

Special Interest Articles:

- Spotlight On Home Schoolers: Classical Cottage
- A Typical Day with South Carolina Middle school Latin teacher, Cheryl Cheatham

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Teaching Latin successfully to Home-Schoolers: Schearer's Classical Cottage School Model

Information provided by Susan Schearer, Classical Cottage School, White Post, VA



Schearer (above) was a 2007 recipient of the American Classical League (ACL) Merita Award which recognizes sustained and distinguished service to the Classics profession generally and to ACL in particular.

What happens when an enthusiastic Latin teacher receives a call two years after her retirement, asking whether she would be interested in teaching Latin to home school students in upper elementary and middle school grades for an hour once a week?

She said "YES!" and hopped into excitement without realizing what she was getting into.

Meeting with students so young for only thirty weeks, Susan Schearer, understood that she would have to schedule two years

to cover Latin One. Ten weeks later the mothers, who were also required to attend the class and usually learned Latin with their children, became serious about forming a school: a home-schooling consortium based on the fundamentals of a classical education. Thus was opened in the fall of 2003 the Classical Cottage School.

The school has moved from one venue to another as it has grown. For the 2008-09 school year, over 80 families and over 200 children meet in a Clarke County church which has over a dozen rooms for their classes. With another beginning Latin class starting next year, parents are banging on our doors!

Before age 10, students at the Classical Cottage School focus on the grammar of language through a basic overview of Latin, English grammar, and exposure to such modern languages as French and Spanish.

In addition to languages, students in this age range may take such classes as Great Books Discussion, music, art history, world history and science.

A 3-year Classical Studies Program that covers ancient Greece, ancient Rome, and early American history is offered to older grammar students.

Students between ages 10 and 16 are ready for intense Latin, independent writing, and Logic classes. The study of Latin in particular develops the child's powers of memory and observation and enriches his/her studies of English grammar, ancient history, mythology, geography, science, and Progymnasmata, a two-year writing program, before taking a two-year formal and material Logic program.

JCL, certamen competitions broaden knowledge of Roman culture

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Many students participate in the Junior Classical League (JCL) and certamen competitions in order to broaden their knowledge of classical history, mythology, and culture.

"Omnibus classes develop students' thinking skills through reading, analyzing and discussing literature central to western culture from ancient through modern times" Schearer added.

Latin, Logic, and Progymnasmata courses prepare students between ages 14 and 18 for a two-year Rhetoric and Forensics program. Other offerings include American government, American history, world history, art history, Shakespeare and philosophy.

The school now offers two tracks for Latin I: a 3-year sequence for elementary students and a 2-year sequence for middle-school students, with an average of 20 students per class.

Husband and former middle school Latin teacher Hartley Schearer teaches these levels. Both tracks end at the same place, allowing a smooth transition to Latin II. Schearer teaches Latin II, III, IV and Advanced Placement.

By the end of Latin II students have covered almost all of Latin grammar. The school uses the first edition of Oerberg's Nature Method Lingua Latina textbooks, which the Schearers have used for 27 years while teaching Latin very successfully in Winchester, VA, public schools. This new edition of this text has a wide following in the home-schooling world.

Latin students at every level follow a very specific syllabus, which outlines exactly what they are to accomplish each day at home. Their mothers have the keys and mark errors on their papers, leaving it to the students to correct those errors.

The syllabus also states what to expect during the one class meeting each week with the magistri. When class actually meets, students (and moms) ask questions and take a quiz. Class concentrates on review and



In addition to offering Latin & Greek classes, Schearer (above) also sponsors and an annual Latin cena.

drill, plus a preview of the new grammar to be met in the coming week. Schearer interjects that this is NOT a normal elementary school introduction to Latin class!

Schearer wrote her own Latin III text, which combines chronological readings from Roman history with geography, daily life, art, and architecture, including pictures from all over the classical world illustrating what the students are reading.

From 2-6 students have taken AP Latin Four for the last 3 years, alternating between Vergil and Latin Literature. The 3 students who have taken AP exams in the past two years have scored four "5" grades and a "3." Please note that the student who scored the "3" was in the sixth grade!

For AP classes, Schearer has written her own guide to assist home-schooled students with the translating process and the comprehension process. The mothers have the keys and answers to most comprehension questions. Students write an average of one AP essay each week.

With students beginning Latin as early as the second grade, many finish the CCS

Latin program in the 8th grade.

Nevertheless, Schearer continues to read Latin with any students who wish to do so. Two advanced students this year will have read Plautus' *Miles Gloriosus* and selections from Petronius' *Satyricon*, plus a hefty dose of Latin grammar and composition.

