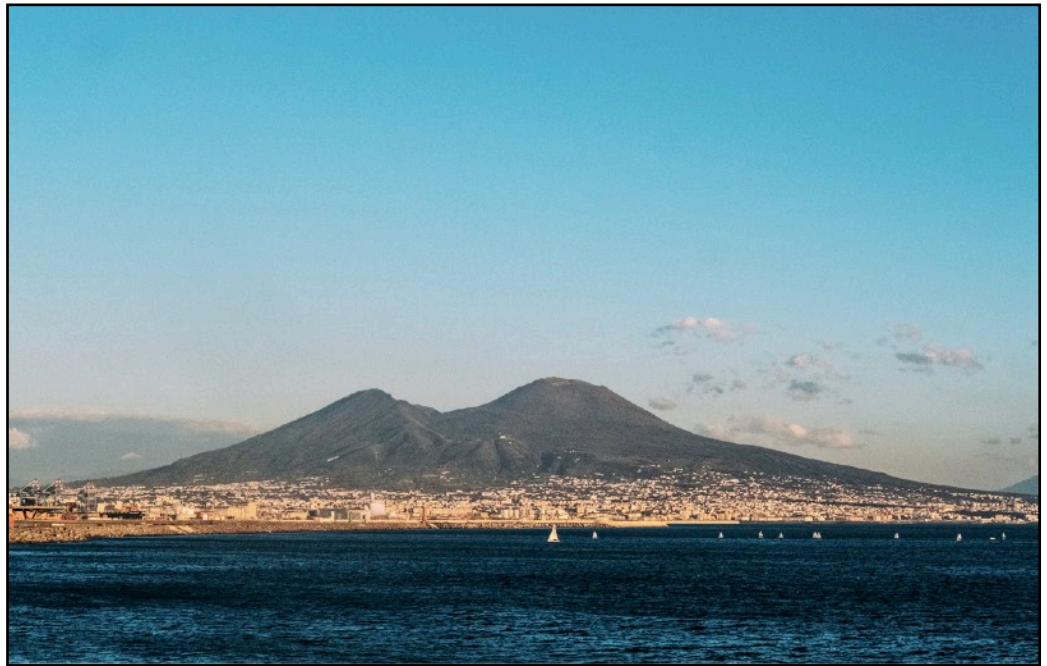


## Arriving by Boat into the Bay of Naples

*Sara Morris*

To arrive by boat slowly into the Bay of Naples thrilled me more than I was expecting. This ancient method of transport caused me to become more Roman than I had thought was possible. Having visited this area three times with students from Connecticut and twice with family, the sunrise over the dark blue water as the dawn was breaking on November 30th was a novel experience for me. My imagination wheeled back to antiquity in unexpected ways. The elder Pliny was my helmsman. The younger Pliny was at Misenum with his mother. In my stateroom on the Viking Venus, my iPad led me to a lovely translation of the younger Pliny's famous two letters to his friend and

mentor, Tacitus. As my husband was looking through his camera trying to get a clearer view of Vesuvius through the early morning mist, I read Pliny's two letters slowly and aloud. (Romans never read silently.) The details within these two letters are famously precise. In fact, I was struck by Pliny's lyrical letter-writing. Poignant to his uncle's memory, self-deprecating to Tacitus and mindful of history, Pliny takes us with him and even with his mother and uncle to those fateful days in 79 CE. The



**The Bay of Naples**

younger man had been raised by his scholarly uncle to observe natural phenomenon; he had also possessed an unusual memory. How lucky we are that we have these letters of Pliny. How did they survive? Indeed, not all writings of Tacitus have survived. We would not have this unique account of that huge ash eruption from 2,000 years ago if Pliny the Younger at the age of 17 had not been an eyewitness, and if he had not desired to honor his uncle many years later by composing these letters at the request of the historian, Tacitus.



## Director's Message

*Martha Altieri*

Spring greetings! With summer right around the corner, I hope you can make plans to participate in our virtual summer workshop. We have been busy planning and preparing a variety of sessions for our *CLC* community.

“Latin Summer Camp” will be a five-day course on July 8-12, and each day we will meet from 10am-4pm EDT. The cost is \$75. We have sent the announcement and registration information via Constant Contact and social media. The information can also be found on the “Training Page” of our website at [www.cambridgelatin.org/training](http://www.cambridgelatin.org/training). I hope you will consider attending and “spread the word” to your colleagues and, particularly, to new Latin teachers.

We are very excited to announce that the Sixth Edition digital coursebooks for Units 1 and 2 will be available for review on April 25, 2024. If you are on the Cambridge University Press mailing list, you were sent a detailed email in March about the new Sixth Edition. In addition, a temporary access code will be emailed to you on April 25, 2024. You can then visit [www.cambridge.org/go](http://www.cambridge.org/go) and login to redeem your access code and preview the digital coursebooks for Units 1 and 2.

