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JCT 17: Teaching Latin in Secondary Schools

Features / News / JACT

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Editorial

Hilary Walters

THE ARLT (Association for Latin Teaching, formerly the Association for the Reform of Latin Teaching, hence the 'R') was formed in 1913 to promote the Direct Method (teaching in the target language) expounded by W. H. D. Rouse. It is therefore appropriate that this ARLT edition of JCT focuses on the teaching of Latin in secondary schools.

As ever, in the teaching of Latin and Classics, we seem to be in interesting times. There is good news and bad news. The Friends of Classics report that Latin may be coming into the fold of languages recognised by the government: the *Daily Telegraph* of 27th December 2008 announced that the government is considering reinstating Latin as an 'official' language in the curriculum, and the Languages Diploma Development Partnership may include it in the new Languages Diploma. Will Griffiths brings encouraging news about the number of schools offering Latin (more state schools than independent), the number of students studying Latin and the generally benevolent attitude of management towards the study of Latin. On the down side, these healthy numbers seem not to translate into entries at GCSE and A level, and the number of Classics teachers being trained is not keeping pace with the numbers retiring.

Where does this leave us, as teachers? Inevitably, with more of a burden on our shoulders than colleagues in many other subjects. We have a great responsibility to teach our pupils in an inspiring way; the survival of our subject may depend on us giving pupils the confidence and the enthusiasm to carry on to the next level. In the early years of the 20th century, Rouse addressed this issue. Comparing the 'traditional' way of teaching Latin with his new methods, he observed: 'It is not true to say, of course, that whenever boys are happy they are being well taught, but I think it is true to say that if they are not happy, they are not being well taught.' We do not, of course, achieve this by pandering to the lowest denominator and showing endless videos – hard work on tough projects can lead to satisfaction and happiness – but it is certainly a goal to keep in mind. Most of the articles in this issue offer ways to keep a class motivated

and engaged, and – yes – happy.

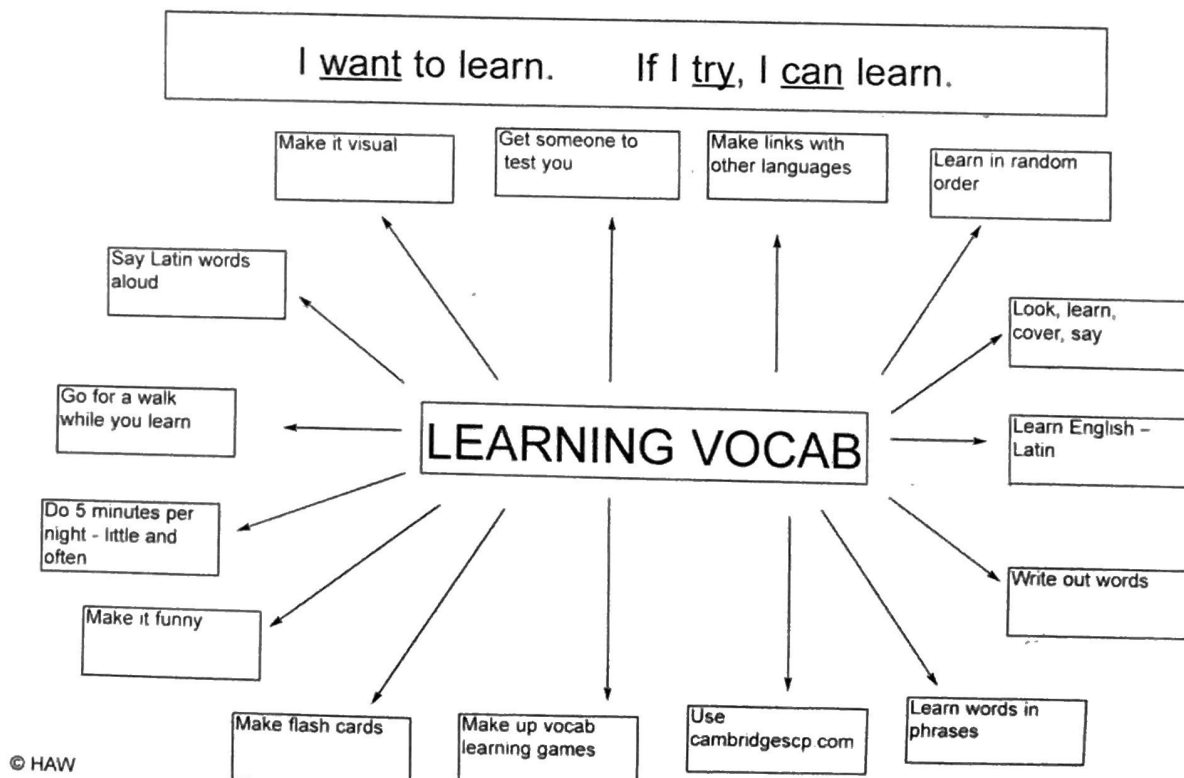
Steven Hunt's article on Differentiation provides plenty of practical ideas on how to ensure that your teaching reaches all parts of the class and acknowledges the achievements of every child. Andy Swithinbank reminds us of the potential of e-learning and encourages us to make full use of the material available. David Parsons takes us back to Rouse, reinventing him for the computer age and challenging us to use Latin as a living language, while Peter Geall takes the 'happiness' motif to the ultimate, with games, plays and trips to enrich the Latin experience.

A common problem in language learning – even more of a headache for Modern Language teachers without a defined vocabulary – is that of learning vocabulary. Perhaps the pupil of today is less willing to get down to rote learning than in the past. Gavin King offers a practical 'VAK' exercise, which sounds like a lot of fun, although I think I would balk at the 'geographical location' part of the lesson. I offer my own 'mind map' of ways to learn, which I normally give to Year 7 or 8 classes once they begin to have difficulties as vocabulary learning increases. (See below).

Fleshing out the context of the Latin language is an essential part of our teaching, and David Hall's 'Pontius Pilate' game provides an excellent way to get inside the skin of a real Roman. With the new OCR specification emphasizing source analysis, we need innovative ways of teaching this skill.

And how does it seem from the punter's point of view? Elshadai Ejere explains her incredible journey learning Latin at the Classics Academy in London, to which she dedicates 3 hours per week of her own time. Boys at Loughborough Grammar School make less of a sacrifice to study Latin and Greek, but the excitement of overcoming a challenge and gaining insight into a fascinating and different world is shared by these pupils too. Happiness – I hope – achieved!

Hilary Walters
Loughborough Grammar School



JCT17: Teaching latin in secondary schools

Latin in Secondary Schools *Will Griffiths*

AT THE SCHOOL Classics Project in Cambridge we spend a considerable amount of time collecting and analysing data on the state of Latin in schools. As Classicists often do, we are trying to work out where we are and where we are going. To help answer these questions, one of our recent tasks has been to create a database of all UK secondary schools which offer Latin. A member of our team has contacted every one of the 5,000 secondary schools in the country - a task which took five months to complete but which has provided invaluable insights into the availability of Latin in UK schools. Colleagues who visit our offices in Cambridge now see on the walls maps of every region of the UK. On each map is a scattering, sometimes dense, sometimes light, of pins. Each pin marks the location of a school which offers Latin.

Our research tells us that there are currently (January 2009) 1,069 secondary schools in the UK which offer Latin, far more than the 600 or so which enter students for public examinations. Of all the schools which offer Latin, 617 are in the state sector and 452 are independent. In the state sector, the number of non-selective comprehensive schools offering Latin stands at 495 - a figure which has roughly tripled since 2000. Seen as percentages of each sector, 60% of independent schools, 51% of selective state schools and 13% of non-selective state schools now offer Latin.