One afternoon each month the entire school is invited to a cultural enrichment session, copiously illustrated talks on various topics of daily Roman life, mythology, and Roman provinces.

Students receive handouts with the meaning of terms and proper names used in the presentation.

But WAIT! There's more! "Messing Around with Greek" meets for 15 minutes at the end of the lunch hour. Students (and mothers) learn the Greek alphabet and hundreds of Greek derivatives common in English.

When she has time, Schearer can also take serious Greek students about halfway through the first-year Athenaze text.

"With gold medals and perfect papers on the National Latin and Mythology), 19 out of 29 'Best in Show' medals and prizes awarded at the 2008 Virginia JCL convention, enthusiastic and successful certamen teams, VJCL officers, and the student who has won "best in show" in VJCL costume contests for seven years straight, top achiever at VJCL convention for 5 years, and the top achiever 4 of the past 5 years at the national JCL convention: something RIGHT is happening here," Schearer declares.

"I'm doing what I was born to do, and it keeps me out of trouble," Schearer adds.

Contact Ms. Schearer at sscheare@ntelos.net

From the Chair: Reflections on Challenges and Change



Posey, current ETC chair, teaches Latin and Spanish at The Collegiate School, Richmond, VA.

I love them both equally. They are such integral parts of what drives and continues to motivate me. The most successful among us embrace them. As we grow as educators and individuals, we revel in the changes and challenges that we face daily — nonplussed, confident and poised. I say “Bring it On!”

Too many of us, however, are immobilized by the mere mention of change or completely stymied by fear of a more challenging tomorrow.

What is your Achilles’ heel? The integration of technology in your classroom? Curriculum planning?

If you’ve followed the bold trajectory of ETC recently, you’ve probably, by now already noticed a change. *PRIMA*, the newsletter of ETC has morphed to better fit the needs of our audience.

Featured articles in *PRIMA* now highlight a range of model programs, best practices and voices from those in the trenches. For example, this issue spotlights a Virginia homeschool program that has been successful locally, regionally and nationally in several Latin certamina and competitions.

This issues also spotlights a South Carolina teacher who laments the fact that she sacrifices evening hours to forego her favorite television show. And, of course, we keep you informed of current professional development options available to educators hoping to expand their teacher’s toolbox this summer. In fact, ETC is offering three summer opportunities for educators to get involved.

In addition, The National Mythology Exam (NME), our biggest endeavor, continues to gain momentum and is an assessment tool now taken by students internationally — over 11,000 students registered for this year’s NME ... our best numbers ever!

Of course, the Exploratory Latin Exam (ELE), added recently, targets students at the introductory level who enjoy studying

the Classics.

In sum, all of these changes have been choreographed to fulfill one clear objective to help teachers of the Classics complete their mission — to nurture and support the teaching of Classics at the elementary and middle school levels.

On a different front, you will be reminded throughout this issue of *PRIMA* that ETC will be celebrating 20 years as a standing committee of the American Classical League (ACL) at this Summer’s ACL Institute to be held in Los Angeles, CA.

This anniversary provides an opportunity to revisit the goals of ETC and bring its good work to the forefront of the Classics community.

Speaking about change, we are planning BIG changes for *PRIMA* going forward. To take advantage of current technology and reader demands, we will be *virtual* for next fall’s issue. Future issues of *PRIMA* will only be available on the ETC website: <http://www.etclassics.org>.

Finally, I would like to be one of many congratulating two very special agents of change who have several life challenges in store for them. **Susan Bonvallet** from The Wellington School in Columbus, OH and **Laurie Covington** from Flint Hill School in Oakton, VA, are both retiring this year. Both have been so gracious with their time, resources and life lessons. I’ve learned from them how to deal with teaching challenges and what to do when you are not volunteered to do a job, but rather ‘volun-told.’ Best of luck to you both!

Well, all of this is only the beginning. Change with ETC and challenge us to provide you with more. We thank you all of you for everything that you do to promote the Classics.

All the best!

Micheal A. Posey
Chair, Excellence Through Classics
chair@etclassics.org



Kennedy promotes Classical Mythology, Multiple Intelligence

Information provided by Carrie Kennedy, Pittsburgh, PA

The Greek hero Theseus stands at the door to the Minotaur's Labyrinth. Just before he enters, the princess Ariadne gives him a ball of yarn—a "clew"—and tells him to unravel it as he walks through the Labyrinth. Her simple offering gives Theseus the assurance he needs to slay the Minotaur and then find his way back to freedom.

In *The Power of Myth*, Joseph Campbell acknowledged the importance of the princess' gift, saying, "It's nice to have someone who can give you a clue. That's the teacher's job, to help you find your Ariadne thread."