Please check your spam/junk folder before contacting [caecilius@cambridge.org](mailto:caecilius@cambridge.org) if you do not receive an access code on April 25. Please provide the following information: name, email, school, state, public/private school, job role, number of Latin teachers, student enrollment.

If you haven't received any information regarding the new Sixth Edition and would like to be added to the CUP mailing list, click [here](#).

One of the ways NACCP supports classroom teachers is our monthly webinar series on a variety of topics. Many thanks to our webinar presenters for the 2023-24 school year:

**Patrick Yaggy**, “Starting Latin II with Stage 17”;

**Nathalie Roy-Mitchell**; “Touring Quintus’ Roman Britain”;

**Joe Davenport**, “Reorganizing for Better Language Learning”;

**Stefanie Gigante**, “Quid novi in EdTech?”;

**Margaret-Anne Gillis**, “The New Houses in Pompeii”;

**Michelle Ramahlo** and **Kyle Smith-Laird**, “Playing with Model Sentences”;

**Stefanie Gigante** and **S.K. Smith**, “The Proficiency-Based Classroom.”

We record all the webinars. Those above and many others are offered free on the Webinar Archives section on our website (<https://cambridgelatin.org/training/>). The recordings are organized by topic areas: *Reading, Culture, Vocabulary, Language, Assessment, Pedagogy, Diversity, AP-IB-NLE and Technology*.



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## ***AVE ATQUE VALE:*** **Jane Harriman Hall**

*The following reflections are from Marty Abbott, Sally Davis, and Linda Montross.*

The Latin teaching community is mourning the loss of Jane Harriman Hall on February 25, 2024, in Kilmarnock, Virginia. Jane was a 1952 graduate of Mount Holyoke College and received her Masters from the University of Maryland in 1969. She taught Latin at Fort Hunt High School in Fairfax County, Virginia.



Linda had become friends with Jane in the early 1970's as she was just beginning her career teaching Latin. The two of them, along with **Christine Sleeper**, would meet regularly over dinner and share strategies for the Latin classroom. They called themselves the *Triumfeminate*. Jane taught Linda to "just kick the trash can by your desk to show how the direct object (the can) received the action of the verb (the kick), and thus is full of dents!"

Marty had been a Latin student of Jane's at Fort Hunt and also became a Fairfax County Latin teacher. Sally was an Arlington County Latin teacher.

In 1976, Jane approached the American Classical League about designing a new National Latin Exam. Jane sought to challenge the decline in Latin enrollments in the 1970's with the development of an exam that would reward students for excelling in their study of Latin. With ACL's blessing and some initial funding, Jane founded the National Latin Exam. She invited the four of us, plus **Maureen O'Donnell**, an independent school teacher, to join her on this adventure. Begun in 1978, the NLE reached great heights with over 150,000 students taking the exam by the 1990's. By the time Jane retired in 2011 from her 34-year role as NLE Chair, over 2,789,443 students had participated in the exam winning ribbons, medals, and scholarships for their study of Latin!

In those early days of the NLE, the six of us would gather at Linda's apartment in Northern Virginia by 3:30 on each Wednesday afternoon and get to work over the next 3 to 4 hours! We chose the format still in use today: 40 multiple choice questions with a mix of vocabulary, translation, grammar, culture, Roman History, mythology, and a passage in Latin. The first NLE was sent out in 1978. Every aspect of the exam's production, scoring, and awards was overseen by our committee of six. Eventually the exam was relocated to the campus of the University of Mary Washington where Jane was an adjunct professor.

There's a bond that grows when six women see each other weekly. We became great friends, traveling to conferences together, taking students abroad, sharing teaching techniques. We celebrated and grieved over life's milestones and memories. Maureen died in 1989, Christine in 2015. We three continue to be full of pride for the exam we created under Jane's outstanding leadership. *Dux femina facti!*

*Jane's obituary, more photos, and a place for you to leave a remembrance for the family can be found at:*  
<https://www.curriefuneralhome.net/memorials/jane-hall/5387830/>



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# Welcome Charlotte Lowell to the *Cambridge Latin* Teaching Community!

Nora Kelley

*An interview with Charlotte Lowell, a second-Year Latin teacher at Great Hearts Arete Preparatory Academy, a charter school in Gilbert, Arizona, who is just finishing her first year teaching Cambridge.*



## **When did you begin your journey with Latin? What prompted you to choose it over other languages and to continue through High School?**

I started Latin in eighth grade; I picked it because it was a little bit different from the other languages, and I wanted a challenge. What really kept me going through high school, though, was the sense of community surrounding the Latin program. I developed a strong group of friends in high school whom I had gravitated toward in Latin class. That's what really made Latin meaningful for me.