The recent dramatic growth of Latin in state schools provides evidence for a few important conclusions:

1. Teachers and management teams in state schools do want to offer their students Latin.
2. Students in state schools do want to study Latin.
3. With appropriate resources and support systems, it is possible to meet the desires above and significantly increase the number of state schools which offer Latin.

Key Stage 3 to Key Stage 4

While there has been significant growth in the number of students learning Latin at Key Stage 3 (ages 11-14), there has been no consequent growth at Key Stage 4 (ages 14-16). In fact, while *both* the number of students studying Latin at Key Stage 3 *and* the total number of students in UK schools have been rising, the number of students learning Latin at Key Stage 4 has continued to decline. Why are students not progressing in their studies?

Some would argue that the lack of increase at Key Stage 4 is because the rise in numbers at Key Stage 3 has been driven by non-specialists who are not in a position to teach the subject through to GCSE. That may be part of the reason, but it does not tell the whole story. 'Specialist' and 'non-specialist' are misleading terms, masking the fact that specialism is a continuum: 81% of 'non-specialists' in fact have formal qualifications in Latin, the majority at A level or above. Very many are modern language teachers, highly specialised in language teaching and quite capable of taking students to GCSE. Nor does it explain why entries have been dropping in schools where classes are taught by 'specialist' teachers.

In schools where Latin is offered on the curriculum at Key Stage 4, only 28% of students who have studied the subject at Key Stage 3 opt to continue. The average size of a school's GCSE Latin entry is only 16 students. In non-selective state schools the number drops to just 11. Over the next seven years, the national Year 11 population is set to fall by 10%. Add in an economy facing serious challenges, militating against funding for small classes, and it becomes very clear that action is required to increase class sizes before whole

classes are cut and departments are lost.

In a survey completed by over 350 schools, teachers told us they perceived the three main reasons for low continuation to Key Stage 4 to be:

- increased competition from other subjects - there are now many more subjects for students to choose from;
- the severe grading of GCSE Latin compared with other subjects, which discourages students from opting for Latin;
- the quantity of content required for GCSE Latin, which is often greater than the available time allows. (In fact, an analysis of the teaching time devoted to GCSE Latin shows that schools give an average of 280 hours to the subject, twice the 120-140 hours of contact time expected for a GCSE.)

Improving the situation at Key Stage 4

The message from schools seems clear: continuation to Key Stage 4 is being adversely affected by assessment which is (a) significantly more demanding, and (b) significantly less rewarding than assessment in other subjects. In short, students know they can get better rewards elsewhere. It therefore appears to be the assessment of the subject, rather than the teaching of it, which requires a rethink.

The fact that the GCSE Latin syllabus requires twice as much teaching time as a GCSE *ought* to require suggests that there is quite a straightforward solution to the problem: divide the content in two and create two qualifications, each equivalent to a GCSE. This is, of course, the approach taken in English (where students may sit for English Language and English Literature qualifications) and science. It is a solution which meets the needs of those schools which wish to maintain the current level of content and those which are desperate for a reduction: schools with limited time can focus their studies on language (or the language & civilisation alternative) while those with more time retain the opportunity to study literature. Crucially, it is a solution which fairly rewards students for the effort they give to the subject. This is the solution now offered by the WJEC Certificates in Latin.

By avoiding the restrictions of the GCSE subject criteria, the Certificates are able to offer teachers significant control over what, and how, they teach. For the first time, teachers can choose to study *any* Latin text, tailoring their courses to motivate, stretch and engage their own students. Teachers can rotate texts at whatever pace they wish: those who wish to teach a different text every year can do so, and those who want to remain with the same text for a while are able to.

The Certificate system also allows teachers to choose either additional language work or the study of Roman civilisation. Those who want to contextualise their linguistic studies within a cultural framework can therefore do so without compromising their study of literature. Finally, the option for controlled assessment within the Roman life unit allows students to study an area of the Roman world that interests them.

The WJEC Certificates offer schools increased flexibility, challenge and reward. They could well help departments strengthen their numbers and results at Key Stage 4 and give more students access to high quality education in Latin.

For further details see: www.wjec.co.uk/Latin

Will Griffiths

Director, School Classics Project, University of Cambridge.

Classics and Differentiation

Steven Hunt

DIFFERENTIATION IS THE way in which the learning needs of all pupils in a class are catered for. The National Curriculum enshrines this when it says:

‘Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning.

Schools must:

- set suitable learning challenges
- respond to pupils’ diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.’

(National Curriculum 2008)

Differentiation is thus applicable in every sort of school and every sort of classroom. While it is perhaps obvious that differentiation is important in the mixed-ability classroom, in those schools where setting or streaming occurs, a truly homogenous group of learners is difficult to attain. We also recognise that our pupils do not just differ in ability, but also in learning styles, motivation and prior learning. We should also consider specific learning difficulties, such as dyslexia. Differentiation is therefore just as important in the high-attaining set as in the mixed-ability.

The concept of differentiation has grown from the egalitarian principle that we should try to help all our pupils proceed upward along a ladder of opportunity. Pupils at the top, middle and bottom are all worthy of our attempts. Experienced teachers think this is exactly what constitutes ‘good’ teaching – an approach which seeks to help each pupil in the class succeed at their own level. By calling this fuzzy idea ‘differentiation’, teachers have an official frame of reference to exchange personal practice and develop new strategies to improve the teaching and learning of all our pupils.

Differentiation by outcome

This is often the most convenient and least problematic way of ensuring that tasks match pupils’ learning needs. In its simplest form, this means asking all pupils to complete the same task with the expectation that the most able will produce more than the least. However, we should not please ourselves with the knowledge that the most able have merely produced more in quantity than the least. Research has suggested that the most able pupils lose motivation when the expectation is simply to provide quantity rather than quality. They also respond badly to being presented with an extra worksheet every time they finish, choosing instead to work at a slower pace than before to avoid this happening. A worse outcome still could be that two pupils produce pieces of work that are of a widely divergent nature. To ask pupils a question which is too open-ended, therefore, may not achieve quite the expected result. Instead we should consider the widely-adopted approach ‘All pupils will be able to....; most pupils will be able to....; some pupils will be able to....’ (QCA 2008), and ensure that pupils know what is expected for each outcome. So, for example, at one level, all pupils might be expected to learn a new grammatical feature and complete some practice examples, most will then go on to a translation where the feature is put into practice, and a few will identify and explain the new grammar feature in the context of the passage translated, feeding back to everyone at the end. This model could be replicated in almost every circumstance, in both linguistic and socio-cultural and historical subjects.

Differentiation by task

We see pupils come by many different routes to study classical subjects. Some have started Latin (or even Greek) in prep schools, others have attended *Minimus* lessons (on timetable or in breakfast clubs), yet others start late in Year 9. Our subject curriculum models are probably more varied than any of the others. We therefore expend a lot of energy on working out different ways in which we can accommodate the individuals’ prior learning. We are delighted to have got the classes running at the times we wanted them. But that is just the start. Now we should consider the different ways in which pupils in the same class learn.

Gardner’s theory of multiple intelligences (Gardner 1983) suggests that there are different ways in which people learn and develop understanding. Some people have taken his VAK (Visual, Auditory, Kinaesthetic) model as a simplistic way of labelling individual pupils’ sole learning styles, and then planning a whole sequence of lessons in the particular style of the pupil concerned. This is difficult to achieve and reflects a misunderstanding of the model. Instead we should use VAK as a tool when we plan our lessons. That is not to say that every lesson should incorporate something pictorial, as well as a tape recording (or should I say podcast!) and model-making and a bit of role-play – such a suggestion would be difficult to sustain every lesson, and both the teacher and the pupils would be exhausted, one by the planning and the other by the execution. Nevertheless, we should try to incorporate some aspects of the model when we plan our lessons so that we deepen and broaden pupils’ understanding, and help to motivate and inspire them about the classical world. Latin or Greek should be read aloud, for example, either by teacher or pupil; pupils can respond to texts by creating cartoons or storyboards; the wealth of visual material, both ancient and modern, should be a constant feature of every lesson. Analysing pictures or performing a role play become the medium *through which* learning takes place, not an add-on, ‘fun’ activity at the end of a series of translations or exercises.