Carrie Kennedy read those words long before she became a teacher, but they stayed with her throughout her years in the classroom.

The metaphor of Ariadne's thread also melded together with her understanding of Howard Gardner's principles of multiple intelligence: not all students can be led through a maze using the same teaching methods. While one learner may respond best if he can trace a path filled with words, another needs visual cues. One student will happily go down a path alone, but another benefits from peer interaction or full-immersion experiences.

"Gardner sees schools relying heavily on language and logic," explains Kennedy, "and they overlook students' spatial, kinesthetic, interpersonal, intra-personal, musical, and naturalist intelligences. The more 'threads' a teacher can weave through the classroom, the more likely it is that students will have something to hold on to. The material then makes sense to them, and they can truly master it."

Kennedy was delighted to teach a unit on mythology as part of the English curriculum

at Sewickley Academy near Pittsburgh, PA, but she was disappointed with the resource material she found.

"I was collecting book after book to use in class," she said, "trying to tie together all the rich connections mythology had to offer students in middle school and high school." Out of frustration, she began to develop her own curriculum.

That curriculum is now her first book, *Panorama: An Introduction to Classical Mythology*. The work celebrates the language and vocabulary of mythology to address the linguistic element of Gardner's theory, and it organizes the unwieldy material into clear chapters—even categorizing the myths by theme—to provide a logical basis.

Photographs, etchings, and symbols help visual thinkers, and the other five areas of intelligence are addressed in the book's text, in its sidebar material, or through the activities suggested in the teacher's guide.

"Mythology is such an ideal subject," says Kennedy. "Teachers can capitalize on its appeal to students and structure lessons for the study of Latin and Greek, as well as for science, ancient history, literature, and the arts. All the interconnections in that maze of mythology make the subject incredibly memorable, and students will have the pleasure of knowing that material for the rest of their lives."

Editor's Note: *Panorama*, its teacher's guide, and student material will be available soon at www.clewpublishing.com.

Carrie Zuberbuhler Kennedy earned an English degree from Hamilton College and a Master's in Special Education from American University.



Kennedy taught for ten years and is now a curriculum developer and author. She also offers workshops on learning styles and differentiated instruction.

Kennedy will present "Ariadne's Thread: Using Differentiated Instruction to Help Students Get Through the Labyrinth of Mythology" at the ACL Institute in Los Angeles in June.

Contact Ms. Kennedy at czkennedy@comcast.net

Lisa Masoni from The Harker School, San Jose, CA, answers 10 ?s



Masoni (far right) has developed pedagogical units to incorporate technology in the Latin classroom. In the photo above, students are using "clickers." Clickers allow instructors to ask questions and gather students' responses virtually.

Lisa Mason teaches beg., intermediate and advanced Latin to 6th-8th graders in San Jose, CA.

1. In high school I was ...

a very diligent student. (Weren't we all?) A soccer player, an actor, an ice-skater. A compulsive reader.

2. If the TV is on @ 2 am, what are you watching?

If I'm awake at 2 a.m., it's the fault of my 10-month-old daughter. No TV, but lots of singing! (Her favorite is "You are my Sunshine.")

3. The snack that I (might) snuggle into movie theaters ...

Necco wafers. They're our staple for long car trips, too.

4. If I could be in any band ever

Not a band, but I'd love to ring handbells with the Raleigh Ringers.

5. Who would star in the movie of your life?

Katherine Hepburn (I haven't seen a movie in a long time!)

6. If you're a fan of _____, don't talk to me!

horror movies. Even *Ghostbusters* was too scary for me. And I still jump out of my seat at the appearance of the wolves in *Beauty and the Beast* and the rodents of unusual size in *The Princess Bride*.

7. The best lesson my mother taught me ...

Always tell children what to do ("Hold the egg gently") rather than what not to do ("Don't squeeze the egg!"). My mother is a pre-school teacher.

8. If you could meet anyone, who would it be? Why?

Vespasian; he and I share a birthday.

9. Which leaders do you admire?

I admire women who broke barriers: Susan B. Anthony, Eleanor Roosevelt, etc.

10. What would you be doing if you didn't teach Latin?

I'd be a children's librarian.

Contact Ms. Masoni at LisaMa@harker.org

Masoni describes how to make "wanted" poster for myth monsters

Last year Harker became a laptop school. Although the administration has been adamant that they are not mandating the use of laptops – they consider them a pedagogical tool like any other to be used when appropriate – I wanted to be sure that we made use of the technology in Latin so that students and parents didn't start thinking of Latin as antiquated and irrelevant. My professional development goal for the year was to find significant ways to incorporate the use of laptops in my courses.