## **How did Classics take hold during your college experience?**

I really wanted to experience life outside of Virginia and ended up at the University of Puget Sound in Tacoma, Washington. It turned out to be the perfect choice. In college, I continued taking courses in Classics but was still exploring other avenues. Then, during my junior year, in the midst of Covid and online classes, I was given an opportunity to tutor upper-level Latin students “virtually” at a Seattle area high school. The students I worked with had learned with *Cambridge*; they were always making connections to the *Cambridge* characters, vocabulary, and reading approach as we worked our way through Caesar and Vergil. They were so enthusiastic!

## **How did you find your current position?**

After that virtual classroom experience, I knew I wanted to go into teaching. My current school, Arete Prep, flew me down for an interview. I had a great experience and liked the people in the interview very much. One of the best things about Arete is there are four other Latin teachers who are nurturing and supportive.

## **How do your students relate to the *Cambridge* storyline? Do they have favorite stories or characters?**

My seventh graders got pretty invested this past year. They loved the story, “coniuratio,” and also the one with Bregans and the hunting dog; the boat race was a big hit and, of course, the Belimicus and the bear fiasco.

## **What are some approaches you take? What is the most fun?**

I love using skits to get students interested in the stories, also lots of illustrating with storyboards, and, of course, choral reading -- it's such a quick way to get through a story and really holds their interest. I use a lot of call-and-response while we are reading as a class. I ask students questions in Latin, and they answer in English. For their semester final, I had students write skits. It was very chaotic and fun! Some even wrote their dialogues in Latin.

## **Your school just recently made the change to the *Cambridge Latin Course*. What prompted the switch?**

Although we were already using a reading-method textbook, we still felt it had more of a grammar-translation focus. We wanted something that was more engaging, with more of a story-based progression, especially for middle school students. One of my colleagues had taught with *Cambridge* before and loved it.

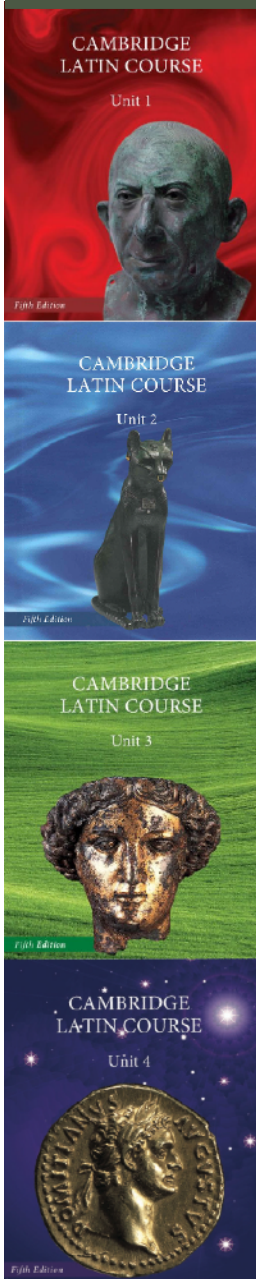
**What advice would you give to someone just starting out with *Cambridge*?**

I would emphasize re-reading. I started it this year. It felt like a bit of a risk, and I was worried I might lose their attention, but the opposite happened. I found it really helped students develop their vocabulary and comprehension skills. They actually had more fun with the stories when they felt a stronger grasp of the reading.

**What are you excited to try next year?**

I'm excited to have more confidence because I won't be going through the *CLC* material for the first time. It will be my second year teaching with *Cambridge*, and I'm looking forward to delving deeper with a focus on vocabulary building.

**New to *Cambridge*? We would love to feature you in our next newsletter. Please contact us at: [director@cambridgelatin.org](mailto:director@cambridgelatin.org)**



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Getting to Know the *CLC*

Module #3  
Overview of Materials and Resources

Module #4  
How to Use the *CLC*; What Is the Reading Method?

Module #5  
Teaching a Story

Module #6  
Teaching a Stage

Module #7  
Assessment & Grading

Module #8  
Bringing it to Life — How to Make this Course Fun for You and Your Students!

Module #9  
Vocabulary — the *CLC* Way

Module #10  
Integrating Culture/History/ Mythology

Module #11  
Next Steps and FAQs — Mentoring, Follow-up; and Feedback

# Webinar Offerings

*Supported by Cambridge University Press*

## Upcoming: The Proficiency-Based Classroom

Thursday, April 25, 7:00 pm EDT

Join **Smith** and **Stefanie Gigante** as they explore how to organize your classroom assignments and assessments around proficiency in the language and the students' habits of work as separate entities for evaluation. After Stefanie presents an introduction to how she organizes her classes with proficiencies, Smith will demonstrate her detailed models of keeping track of students' proficiencies in her grade book.