Bloom’s taxonomy of learning objectives (Bloom 1956) is helpful when we consider the order of the various tasks which pupils need to complete so as to understand a particular concept. Bloom arranges tasks in order of difficulty, with knowledge at the bottom and evaluation at the top. In order for a person to move from one task to the next, they need to gain mastery of the first three stages of knowledge, comprehension and application, before they move on to the so-called development tasks of analysis, synthesis and evaluation. We should try, therefore, to have a *mixture* of mastery and development tasks in the lesson. Mastery tasks include such statements such as ‘recall, describe, define’ moving higher through ‘explain, classify, interpret’ up to ‘apply’ and ‘use’. Most pupils can cope with these tasks quickly and they often require no previous knowledge. Moreover, they serve a dual purpose: to motivate the pupils with the success of achievement and to prepare them with the information and skills for the more complex tasks ahead. Rote learning of grammar, the memorisation of dates or lists of events, the ability to recall the set texts off by heart, or seventeen different facts about the Vestal Virgins (I am not quite making this up!) are lower-grade tasks – but essential building blocks all the same. The development tasks see a further progression of complexity, ranging from analysis through synthesis to evaluation. These tasks are dependent on previous learning and assume their mastery. They tend to produce highly subjective, personal responses, with full marks being impossible to attain – even for the highest achievers. Rather, the point is the challenge itself – and the challenge of the task should be one that is interesting to everyone in the class, even the weakest.

Experienced teachers already use a range of questioning strategies, starting with closed questions and moving on to open questions, where a number of answers are possible – it's their stock in trade. They tailor the questions to the individual pupil's needs, knowing when to pass over a non-response, to encourage a hesitant reply, or when to engage another pupil as support. It should not be difficult to adapt that model to the design of the tasks in the lesson itself.

Differentiation by task should not mean that each and every pupil in a class is pursuing their individual plan. There would never be enough time for a teacher to prepare all that was needed, let alone to manage the divergent needs of so many pupils. In addition, research suggests that pupils are most motivated by the social interactions which occur in a whole class, directed by the teacher and other groups of learners. A strictly individualised learning programme would prevent this from occurring. Instead, we should develop a series of tasks based around a common activity, progressing with different levels of support, with work produced of differing complexity.

Where to start

- Identify pupils' prior attainment
- Audit departmental resources
- Identify, purchase or create new resources to support particular topic areas (for example, writing frames, extra vocabulary lists or dictionaries, powerpoint revision slides, podcasts, DVDs, grammar books, anthologies, translations of texts, etc)
- Build in differentiation to all aspects of teaching, written into schemes of work

Suggestions for differentiated tasks

- Graduate tasks from easy to hard on a worksheet
- Set open tasks: try to get the more able to interpret them in a more demanding way
- Higher order question and answer strategies
- Writing frames and 'skeleton' essay plans, or cloze sentences
- Compacted or accelerated learning for some tasks
- Use book-based or ICT resources for more in-depth research: presentations in powerpoint, tables and graphs, advanced presentational word-processing
- VAK: be aware of the different learning styles of pupils in the class
- Different texts, genres, audiences, styles of writing: pupils use different text types to explore or develop writing/translation skills.
- Comparison of different media representations of texts – film, cartoon, art
- Ability grouping: use the groups to feed back information to each other

- Peer-mentoring: get individuals who have 'mastered' a concept to help others in the class, or explain to the whole group
- Share with pupils the criteria for examination marking
- Peer or self-assessment: an excellent way to get pupils to evaluate and improve their own work
- Personal target-setting
- Ask pupils how they learn and get them to analyse why it is effective

Classical subjects provide pupils with one of the richest learning environments in the secondary school. The blend of language, literature, art, social, cultural and political history which we can offer is second to none. It provides a wealth of materials to explore, compare and contrast, combined with well-designed text books and excellent ICT support. We all know that there are very many reasons why pupils come to study and enjoy Classics. We can use differentiation as a way to focus our attention away from the prosaic demands of the examination specifications, and instead allow our pupils and ourselves to learn about and be delighted by the people, places and events of the ancient world.

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Cambridge Latin Course ICT in the Classroom

Andy Swithinbank

INFORMATION COMMUNICATION TECHNOLOGY (ICT) has developed at a rapid rate since the close of the 20th Century. The availability of consoles in classrooms as well as IT rooms and interactive whiteboards, combined with the seemingly endless range of software, has enabled teachers to use a range of methods to vary their teaching style, and individualise their students' learning. The Cambridge Schools Classics Project (CSCP) has continued its tradition of forward thinking, first displayed in the introduction, and subsequent development, of the *Cambridge Latin Course* (CLC), in its introduction of its own website – www.cambridgescp.com – and the creation of the e-Learning resources to support Books One and Two of the CLC. Some uses of these¹ in and outside of the classroom will be the focus of this article.

Schools vary in the facilities available to teachers within their own

classrooms, and even in the availability of teaching rooms. This is no different with ICT, though recent years have seen maintained and even many independent schools using their ICT budgets to install interactive whiteboards² (IWB) into most classrooms. This, combined with the greater availability of consoles in classrooms and/or staff owned laptops, has enabled teachers to use a range of software in whole class activities; this will be my first focus. I will then look at the use of ICT suites and student laptops to aid individualised learning.

The CLC website is a hub of information and interactive activities. By accessing this website, teachers can employ a range of handy starter activities, as well as plenary work. Each book and stage of the website comes with its own 'Sorting Words' activities³. These activities require students to sort a selection of jumbled Latin words

into their appropriate groups. With this activity loaded on the board at the start of the lesson, students can individually write the words in the columns, before a selected student can complete the activity using either the mouse or directly on the IWB. Differentiation can be included either by activity choice (whether story or grammar based) or by use of extension activities (e.g. translation or alteration of the Latin words).

The website can also be used to enliven and enrich study of the background elements of the course. At the bottom of the page for each Stage is a selection of links to other web-sites on the topic of that Stage. For instance, students can view an interactive map of Pompeii, with options to zoom in and see panoramic views of important sites such as the Amphitheatre and Forum in Book 1⁴, or view a virtual tour of Bath and play the Roman Baths game when studying *Aquae Sulis* in Stage 21. Students can also use these facilities at home, if they have internet connection, or in school ICT rooms when researching projects on different topics.

The e-Learning Resource can be used in a similar way, with the addition of short videos, which can be used to enliven cultural study or reinforce grammar points. The software really comes into its own, however, when used with in-class laptops or an ICT Suite. The use of the Playlist function on the software enables teachers to individualise each student's learning; this is achieved by allowing each student to go at their own pace, hence accurately differentiating, before repeating activities as a whole class. This enables all students to be confident in their learning, since the software provides marking and feedback on the activities they have studied. Only teachers can create or edit playlists, and these can be saved either on-line or on the school's network. Playlists can be adjusted to suit the focus and ability of the class; they can also create a variety of activities, whether films, click-and-play activities,

translation work or even the vocabulary tester. The teacher can also supervise the progress of their students via a network monitor system (such as RM Tutor) and ensure that all students are 'on-task'.

When all students have completed the first tasks (some will have progressed a long way into the playlist by this point), the teacher can then bring the class together to complete one of the click-and-play activities on their IWB or on an individual student's console. This reinforces what has been learnt and allows all students to have confidence in their learning. Alternatively, separate handouts can be provided for students to complete to demonstrate their learning. These can be found on the e-Learning resource, in the CLC Worksheet Masters or, of course, be homemade.