Around Halloween, my sixth grade students make "Wanted" posters for mythological monsters and then write stories retelling mythological incidents from a point of view sympathetic to a monster. We have an information literacy curriculum, and researching the monsters introduces the students to the use of NoodleBib (<http://www.noodletools.com/>), a web tool that aids in research, for citing sources.

The laptop has streamlined research and presentation.

The one drawback is that students are reluctant to consider books as sources; they want to Google everything and cut and paste.



Additionally, Masoni uses Powerpoint in her classes and participates in Ancient Coins for Education (ACE) activities with her 8th graders.

3rd Annual ETC T-Shirt Contest winners announced; iPods awarded

ETC chair, Micheal Posey, announced ETC T-shirt Contest winners Patrick Derenze of McGann-Mercy High School, Riverhead, NY, and Paige Halas of Oak Knoll School of the Holy Child, Summit, NJ. Raymond Ellis also of McGann-Mercy High School, Riverhead, NY, earned honorable mention for his entry.

Sponsoring teachers received a \$25 gift certificate to the Teaching Materials and Resource Center of the American Classical League. Student winners received iPods and a t-shirt with their winning design.

Derenze's design featured the 2009 National Mythology Exam Theme -- Jason and the Argonauts and Halas' creation highlighted this year's Exploratory Mythology Exam Theme -- Notable Women. Both winners were unanimously selected by the ETC Executive Committee at its annual spring retreat in Chicago, IL.

"Winning this award is a huge honor, and I am excited that my illustration was chosen," Halas said. The topic was a very personal one for Halas.

"At school we are taught that women can pursue anything we set our minds to with the drive and determination to succeed," Halas noted. Her sponsoring teacher is Eliese Callahan.

The topic "Notable Women of Rome" was a way for Halas to portray the distinguished Roman women who had respect in their society.

"In my illustration I portrayed this theme by showing a brief background of one eminent Roman woman, Livia Drusilla, paired with artifacts that represent Rome and the duties and privileges of Roman women. My inspiration was pairing together what Roman women had the opportunity to do in society and how they gained the respect they deserved from Roman men."

"This was a great opportunity to research and to learn more about the role woman played in ancient Rome. Gratias ago vobis ob hunc honorem (Thank you for this honor)!", Halas relayed.

Derenze writes that he received notification of our winning entry in the ETC t-shirt design contest while on Easter recess and needless to say he was thrilled!

His sponsoring teacher, Mrs. Sandra Bertolotti relayed that Patrick was all smiles and admitted to being "surprised and happy" at the news. He said that he enjoys mythology and likes to draw, especially after having taken art classes.

Bertolotti tries to enter her students in as many contests as possible whether in person or by mail.



Standing with his teacher, ETC contest winner, Patrick Derenze (right), and teacher, Sandra Bertolotti (left)

"This was the first year that I included the ETC contest for my Junior High classes. My experience educational video and on a later has always been that most students love to level it is read in Latin. compete!" Bertolotti stated.

There is a great sense of achievement at McGann-Mercy, Latin is a 4-year sequence when starting in the 7th grade. Grammar, his accomplishment and hope it history, daily life, and mythology are worked serves as an incentive to other into each month's curriculum on all students in the future," Bertolotti levels. Many of these topics start off simply finished. and are then studied in more depth in subsequent years.

This is the 3rd year that ETC has sponsored a t-shirt contest. Last year's winner was Austin Fenner, opportunity for review as well as for student from The Meadows School adaptation to more mature insights. The in Las Vegas, NV. His sponsoring Jason story is presented initially through an teacher was Ms. Carol Johnson.



Derenze's winning T-shirt design shows Jason at the helm of the Argo.

T-shirt winning designs to be featured at ACL Summer Institute

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"My inspiration was pairing together what Roman women had the opportunity to do in society and how they gained the respect they deserved from Roman men."



Paige Halas (right) stands with sponsoring teacher, Eliese Callahan (left). Halas' artistic work is the winning entry for the 2009 ELE theme -- Notable Women of Rome. Both sponsoring teachers and students were awarded prizes by ETC.



2008 Petrino Award winners fêted; nominations for 2009 sought



2008 Petrino Book Award Winner, Brandon Chawner (above) is still studying the Classics. Most recently Chawner, a current 6th grader, translated Latin selections about the story of Aeneas.

Student winners receive a book plate and several classically-inspired books. Winners are selected and announced at the Summer ACL Institute and their names are posted on-line on the ETC website.

The Julia K. Petrino Award was established to honor middle school classical scholars who exemplify the dedication, discipline and love of Classics exemplified by the young woman for whom the award is named. It was established by Julia K. Petrino's middle school Latin teacher, Lauri Dabbieri, as well as family and friends of Julia.