Current Scores		Current Scores			
Name	Score	Motion	Forces	UCM	GM
Eliza Lane		P-	De	P-	P-
CVPM		P-	P-	De	P-
CAPM/Gr		P-	P-	P-	P-
CAPM/PV		P	P	P	P
BFPM		P			
Fiction		P			
LFPM		P-			
Alg		P	P	P	P
Units		P-	P-	P	P-

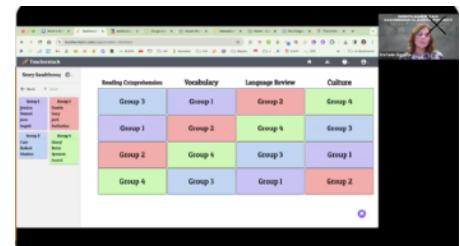
[Register Here!](#)

***If you missed them, stream these past webinars by clicking the title . . .***

***From January: [Quid novi in EdTech?](#)***

Join your resident Technology Innovation Specialist, **Stefanie Gigante**, to look at some new ways of deploying educational technology tools in your classroom to engage your students and support their learning. Come take advantage of this webinar to start the new year off on the right foot!

***. . . or click these for a short preview:***



Quid novi in EdTech? teaser

***From February: [The New Houses in Pompeii](#)***

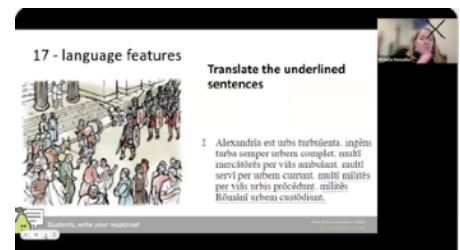
Join us, as **Margaret-Anne Gillis** returns us to Pompeii to see the newest houses opened to the public: the House of the Vettii, the House of the Dioscuri, the House of Diomedes, and a few more treasures, as we continue the conversation about the people who lived in Pompeii before the catastrophe of 79 CE.



The 'New' Houses of Pompeii Teaser

***From March: [Playing with Model Sentences: Fun and Useful Ways to Use Them](#)***

The model sentences at the beginning of each stage are a wealth of information for the beginning Latin student. They provide language features, storylines, and cultural information, with drawings that help aid in comprehension. **Kyle Smith-Laird** and **Michelle Ramahlo** will break down how they use them in specific stages and share tips and tricks for digging into them in ways that spark curiosity and engage students.



Playing with Model Sentences Teaser

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Thanks to **Kyle Smith-Laird** for writing and sharing this new story that could be used as a supplemental reading or part of an assessment . . .

Stage Nine Test – ALPHA

mihi nomen est \_\_\_\_\_

### diēs nātālis

1. Quīntus **diem nātālem celebrābat**. pater Quīntō **discum novum** dedit,
2. Metella filiō **togam splendidam** obtulit, Lūcia frātrī cēram **novam**
3. tradidit, in cūlinā Grumiō omnibus cēnam optimam parābat. Quīntus
4. laetissimus erat quod hospes **inopīnātus** ad vīllam veniēbat.
5. postquam omnēs cēnāvērunt, Clemēns **pulsātiōnem** audīvit et ad ātrium
6. festināvit. servus et hospes **inopīnātus** celeriter revēnērunt. Quintus
7. **illum** hospitem nōn **prīmō** agnōvit, sed mox iūvenis rīsit.
8. “ecce!” clāmāvit Quīntus, “Alexander, meus amīcus **Graecus**, revēnit!”
9. Alexander, tamen, nōn ridēbat. Graecus omnia **dona** inspiciēbat.
10. “ego tibi **donum** pulchrum nōn ferō,” dīxit Graecus.
11. Quīntus iterum rīsit et amīcō inquit, “**tandem** tū vīllam meam **vīsītās**,
12. Alexander! tū mihi **donum** optimum **fers!**”

**diēs nātālis** *birthday*

**celebrābat:** *was celebrating*

**discum** *discus*

**novum** *new*

**splendidam** *splendid*

**cēram** *wax tablet*

**inopīnātus** *surprise, unexpected*

**pulsātiōnem** *a knocking*

**illum** *that*

**Graecus** *Greek*

**omnia dona** *all the gifts*

**tandem** *at last, finally*

**vīsītās** *you are visiting*

**fers** *you bring, you are bringing*



- 
1. What did Caecilius give his son?
  
  2. What did Quintus receive from his mother?
  
  3. Translate into beautiful and flowing English:  
*“in culīnā Grumiō omnibus cēnam optimam parābat.”*
  
  4. Why was Quintus very happy?
  
  5. Why did Clemens rush to the atrium?
  
  6. Who was the mystery guest?
  
  7. Why was he not smiling?
  
  8. According to Quintus, what was the best gift?