These ideas should provide ample food for thought for the teacher who wishes to include a simple ICT element in their CLC teaching. The need to reach students via different media and through varied learning styles continues to be a top priority for teachers. The CSCP and others have provided software to ensure that Latin can match any other subject in this regard. It is up to Classics teachers to respond to this.

Andy Swithinbank
Nottingham High School

¹ I cannot, of course, include all possibilities in the space of this article, and best practice comes from trial and error!

² A digital projector will suffice for the vast majority of the whole class activities suggested in this article.

³ These activities require the correct version of Adobe Shockwave Player installed.

⁴ <http://web1.netribe.it/pompei/mappa/cartina.html>

Inspiration from Rouse

Three simple suggestions that could revolutionise your teaching

David Parsons

ONE HUNDRED YEARS ago Dr W.H.D. Rouse (1863-1950) was pioneering a new, highly effective method of teaching Latin. He called it the Direct Method, and he was inspired by the way babies learn their own native language, by imitating and adapting, always using language in the real world. He used very little English in class. In fact, his aim was that as boys entered his classroom they felt they were becoming young Romans, listening and speaking as a Roman would.

The results that he achieved were amazing, and he gathered a group of disciples who carried on his methods. The Association for the Reform of Latin Teaching which he founded, with its annual Summer Schools, was a way of spreading his ideas through the whole Latin teaching profession.

The profession as a whole would not adopt his ideas. They clearly found that their traditional method of treating Latin as a logical puzzle to be worked out according to strict methods - find the verb, find the subject, etc. - was effective enough and less demanding on the teacher. Rouse's early Summer Schools were attended mainly by women.

When the crisis came for Latin teaching, when the universities no longer required Latin as an entry qualification, the old teaching method could not be relied on to attract pupils to what became an option rather than a compulsory subject. The response was the *Cambridge Latin Course*, *Ecce Romani*, and later the *Oxford Latin Course*. Each of these took 'real life' situations and wrote about them only in Latin. Each in effect attempted to adapt Rouse's methods to late 20th century conditions.

Are there ways to make modern Latin language courses even more effective by going back to Rouse's principles? Clearly we teach in a different world. We do not have the time he had, with daily Latin on the timetable; we are constrained from physical contact with students, and so cannot act out all the Latin he did; he was a man of exceptional intellect, to whom fluent Latin was as natural as a native language. I believe we can find ways around these restraints.

1) Daily Latin

We may not have face to face contact, but we have the internet. If we make our lessons as gripping as we can, we may be able to motivate our students to spend time on line on the other days, working on a web site that we can easily set up. I recommend pbwiki. Go to <http://pbwiki.com/academic.wiki> and sign up for a free collaborative website. They have ample instruction sheets, and even run a free on line training course to get the best out of your site. Your students can have their own pages to write assignments or comment, and there is well-managed privacy. You (and the students) can add audio and video, and there are all manner of gadgets that you can add if you have a mind.

How will you use this? Ideally you will keep a story going, so that students will want to keep with it. A possible 10 minute session could include a video of your introduction, a section of story with a written response from them, and a game. The day before a lesson could concentrate on a vocab testing game, such as the Cambridge site (an Oxford site is coming) has in abundance. You can see what the students have written, before the lesson, so will know if they are

up to date. OK, it's extra work for the teacher, but surely worth it?

2) Acting out Latin

My suggestion is to use a glove puppet who speaks only Latin. In another context I have used a tiger head, who has helped me in many school assemblies. A building worker I met by chance in my home town had quite forgotten me, when I used to visit his primary school in north Bristol, but he remembered Tiger well. I now believe that Tiger and his kind might be just what the Latin class needs. His mouth opens - that is important. He can be as touchy-feely as the Latin requires. You don't have to be a ventriloquist. If the students get used to seeing your mouth moving as the puppet speaks, it doesn't matter. The important thing is that here is a real Latin speaker, who needs everything explained in Latin. Never let that principle slip. Start with the greetings - *Salve Tigris, Salve magister/magistra*. Then if you say something to the class in English, Tiger will ask '*Quid dicis?*' and you will explain in Latin. You get the idea. Your puppet could become a YouTube star and feature on your wiki site. Tiger cost about £10, if I remember rightly. Great value.

3) Fluency in Latin

For many of us this is the big hurdle. We lack confidence. The short term answer is to prepare each oral lesson very thoroughly, and stay within what we have planned. It need not be complicated - indeed, the simpler the better. But one or two good (or bad) jokes will help.

Simple jests in another language seem funnier. '*Noli dicere: canis librum meum consumpsit!*' Write down the phrases you will use. It will get easier in time. You need never say 'Open your books' in English, or any other regular classroom phrases. Let Latin become the norm.

The longer term answer is to join a Latin speaking group - they do exist. The ARLT website (www.arlt.co.uk) has links.

There is no space here to quote Rouse himself at length. There are ample extracts from his books on the ARLT site. Go to www.arlt.co.uk/dhtml/rouse.php and choose from the menu there. I append just two brief extracts from Latin on the *Direct Method*.

'Progress is quick, since the whole Latin lesson is filled with practice in Latin. The work done is not measured by the text, which may be only a few lines at first; for it includes drill and discussion, all in Latin, which are of many times that measure.'

'Let no one suppose that the learner's happiness implies that his mind is not working. On the contrary: there is no more potent method than this for gaining and keeping the attention, which is only another way of saying that the mind is kept at work. This is what strikes a visitor first and most strongly, that each boy is obviously full of keen attention, ready and eager to take his part.'

David Parsons
Bruton Girls' School (retired)

Selling Latin at KS 3 & 4

Peter Geall

WE LIVE IN an age of emotional gratification: even in supposedly academic schools intellectual arguments for the value of Latin count for far less than a positive affective experience. And the younger the pupil the more true this becomes. What is more very few parents, even the Hampstead professionals, will insist that their offspring take the long view when making subject choices. So, and perhaps this is no bad thing, our number one priority has to be to ensure that our pupils have an overwhelmingly positive experience of our subject(s) from the word go. (Which is not to say that we 'dumb down': for able pupils intellectual satisfaction is a vital element of their enjoyment.)

So we must start before they arrive: get some Year 7s to have a whale of a time putting on a play at Open Evening (there's bound to be a suitable CLC story, wherever you are 'in the book'); explain to the visitors that this is the sort of thing that goes on in Year 7 Latin lessons. (If it doesn't, then now might be a good time to start!). We regularly do *Grumio and the Peacock* (CLC Stage 2 'in triclinio'), with either teacher or a good pupil narrating to mimed gluttony and lust.

By all means talk a bit in the first lesson about Roman roads and your local ruin, but get the new pupils looking at the coins in their pocket and the language they speak - see how many words they can find containing 'port': then their first homework can be an item for your Latin All Around Us display - coins, football crests (try Spurs, Arsenal, Blackburn, or Everton if you're stuck), illustrations of abbreviations, and of course numbers. For no class should leave their first Latin lesson without a game of *Domus, Domus* (younger colleagues, ask your parents what bingo used to be called in respectable households) - the first of many, for just about any aspect of language learning can be turned into such a game (my Year 11s recently played using deponent participles): the key thing is to do the calling in English before giving the Latin that they've written down. I make it a rule not to let any lesson pass in the first term of Year 7 without a game, some drama, or a *pueri v. puellae* quiz - perhaps on

the background information that they've read the night before; but make sure it is they who compose the questions and answers: you have quite enough to do producing paperwork to allow others to tick boxes!