The recipients are selected by a committee from a group of middle school students nominated by their teachers based on their performance on the National Mythology Exam and other activities in the field of classics. All teachers administering the National Mythology Exam to middle level students received nomination forms for this award. Forms are also available on-line on the ETC website: <http://www.etcclassics.org>

The two selected 2008 winners were Lucy Cabell Ross, a 6th grade student from Aletheum School in Cary, NC. and Brandon Chawner, a 5th grade student from The Chawner Academy in Manahawkin, NJ.

Ross' recommender noted that she "is a dedicated student of the Classics" whose enthusiasm can be seen in her participation in many local and regional events. Ross was the only student in her Greek I class to receive High Honors on the National Greek Exam and she has studied independently on Ancient Languages and Literature.

Ross' recommendation continues that her love of the Classics doesn't stop at the classroom door. "She has a great desire to share her passion with her friends and the wider community."

In fact, Ross carried through on her plans last summer to teach an Introductory Ancient Greek class to children at her local library, a course she intends to repeat and build upon this summer. She will continue her study of the Classics and hopes soon to be able to read her favorite book, *The Iliad*, in the original.

Chawner's recommendation noted that he had recently obtained a perfect score, the Athena Gold Award of Excellence, on the National Mythology Exam.

He has also participated in the Exploratory Latin Exam and has earned top honors for the past three years.

Lastly, his recommendation concludes that Chawner has "not only excelled in all aspects of the study of classical language, literature, history and art at the middle school level, but he has enjoyed pursuing these topics long after the school day is over."

"His interests are self-driven, not teacher-mandated, and as a result, his passion for the classics continues to grow."

2008 ACL Institute presenter Tina Moller explores Mythology and Constellations Behind Popular Horoscope Signs

by Tina Moller, Sandy Run Middle School,
Upper Dublin Schools, Dresher, PA



Moller has presented on Mythology and Constellations at both the 2007 and 2008 ACL

Background on Our Lesson

While doing research on the calendar for my 6th grade "Latin Exploratory" classes, I discovered information describing the mythology of the popular horoscope signs.

I was intrigued to learn that Pisces, Aries, and the remaining 10 signs were all specific characters with their own stories. When the planetarium director of my school district asked teachers for ideas on cross-curricular lessons, I knew that a program about the constellations of the horoscope signs, paired with explanations of their myths, could be a fascinating, useful experience in the planetarium.

It was very easy to create this unit with the invaluable help of Kim Small, the planetarium director. Small created the program by writing the astronomical background and illustrating the lesson with the constellation graphics. Having provided her with the necessary classical research, I helped her develop the unit by choosing appropriate artistic depictions of the myths. The lesson has been very successful.

Small has included some creative touches, such as having our faculty narrate the stories. The tale of each horoscope sign is told by a teacher whose birthday occurs within that particular sign. At the end of the lesson a

short "bloopers" section is heard while a list identifying each narrator is visible.

After seeing the first third of the program, once some basic astronomy and terms such as "ecliptic" are explained, the planetarium show is stopped so that a designated student can model the path of the sun in the room itself. Students are able to see how and why each constellation is visible during different seasons, depending on the positions of the earth and sun.

Age-appropriate worksheets on the content of the lesson are used. The whole show is entertaining and educational for audiences from sixth-grade through adult.

Mythological Details of Horoscope Signs

Identification of the horoscope characters, beginning with the first sign of the astrological year:

1. Aries is the golden ram that Phrixus and Helle flew on.
2. Taurus is the bull, Jupiter in disguise, that carried off Europa.
3. Gemini are the twins Castor and Pollux.
4. Cancer is a crab sent by Hera to kill Hercules.
5. Leo is the lion whose skin Hercules wears.
6. Virgo is a maiden representing Ceres. (disputed).*
7. Libra are the scales of Justice. (disputed).*
8. Scorpio is a scorpion sent by Gaea to kill the hunter Orion.
9. Sagittarius is an archer representing Chiron the centaur.
10. Capricorn is a sea-goat, maybe Aegipan. (disputed).*
11. Aquarius is the water-bearer of the gods, Ganymede.
12. Pisces are fish, Venus and Cupid in disguise.

Suggestions on Using This Idea

The American Classical League (ACL) rented a portable planetarium to present the program at the Institute in 2007 and 2008 to

rave reviews.

Every quarter I show the lesson to students in our rotating foreign language program. When the planetarium is unavailable the students see the mythology portion without the accompanying constellation graphics on a DVD in the classroom.