Then there's the wordsearch - but not the sort where you do all the work; keep an ample supply of empty grids with 18 or so spaces for words underneath and get the pupils to compose their own, but with the Latin in the grid and the English meaning (or description/definition) underneath. This can be for simple vocabulary or more specific linguistic points like individual principal parts or genitives of 3rd declension nouns. (Clever older pupils will enjoy making them as fiendishly difficult as possible.) Then when they've finished they hold it up in the air and wait for someone to swap with. Once you've got them trained (perhaps on those days when you simply need a quiet half hour or a few minutes to meet a deadline) this is an excellent exercise to set when you are going to be absent - simple and quick to set for both you and the cover teacher.

Trips are essential; if you use the CLC and live in the Midlands you're laughing - we do Fishbourne (the whole of Year 8 over two days), Bath (Year 9 Latinists), and Chester (Year 10 Latin and Class Civ classes) all as day trips. But most areas have their own gems (Richborough castle is the best kept secret in Roman Britain, for example) and with careful preparation and planning can be made to provide a pleasant alternative to a day in school. We fill the Year 7 gap with a two day trip to Hadrian's Wall and the Lake District, and have just come back from five days in Rome (by Eurostar and sleeper) with seniors. The Bay of Naples is superb for juniors. If you're a very small department, invite along trustworthy colleagues from other departments, make it cross-curricular and enjoyable, and you might persuade them to organise the next one while you do a second trip for a different age group. Then shamelessly publicise the fact that Latin = lots of trips: photos in the corridor, reports in the school magazine and newsletter, photos on the website, apologies to

year 9 that you're going to be out on a Year 10 Classics trip the following day, then daily references to the same for at least a week afterwards, photo shows in lessons using the data projector and a casual display of souvenirs and presents designed to prompt questions from inquisitive juniors and inviting yet more insouciant references to the constant stream of outings enjoyed by those wise enough to choose Latin as an option.

It is to be hoped that by the time option choices have to be made pupils will be wanting to do Latin, so you are pushing at an open door as you give them plenty of reasons why it is not a waste of time or a dead end. For our pupils the latter misconception is addressed every lesson by the prominent display in each classroom: *What can I be with a Classics degree?* The answer runs to over 30 professions with the glamorous, lucrative ones prominent. Then the GCSE Option Booklet describes Latin in Carlingesque terms as 'probably the most USEFUL option available', making great play not just of the derivations factor, but also the refining of one's use of English resulting from the search for the *mot juste* when translating – something not required in any other GCSE except Ancient Greek.

We also apologise for the fact that the set texts contain 'rather a lot of sex and violence'.

If you're lucky you'll have some 6th formers who can pop in for a few minutes during a free period to give juniors the low down and answer any questions – all the more effective if you feel able to leave the room.

Not everyone has the resources or personnel to attempt all of the above. But the *sine qua non* to which I would return is the need for lessons to be as lively and enjoyable as possible. To achieve this you may well need to cut down on the amount of marking you do, especially for junior classes – the only way to recharge your batteries daily and create time to reflect. It goes against the grain for most of us, but the reality of being human makes compromises essential; and ultimately lessons characterised by good humour and energy count for far more than a frequently marked exercise book.

Peter Geall

Head of Classics at King Henry VIII School Coventry

Latin with the Brain in Mind

Gavin King

THIS SEPTEMBER AT Dulwich College Preparatory School we were visited by Eric Jensen who gave an intriguing two day seminar on 'Teaching with the brain in mind'. (He is the author of the best-selling book of the same title.) He outlined in physiological and neurological terms the teaching styles which he believes to be most effective.

I have taken three aspects of Mr Jensen's ideas and tried to adapt them to the teaching of Latin grammar and vocabulary. These three elements involve linking the grammar or vocabulary that I teach firstly to an image, secondly to a physical action and thirdly to a geographical location.

It is probably easiest to explain this method with regard to vocabulary teaching.

For most new words that we meet I try to think of an image that the word might be used to prompt in the students' minds and we either imagine this image or I show a version of the image on the interactive whiteboard which I ask the pupils to concentrate on. For example, for 'clarus' I put up a picture of 'famous' Claire Sweeney, for 'stat' we imagine a train standing at a 'station' and for 'cibus' we imagine a 'key-bus' (in our case the very useful number 3 to Oxford Circus) in which the driver is eating a hot-dog.

Some of these image links take quite a lot of imagination and word-mangling (as in the case of 'cibus') while others such as 'stat'

are easy since there are well-known English derivations that can be used. The reason for fixing each word to an image is that people in general find it easier to remember images than words.

Next, we stand up and do an action that I have chosen as linked to the word. For my three examples above, we impersonate Claire Sweeney (badly!), we pretend to be trains coming to a stand at a station and we do the actions for driving a bus while eating a hot-dog. The idea behind all this movement is that performing a physical action in connection with a word makes it more likely that pupils will remember its meaning.

Lastly, I try to fix as many of the words as possible to a specific geographical location in the class by saying that pupils must change seats after each word that we have learnt. That way they should be sitting in a new place or, at least sitting next to a new person for each new word. The rationale behind this is that people often link a fact that they learn to the place where they were when they learnt it.

Using this method I feel that I am teaching grammar and vocabulary more effectively than ever before and, although it is still early days, the boys' test scores seem to be improving.

Gavin King

Head of Classics, Dulwich College Preparatory School.

JCT18: Teaching the 2009/10 Examination Syllabuses (September 2009)

JCT 18 will be edited by Katharine Radice. Articles relevant to the GCSE, A Level, pre U or IB syllabus are welcome, and should not exceed 1000 words

Please email submissions for consideration to: office@jact.org by 21 July 2009 at the latest

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Teaching Roman Provincial Administration

David Hall

POLYBIUS REALISED IN his *Histories* that he could not get away with explaining how and why the Romans acquired a great empire; he had also to show how they ruled it, so that future generations might judge whether their empire was to be admired or condemned (to which we might add 'and so that it might be better understood'). Sooner or later, all Latin courses touch on Roman Provincial Administration. This article is written in the belief that the touch should be heavy (and not just when Cicero is telling us all the clever things he would have said in the *Quaestio de Repetundis* had Verres not exiled himself to Massilia after the orator's opening salvo). But though the touch should be heavy, it helps if the teaching materials feel light.

Five years ago I developed a role-playing game as an accompaniment to the handouts I routinely issued on the topic, and to the source-based questions I worked through with my classes. Of course, these remain important, particularly given the quality of the surviving inscriptional and epistolary evidence: in tandem, they allow pupils to appreciate - for example - that the governor's main duties are to defend his province, to maintain internal order, and then (and only then) to provide justice. But what they do not do is give pupils the experience of being a provincial governor - of having the power and feeling the pressure that goes with it. The educational benefits of doing so are summarised below as the actual purposes of the game:

(1) to give pupils a sense of what it is like to govern a Roman province in the Roman Empire, and of how much freedom of action each governor enjoys.

(2) to make it possible for pupils to enjoy familiarising themselves with the key concepts involved in Roman administration, and to give them a sense of how and why these concepts develop.

(3) to allow pupils to appreciate for themselves the extent to which the quality of government that provincials receive depends on the character of the individual governor.

(4) to enable pupils to work out for themselves the shared assumptions of governors in the Roman Empire; in particular, to enable pupils to realise that the main focus of most governors is Rome, not their actual provinces.

(5) to allow pupils to appreciate that being a provincial governor can be a thankless task, and that sometimes it is impossible to please anybody, never mind everybody.

Rules and Procedure

With (5) very much in mind, I issue pupils with a brief biographical sketch of Pontius Pilate. No point in sending them to govern Greece and hand out prizes at the Olympics: they are off to administer Judaea in the 1st century AD. I follow up the biographical sketch with a map of the province, and a one-page summary of its history, bringing the class up to date with the political and military situation as Pilate knew it. Each player studies this information very carefully. I then distribute the game booklet, and play begins.

The game booklet consists of sixteen problems which pupils have to solve. Some are typical of those faced by all provincial governors (both in the Republican and Imperial periods), other are specific

problems faced by Pilate (and yes, pupils will have to decide what to do about Jesus, and indeed the Samaritan 'Messiah' who comes after him, whose slaughter and that of his followers ultimately cost Pilate his job). The problem below is typical, in terms of layout and content:

Problem 8 : Sabotage

'How's work on my aqueduct going?' you ask an officer. 'It isn't', he replies. He goes on to explain that large crowds of Jews, worked up by anti-Roman rabble-rousers, are preventing progress by standing in the way of your workers. Do you:

(a) turn the troops on them

(b) go down to the building site in person and try to make them see the long-term benefits of the aqueduct

(c) march down to the site with your troops and warn them of the consequences if they do not disperse immediately

option (a): this will enable work to resume, but it will make you even more hated than you already are, and it might provoke worse trouble.

option (b): how confident are you that they will listen? If they don't, you could well end up looking impotent and weak. It might be better to maintain your dignity as Prefect from a distance.

option (c): this gives them a chance to avoid bloodshed, and if you are going to appear in person, at least you will be able to act forcefully if you are ignored. The possible consequences of violence, though, are the same as in option (a).

Prefect's decision:

Justification:

The pupils work through the 16 problems, with the aid of the advice that appears in italics. They write down their decisions, with a brief justification of why they chose to act as they did. This puts them in a good position to tackle follow-up activities, which can include a teacher-led discussion of the problems, a more general discussion on the nature of provincial government, or a piece of writing requiring each pupil to reflect on his/her experiences. It might seem at first that pupils would be better off working through these problems without the italicised advice, but experience shows that they still find many decisions hard to reach, and in the case of certain problems, it would be all but impossible for them to make a decision if the teacher did not provide for them what is merely the equivalent of the governor consulting the experts on his staff. Depending on age and ability, the game can be set up and played in one hour or spread over two, including an in-depth discussion at the end. It makes them think about this crucial aspect of Latin studies, and it makes their thoughts important.

David Hall, Head of Classics,
Dollar Academy, Clackmannanshire

Lingua Pulcherrima Meum iter ... *Elshadai Ejere*

BEFORE I BEGAN my incredible journey on the road of Latin, I had experienced very little exposure to the language. Other than knowing that it was the language spoken in Ancient Rome and understanding its extensive use in the world of medicine, I did not have a great deal of knowledge concerning Latin. However, when I was approached with the opportunity to learn Latin, I felt intrigued and excited. I was being let into a whole new world.

I have been attending classes two times a week at Westminster School, on Tuesdays and Thursdays. These classes are run by the Classics Academy (an independent organisation) and take place from 16.45 to 18.15 after my average school day. On Tuesdays we have the pleasure of delving into some of Virgil's greatest works, while on Thursdays we analyse sentence structures and other grammatical areas of Latin. Learning Latin in this environment is thoroughly enjoyable for me as I am able to interact with a number of students who come from all over London. I have the chance to learn about different walks of life and have come across a variety of personalities. This has marginally increased my (somewhat non-existent) life experience!

The set-up at the Classics Academy is very good. As the classes are small, we are able to receive more individual attention than is possible at school. The staff provide us with excellent pastoral care, as they are always easy to contact, be it through telephone or e-mail. Moreover, Latin at the Academy is taught in a very contextualised way, making it more relevant to the modern world. Instead of simply learning the vocabulary, we learn about the origins and history of

Latin. As a result, students such as myself are able to make connections between the world of today and this mysterious language. This increases the overall exuberance of the subject.

Latin is a breath of fresh air, enabling me to stretch my mind and grapple with new concepts and knowledge. Although at times it can be quite challenging, the thrill of overcoming one of these hurdles is magnificent. Learning Latin in addition to my ordinary school curriculum has evoked immense pride and a feeling of self-worth within me. I feel as though I have been able to cope well with the extra work and the struggles brought with it, making learning Latin worth while.

My own experience of Latin has been one of awe and sometimes shock at the structural differences it has with English. At other times, it gives me greater understanding of where our own language has developed from, and as my journey continues I am able to find more and more English words that have stemmed from Latin! It is quite outstanding that this language could be the predominant lake that other languages have so deftly drawn water from. It has been a pleasure and absolute privilege to learn Latin and I have no doubt that this *lingua pulcherrima* will aid me in any future aspirations that I may have. If not, this language will still remain with me forever, very close to my heart.

Elshadai Ejere
Sion-Manning Roman Catholic Girls' School, London

Latin at Loughborough Grammar School *Hilary Walters*

BOYS AT LOUGHBOROUGH Grammar begin Latin in Year 7 and can study Latin, Greek and Classical Civilisation in timetable to GCSE or A level. The following are some thoughts from Year 10 boys on the way that Classical subjects are taught and what attracted them to choose Latin or Greek.

Latin and Greek lessons often involve class translations into English, reviewing grammar notes and then practising them through exercises; the grammar is built into the translations so both can be learnt at the same time. We also have regular vocab and grammar tests. Lessons are generally very fun – we even get to use the 6th form room!

I am interested in the way language is put together and how it has developed. Latin and Greek are like moonlit lovers, dancing around on a balcony together... Greek is like Sudoku – damn near impossible, but bloody good fun! People are always awed when you say you do Greek- it's just such a good subject and Latin is a brilliant gateway subject, as well as being very good fun. Both courses (the

Cambridge Latin Course and *Thrasymachus*) offer interesting stories, filled with plot-twists, and we are also taught with innovative methods.

I chose Greek because I like being in a small class where I can learn better, and I am looking forward to the background section.

I chose Latin and Greek because I find them much easier than Chemistry and I was getting better marks than in Music.

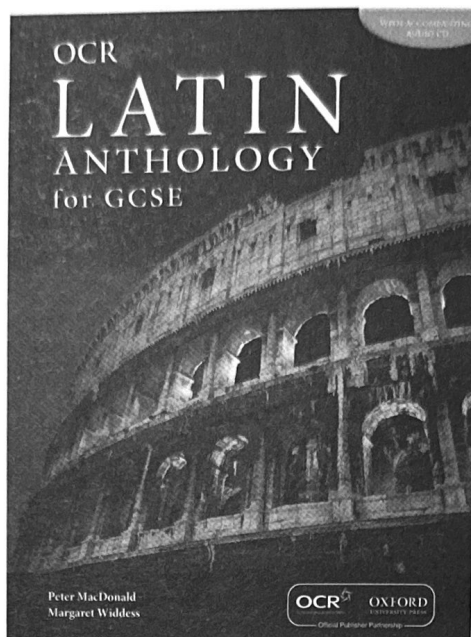
It's fun because we are in a small class, so you get a lot of individual tuition and go at the right pace. It also makes learning other languages a lot easier and Greek goes incredibly well with Latin. But the best thing is, it looks brilliant on your c.v. – how many other people do Greek?

Hilary Walters
Loughborough Grammar School



NEW PUBLICATIONS

The New OCR Latin Anthology (OUP)



MAY 2009 WILL see the publication of an endorsed *OCR Latin Anthology* that will provide a basis for literature options for first examination in 2010. It aims to provide some fresh and lively material that will appeal to a wide range of learners, with verse and prose texts grouped together under six broad themes: Vice and Virtue, Family Life and Relationships, Passions and Poisons, Land and Sea, Conflict and Conquest, and Prophecies and Portents.

The authors, Peter McDonald and Margaret Widdess, have selected from a range of sources, but point out that 'the thematic titles of the sections should not suggest exhaustive coverage of those topics, but rather represent what we hope are cohesive collections and starting points'. In terms of choice of text they state: 'We have selected passages that we consider to be representative of fine Latin writing, some of which also reflect the great themes of Roman culture. We have not avoided the darker areas of Latin literature: exile and isolation, pathos, corruption, hardship and acts of wickedness are all represented. But there are also beautiful or intriguing images, companionship, curious stories, courage and inspiration in the passages selected.'