To develop a lesson for use in a classroom without using a planetarium include these steps: teach students the basic stories of the zodiac signs; insure that students know their own horoscope sign; collaborate with the science teacher at your institution to learn about and include any necessary astronomy from the science curriculum; decide how extensive your lesson should be, (whether detailed astronomy is required or just basic mythology will be the focus.)

A few of the horoscope constellations have multiple interpretations. Also be sure to include a disclaimer that the purpose of the lesson is to educate and entertain about astronomy and mythology, not to support astrology.

The entire script of our program is available in the handouts posted for the ACL Institutes 2007 & 2008. (<http://www.aclclassics.org/Institute/2008/Handouts.aspx>).

The lesson is illustrated with art of all types from the internet available free for educational use.

For this reason the unit is not available for sale, but using the script cited anyone can develop their own interesting lesson.

Contact Ms. Moller at
tmoller2@verizon.net,
tmoller@udsd.org

Cheryl Cheatham takes a moment to relay 'dies in vita mea'

by Cheryl Cheatham, Dent Middle School,
Columbia SC

*"At the end of the day, there
are still papers to grade
and parents to e-mail. It's
just another diēs in vitā
meā!"*

My day begins in the pitch-black morning. After checking the news for the day's weather, I take time to attempt a sudoku puzzle while eating breakfast.

I hope my sons don't wake up too early, as that will probably make me late for school. Today, I have to arrive early, since I have morning duty in the gym.

After duty, I have about twenty minutes to get my class ready for my 7th grade classes.

This week, we are finishing up our study of comparative and superlative adjectives.

The students enjoy describing and comparing different objects in the room. After they have promised to be nice, we move on to comparing each other!

Victor est parvus.

Victor est minor

quam Loquax. Victor est minimus puer.

Regina est pulchra. (This one is about me!) Regina est pulchrior quam ego. Regina est pucherrima!

These are a good review of vocabulary as well as a practice exercise. The students like to use what they've learned in class in a more real-world situation.

Next is a short break. During this time, I try to get caught up on my grading. It seems like this is a battle I can't win. I think the papers are multiplying! I also need to check my mailbox in the main office. It's probably empty, as usual, but there might be some exciting news from ETC!

My next two classes are my 6th graders. We have been studying mythology all year, and have finally come to the Latin part of the course. However, this week, we are making connections between English and Latin grammar. As I tell my students, you can't understand Latin until you understand English!

Today, we are working on identifying nouns in sentences and telling how they are used. Perhaps tomorrow the students will be ready to hear about cases and declensions. I don't want to give them too much information and scare them off for next year!

Next is another short break. Just enough time to have a department meeting and eat lunch. We are planning for the annual school multicultural day. In my infinite wisdom, I have volunteered to put on Roman games. We will have a discus throw (frisbee), javelin throw (not real ones), bow and arrow (again, not real), foot race, long jump, chariot race (wheelbarrow race), and relay race. We're also having a bean bag toss, but I couldn't come up with an ancient sounding name for that one. I hope I get a lot of parent volunteers for this one!

My last two classes are my 8th graders. They are just coming to the end of their middle school Latin journey. We have been studying the demonstratives, *hic* and *ille*. We are reviewing the forms through song. Some of the students are embarrassed, and don't want to participate in the class sing-along! Party poopers! However, I am able to get a few of them up and moving around, so that is something. A few of the students say that the tune is stuck in their heads now. Ha! *Euge!* Finally, something sticks!

At the end of the day, there are still papers to grade and parents to e-mail. I still have to go pick up my own children from school, cook dinner, and get them to bed. At some point, maybe I'll get to watch one of my favorite shows: the Biggest Loser. Who knows if I'll have time? It's just another *diēs in vitā meā!*

Contact Ms. Cheatham at
ccheatha@richland2.org



In addition to Cheatham's classroom duties, she was selected as one of only 25 educators to participate in a National Endowment for the Humanities (NEH) program to study classical authors in

Old Poet Finds New Audience through ETC Grant award proposal

Information provided by Jeffery Trexler, Trinity Christian School, Carbondale, IL

Homer and Sophocles have arrived!

8th grade students at Trinity Christian School in Carbondale, Illinois will be studying Homer's *The Odyssey* and Sophocles' *Theban Plays* due to a generous grant from Excellence Through Classics (ETC).

Jeffrey Trexler, a 7th-8th grade history teacher was awarded an ETC grant to purchase copies of the two classics cited above for his students this fall.

Trexler previously exposed his students to an abridged edition of Homer's epic which he noted was "barely adequate."

In his his tackling of classical literature in translation, Trexler has made some interesting observations.

"We are finding that literature of this sort reveals limitations in reading comprehension and language ability," Trexler noted.

Trexler also notes that students who are very good in mechanical learning and memorization often have great difficulty with the vocabulary and sentence patterns of literature like *The Odyssey*.

"If students do not read often, they lack the vocabulary and critical thinking skills to evaluate complex sentence structure," Trexler commented.

For Trexler, one great example of this problem is when students see extended metaphors.

"Homer makes extensive use of extended metaphors, and some of our students, like a river turned from its course, never to return, become distracted by the metaphor and lose track of the original context," Trexler said.

Along with our study of Latin, Trexler discovered that reading *The Odyssey* also provides students with extensive and necessary mental discipline.

"To their surprise, some of our students are discovering what an interesting story it is too," Trexler mused.

Although *The Odyssey* was at least encountered by his students in previous years, no class at Trexler's school has ever read or studied Sophocles, so he and his colleagues are excited about its inclusion in next year's curriculum.

Trexler has includes in his unit on mythology the discussion of several characters and themes which appear in the *Theban Plays*, but he believes that these texts will take his students understanding and appreciation to new heights.

He has plans to actually perform at least one of these plays as the culmination of a year-long course in classical studies next year.

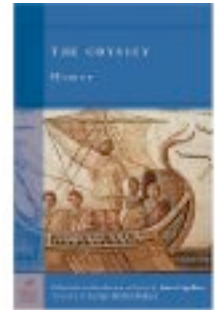
To aid in the exploration of these texts and some others that he plan to use eventually, this grant also helped the school acquire some study guides from Veritas Press.

"We now have study guides for *The Iliad*, *The Odyssey*, *The Theban Plays*, and *The Aeneid*. These guides are full of study questions, projects, and activities which draw out the details and complexities that have made these books classics," Trexler said.

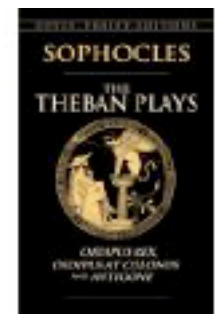
"The grant from ETC made all of this possible, and this is only the beginning of what we hope will be a strong Christian classical curriculum," Trexler added.

Trexler earned a BS in religion from Wayland Baptist University in 1999 and a BA in the Classics from Southern Illinois University Carbondale in 2004. Trexler also served in the United States Air Force for 10 years.

Trinity Christian School was established in 1980 and is comprised of grades K4 thru 12th grade.



*Trexler hope to classically-infused his curriculum with the purchase of Homer's *Odyssey* and Sophocles *Theban Plays*.*



*Sophocles' *Theban Plays* include *Oedipus Rex*, *Oedipus at Colonus* and *Antigone**

"The grant from ETC made all of this possible, and this is only the beginning of what we hope will be a strong Christian classical curriculum."

Contact Mr. Trexler at
jtrexler@tcsoc.org

Three Good Reasons to be a Classics Teacher: JUNE, JULY, AUGUST



Matthew Webb (above), ETC Classics Club Packet Editor, is coordinating ETC's summer offering in August.

The Excellence Through Classics (ETC) Committee of the American Classical League (ACL) celebrates its 20th anniversary for promoting the study of Classics at the elementary and middle school levels with three regional events:

JUNE 26 - JUNE 28, 2009

62nd Summer Institute of the American Classical League Loyola Marymount University (with a visit to the Getty Villa on Saturday, June 27) Los Angeles, CA

You are invited to attend a panel presentation featuring ETC Board members: **Reinventing The Classics: Modern Approaches In K-9 Classrooms** followed by a special 20th anniversary Celebration of ETC complete with refreshments!

JULY 22 - JULY 24, 2009

Historia magistra vitae: History is the teacher of life. Making Classical Connections Across the Curriculum In Pittsburgh, PA

3-days of events for Elementary and Middle School teachers to learn creative ways to bring the ancient past into the present through history, culture, language, art, fashion, and food. No previous background in Classics is required.

WEDNESDAY will be a TEA, TOUR & CLASSICS TALK at the historic Gilfillan Farm - house, featuring Barbara Bell, Director of the Primary Latin Project in the UK and author of *Minimus: Starting Out In Latin*.

THURSDAY will be a TEACHER WORKSHOP with multiple presenters in collaboration with the Carnegie Museum of Art. Highlights will include a Fashion Show of ancient costume by Norma Goldman. There will be hands-on

activities using technology, archaeology, ancient coins and more.

FRIDAY will be a BOOK FAIR with author presentations, exhibits, and a boxed lunch at the Barnes & Noble at South Hills Village Mall.

Act 48 Credits will be provided by the PA Classical Association. These events will be a collaboration of local, state, national, and international Classics organizations.