The stress is on awakening interest in the themes and expression of Latin literature, leading, it is hoped, to enjoyment, understanding and appreciation. Many passages will be familiar, some perhaps less so. Whilst there are extracts from Ovid's *Metamorphoses* and Catullus that touch on love and loss, and some from Caesar and Cicero, there are also a few less well known pieces. Sulpicia (one of the very few Classical female poets) writes on the discovery of love, and in a later section on prophecies, there is a text from Persius' *Satires* on praying for profit. Above all, the aim is that these selections have the potential to inspire an understanding and a love

of Latin literature.

The texts themselves are genuine Latin, with occasional abridgment to ensure accessibility for students, and to provide a satisfying narrative. Facing the text there is thorough glossing of words that are unlikely to be familiar. Familiar words are also glossed if they have any specialised or unusual meaning, or if they occur in a context where the surrounding language or meaning is especially demanding. Other support on the facing page consists of translation of whole phrases where the Latin idiom obscures the meaning, and assistance with sentence structure and word order. Every word in the texts is included in the General Vocabulary at the back of the book, which also includes biographies of all the Latin authors. Further help and guidance on features of language, content and background are provided in the Teacher's Handbook.

The Anthology comes with a free CD with audio versions of all the verse texts. As well as offering an alternative, perhaps more immediate, route into verse it is hoped this will give a feel for the sounds and rhythms of the spoken language that encourages students to listen to sections outside the immediate prescription. The Anthology is printed in full colour, which offers potential for some superb photographs and pictures that bring each section to life, and also add further dimensions to the texts. Colour is used for example to highlight questions designed to encourage students both to read the text closely and also to consider the themes raised in a wider or modern-day context.

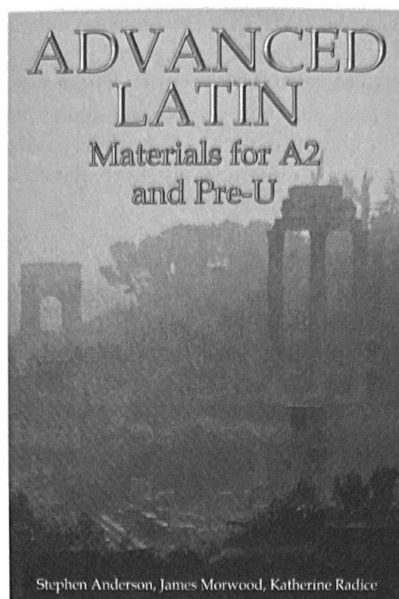
The OCR Latin Anthology is published by OUP and costs £11.50. The Teacher's Handbook costs £25. Full details are available at www.OxfordSecondary.co.uk/gcseclassics

Advanced Latin: Materials for A2 and Pre-U

ADVANCED LATIN IS a multi-purpose textbook, which aims to help students prepare for their final school examination in Latin, whether this be A2 or Pre-U. It contains a range of material to support the teaching of both language and literature.

The extensive support for language teaching takes the form of three sections. First, there are 24 combined translation and comprehension exercises, modelled on the language elements in OCR's new A2 course. Second are six further passages for unseen translation. Third

is a set of 12 continuous English passages for translation into Latin. Each prose composition exercise is supported by notes to help the student, and there is as an appendix to this section an English-Latin word list. The passages for translation and comprehension have been taken predominately from Livy, Caesar and Ovid, but other authors – e.g. Virgil, Propertius, Nepos, Cicero and Gellius – feature too, and thus there is a welcome variety of subject matter and style. In addition, each passage is as close to the original Latin as possible



and adaptation has been mainly by omission only.

The material on offer caters for a range of abilities. Within each combined translation and comprehension exercise the questions vary in their difficulty, and range from comparatively straightforward questions on content, to more exacting questions on grammar and style, thus providing the 'stretch and challenge' element which is integral to the new A2. The six further passages for unseen translation are designed to extend translation skills: they cater for the needs of the most able students and so will support those aiming for the very top grades at Pre-U.

To support learners preparing for the literature element of the A2 and Pre-U courses, sample commentaries on passages from the prescribed authors are included to show a variety of interpretative approaches. An annotated bibliography of each author offers

students and teachers a chance to further their studies with a selection of the most useful secondary literature. A separate section focuses on unseen literary criticism and practice exercises are provided for students who wish to explore this option in the Pre-U exam.

A Teacher's Key is available separately. This key offers translations for all the Latin-English exercises and fair copies of the passages for prose composition.

Advanced Latin is written by Stephen Anderson, James Morwood and Katharine Radice. It costs £10.99 and will be available in August from Bristol Classical Press. The Teacher's Key costs £8.99. Further details can be obtained from Suzannah Rich: suzannah@duckworth-publishers.co.uk

The OCR AS Latin OXBOX CD-ROM

THIS IS A really excellent new resource from OUP designed to support the new OCR AS Latin specification. Endorsed by OCR, the CD-ROM consists of two main sections. The 'Resources' section consists of a number of PowerPoint presentations on the main constructions and syntax required for effective translation at AS level. The accompanying exercises are rigorous and require students for the most part to practise constructions through translation into the target language. Although invaluable to all students, these exercises provide ideal preparation for those intending to offer the new English to Latin option at AS level. Students are provided with comprehensive language assistance at all stages and there are suggested Latin translations of the sentences for the teacher's reference. The other highlight of this section of the OXBOX is the wealth of graded unseen translation passages that it provides. These range from post-GCSE up to passages of A2 level difficulty, including translation of unseen verse. In all cases, students are presented with the sort of layout and vocabulary assistance that they would meet in an actual GCE level examination. All past AS Unseen Translation examination passages from 2001 onwards are included. Suggested translations are also available in all cases for the teacher's reference.

In the literature section of the 'Resources', there is a wide range of powerful and effective passages from the main prose and verse authors that students are likely to encounter at AS / A2 level (Livy, Pliny, Sallust, Tacitus, Ovid, Catullus, Horace, Virgil). Again, substantial vocabulary and grammatical assistance is provided to help them translate the passages in the first place. This is followed by a series of excellent PowerPoint presentations which set both

author and passage in context. Whatever the prescribed text for AS level, these presentations would be an ideal way to introduce an author, with whom students are not acquainted, set him in the appropriate historical and literary context and introduce important aspects of his style.

The 'Planning' section of the OXBOX provides teachers with a series of lesson plans through which to present or practise the language aspects of the course. These link together the various resources mentioned above in an effective way, pairing up PowerPoint presentations with the relevant exercises and graded translation passages. These are designed, as with much of the other material, in such a way that teachers can adapt and change the lesson plans to accommodate their own needs and the abilities of their students.

There is a great deal of teacher support available on this CD-ROM. This reviewer was particularly impressed by the resources provided for scansion of Latin verse, not only of the standard dactylic hexameter and elegiac couplet, with which most students will already be acquainted, but also of some of the simpler lyric metres used by Catullus and Horace. How much greater an appreciation of the satirical aspects of Catullus VIII, for example, would be gained if only students were aware of the limping iambics the poem is written in and their literary background. How much greater an understanding, in general terms, of the achievement of Catullus and Horace would be gained if students could appreciate something of these poets' use and exploitation of Greek lyric metres. There is also a good overview of literary critical terminology and importantly, examples from Latin literature to demonstrate each feature.

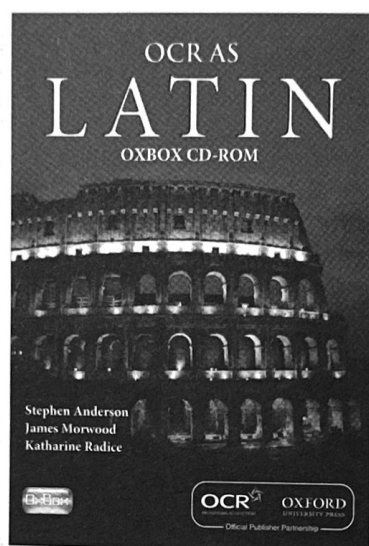
As one would expect with an OCR-endorsed product, the OXBOX provides all relevant links to OCR websites that relate to the specification and other specifications in the OCR Classics portfolio. The CD-ROM is eminently easy to manage and navigate and, once installed on a School / University network, allows the administrator to add as many users as they wish, as well as to control access to areas of the resource. All the material is available both as printable Word documents and (where appropriate) as PowerPoint presentations for use in the classroom.

In conclusion, this is a fine new resource that offers something to all. Those whose language skills need building up slowly will be able to exploit the wealth of graded grammar and translations

exercises available, working through as many intermediate steps as required, before proceeding to the longer, continuous passages of prose. Those who are more confident will need to take fewer steps on the more basic material, before cutting their teeth on the demanding passages for translation later on. The literature resources, as stated above, should on no account be missed.

James Thorne
St. John's School, Leatherhead

The AS Latin OXBOX is published by OUP (ISBN 978-0-19-91262-0) and is available from: www.OxfordSecondary.co.uk priced at £150.00



Thames and Hudson's 60th Anniversary

THIS YEAR THAMES & Hudson celebrates its 60th anniversary as an independent publishing house. Throughout its six decades the company has been sustained by a fine tradition of publishing books on the Classical world. These continue to be popular, since even in the age of the internet, Ancient Greece and Rome fascinate the reading public, stimulated as they are by blockbuster movies such as *Alexander*, museum exhibitions such as *Hadrian* at the British Museum, and the uncanny parallels between the power dynamics of Imperial Rome and modern America.

Thames & Hudson's publishing has included the work of some great names in Classical studies from Peter Green to H.H. Scullard. Generations of students have grown up with the wonderful surveys of Greek vase painting and sculpture produced by Sir John Boardman, all of which remain in print.

We are not, however, resting on our laurels. Our 60th year sees the publication of two major new works: *Rome in the Ancient World: From Romulus to Justinian*, by David Potter of the University of Michigan; and *The Great Empires of the Ancient World*, edited by Thomas Harrison of the University of Liverpool. In preparation is

an important history of the art and archaeology of Ancient Greece by Richard Neer of the University of Chicago. All three works are packed with fresh information and insights and, in the tradition of T&H, are attractively illustrated and designed.

Suited to an even wider audience, young and old, are two hugely enjoyable volumes from the enterprising Classical scholar Philip Matyszak: *Legionary: The Roman Soldier's Unofficial Manual* and a miscellany of curious facts and bizarre stories from Ancient Greece and Rome to be published later this year. Matyszak's amusing and imaginative time-travel guide *Ancient Rome on Five Denarii a Day* (2007) has become an international bestseller and spawned a new series, of which the recently published *Ancient Athens on Five Drachmas a Day* is the second volume.

All these books, and others like them from the past and future T&H stable, are guaranteed to appeal to a broad readership and to attract many new devotees of the alluring world of the ancients.

More information on any of the above can be obtained from Kate Burvill at: k.burvill@thameshudson.co.uk



JACT

Committee Reports

PRIMARY LATIN PROJECT

This is an important year for *Minimus* - the mouse was published in August 1999 so will soon celebrate his 10th birthday! In addition, at the time of writing sales of the first book are 99,408 worldwide. We anticipate that we will soon pass the magic figure of 100,000 copies. The April PLP Committee meeting will thus be held at Vindolanda, home of *Minimus*, and many of our supporters will be invited to a celebratory dinner. We hope to attract publicity for these significant milestones.

The regular work of the PLP continues, with five training days this academic year (Bristol, Oxford, Bolton and two in London.) Numbers attending are smaller than in recent years (the recession?) but they continue to be appreciated by teachers and non-specialists alike. Their aim is to give people the confidence to teach *Minimus* and to provide support, resources and ideas for those already engaged in teaching it. These always take place on Saturdays and we spread them around the country. They cost £50 per day.

School visits are an increasingly important and interesting part of my job. In recent weeks I have been into schools to deliver *Minimus* taster lessons; to talk to children about Vindolanda and the writing of the *Minimus* materials, and to work with children already using *Minimus*, with drama, singing, and talking Latin lessons.

Pupils are currently working on their entries for our fourth Mythology competition. The topics are Midas (for *Minimus* users) and Pegasus (for those working on *Minimus Secundus*.) The competition is again sponsored by the Jowett Trustees, whose on-going support for the PLP is much appreciated. For information about entry details, please contact Pam Macklin at pam@nethaus.co.uk

In the Autumn we published a second set of Minibooks. As with the first set, these are 10 short stories, designed as extension reading material. They involve some of the new characters in *Minimus Secundus* and are more demanding than the first set. The publication was made possible by a loan from Friends of Classics, which will soon be repaid in full. They are selling well and they have generated renewed interest in the first set.

Since October, 14 schools have received grants to set up *Minimus*. The Grant fund continues to make a crucial difference to Headteachers who are looking at setting up Latin. The regular support for the grant fund from the Classical Association is vital to our work and very much appreciated by us all.

Future plans: There are several more schools visits, both state and independent schools, planned for the spring and summer terms. I will be running a workshop for G & T teachers in Oxford on June 23rd and am also speaking at the Annual Luncheon of the Queen's English Society on June 27th. The work with G & T children is expanding. I am especially pleased that Jane Maguire, in Great Yarmouth, has joined our committee. She continues to spread the word about Latin throughout Norfolk and recently ran a highly successful Latin day, using *Minimus*, at the Norwich museum. This attracted a full page in the local paper. I have been invited to join a Committee, chaired by Boris Johnson, to look at ways of spreading Latin through London's state schools. Following our enjoyable *Minimus* Day at the British Museum last April, we are now making plans for a similar day in the North. This is likely to take place in Chester, in 2010. Watch this space!

For information about all the activities of the PLP, please contact :
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Barbara Bell

GREEK COMMITTEE

Professor Catherine Steel (Glasgow) has now taken over from Professor David Langslow (Manchester) as chair of the committee. Copy for the Greek Leaflet has now been agreed and permissions for images are currently being sought. Following a recent JCT initiative, the committee will be aiming to produce two articles (c. 1000 words each) relevant to the current school syllabuses for the Autumn edition of the JCT each year. The committee continues to work with the JACT Greek Project in order to explore and develop possible ideas for publication in the area of Greek language and literature.

Robert Shorrock

ANCIENT HISTORY COMMITTEE

Teachers' notes to support the new A2 exams are being produced by members of the Committee. They will be advertised on the website and available to JACT members via the office@jact.org

We have arranged speakers for two sessions at the JACT Combined INSET day: the sessions will be 'Teaching Greek History from sources' and 'Setting up and teaching the new GCSE in Ancient History'.

We are planning to revise the AS notes after feedback from those who have used them this year. In addition we are planning to produce advice for booklists etc for the new OCR GCSE Ancient History.

Gill Partington

LATIN COMMITTEE

The committee is working on an updated version of the Latin leaflet. The committee has submitted possible topics for the Inset day and is putting together ideas for an article on some excellent Gifted and Talented work.

Aisha Khan-Evans

EXAMINATIONS COMMITTEE

The committee has been reviewing the June 2008 public examinations and it has considered the place of Latin, Greek and Classical Civilisation within the new Diplomas (the Languages and Humanities Diploma is due to be introduced in 2011). The committee has had an introduction to the new WJEC Latin award, and it plans to consider this further. In addition, it will look at the increased work load teachers face in preparing their students for the new style A levels and the new GCSE syllabuses.

Katharine Rowe