Please visit the ETC website for updates and complete list of speakers at www.etclassics.org, or contact Zee Ann Poerio, at: zeepoerio@aol.com for more information.

AUGUST 3-AUGUST 5, 2009

ARS GRATIA ARTIS: An Interdisciplinary Approach to Ancient Art & Architecture in the Elementary School Classroom — Williamsburg, VA

Teachers at all levels from across the nation are welcome to attend this free workshop in from 9 am – 2 pm each day.

A complimentary continental breakfast and light lunch is provided. The presenters are energetic and knowledgeable.

Participants will leave each day with plenty of handouts, books, lesson plans, curriculum tips, and ideas! The workshop is ideal for professional development and re-certification. Certificates of attendance are awarded.

This workshop focuses in-depth on teaching about two major aspects of the ancient world: art and architecture. No prior knowledge of Classical Studies is required. For more detailed information and to register, please call (866) 933-9466 or visit www.ascaniusyci.org



Zee Ann Poerio (above), ETC immediate past chair, is coordinating ETC's summer offering in late June.

ETC Grant Winner Purchases Aeneid for beginning Latin classes

Matthew Duran, a World Languages teacher at Seton-La Salle Catholic High School in Pittsburgh, PA, was granted a \$400.00 grant from ETC to purchase *Aeneid* books for his Latin I class. His grant application developed by way of his pedagogical use of the Jenney Latin Series which features at the end of each lesson a paraphrased story based on *Aeneid*.

"I had hoped that by knowing the story in English, students would be able to translate and read the passages at the end of each lesson with much more ease. I have found that this has been the case. The students have been able to much more simply learn the meaning of the Latin words from context rather than breaking the reading rhythm by having to look them up in the back. It has also increased their motivation to read the next passage," Duran writes.

Before the end of the academic year, his students are hoping to go to a local grade school and share their knowledge of Aeneas to the students of the Latin club.

Contact Mr. Duran at pateriovislii@gmail.com

PHONE: 513.529.7741

FAX: 513.529.7742

WEB: www.etclassics.org

ETC Executive Committee

Micheal Posey, Chair
chair@etclassics.org

Zee Ann Poerio, Immediate Past Chair
pastchair@etclassics.org

Rachel Ash, Vice-Chair
vicechair@etclassics.org

Vivian Klein, Secretary
secretary@etclassics.org

Diana Nixon, Myth Exam Chair
dnixon@wcsks.com

Courtney Shaw, ELE Chair
courtney.holman@gmail.com

Kris Tracy, Activity Packet Editor
activitypacketeditor@etclassics.org

Matt Webb, Classics Club Packet Editor
classicsclubpacketeditor@acclassics.org

Geri Dutra,
Administrative Secretary
info@acclassics.org

Elem. Latin Enrollments Double in Latest FL survey

Information provided by The Center for Applied Linguistics, Washington, DC

The Center for Applied Linguistics (CAL) conducts a survey of foreign language enrollments in public and private elementary and secondary schools every decade in order to provide an updated national and regional portrait of foreign language instruction in the United States.

Stratified random sample of more than 5,000 elementary and secondary schools across the country in October 2007 were sent surveys in October 2007 and CAL recent a 76% response rate.

The preliminary information has been released and is available from CAL at:
<http://www.cal.org/projects/flsurvey.html>

Although Spanish and French continue to be the most common languages offered in elementary schools. With Spanish having become increasingly popular over the last decade.

The study does highlight the fact that Latin In the 10-year period, Latin enrollments at the elementary level have double from 3% to 6%. This despite the fact that FL enrollment has dropped in the 10 year period.

LatinSummer NH benefits area Classics students



*Suzanne Henrich
(above) teaches at
Dover High School in
Dover, NH.*

*Information
provided by
Suzanne Henrich,
Dover, NH*

This past June, approximately 35 elementary school children, including many home-school students, had the opportunity to participate in LatinSummer NH, held at the annual ACL Conference in Durham, NH.

The goal of the program is to provide a free,

hands-on, exciting program to expose students to Latin and the classics.

During the 3-hour workshop, students had lively conversations in Latin, explored mythology and the arts, and created Roman mosaics and a road out of candy. The program concluded with a fashion show and Roman banquet.

LatinSummer NH is the 7th year that Ascanius has offered this workshop in conjunction with the ACL conference.

Henrich is Director of Student Programs for Ascanius. She helps to organize and coordinate both the major LatinSummer programs, as well as smaller student outreach programs.

Contact Ms. Henrich at
suelillyblue@yahoo.com



The American Classical League
Excellence Through Classics
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Miami University
422 Wells Mill Drive
Oxford, OH 45056
www.etclassics.org

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