It's been a very busy and exciting year for Iris, with a number of new or expanded projects as well as some new publications out and forthcoming.

Firstly, Iris was given a grant from the charity Classics for All to pilot a new Latin storybook course which aims to tie the OCR Entry Level Latin examination requirements to Reading and Writing at primary and early secondary levels. It is called *Telling Tales in Latin* and consists of a number of the stories from Ovid's *Metamorphoses*, with Ovid as a chatty and imaginative narrator-guide through the course. There is a heavy emphasis on connections between English and Latin, as well as a number of literacy-based activities in each chapter. The intention is that the course can be used in all the schools in which Iris works, and hopefully it will be enjoyed and used by many others too. It is being piloted in three Year 6 classes - two at Pegasus School, which serves the Blackbird Leys estate in Oxford, and one at St Saviours School in Brixton in South London. We are also writing a teacher's guide to accompany the course, which will be free to download from the Iris website, and will help school teachers to deliver the course themselves. The book is available to pre-order now at [http://bookshop.blackwell.co.uk/isbn/id/Telling_Tales_in_Latin/9780285641792](http://bookshop.blackwell.co.uk/isbn/id/Telling_Tales_in_Latin/9780285641792) and is published in April.

We launched an Iris magazine annual last autumn, which is an extended version of the magazine, including extra material, lesson ideas and other useful aspects for schools. It is full colour throughout and has a new look and feel while retaining the Iris vibe. This edition is on the Roman love poets – you can order it online or by emailing us at info@irisproject.org.uk. The Iris online site is updated regularly with new articles and features at [www.irisonline.org.uk](http://www.irisonline.org.uk).

The *Literacy through Latin* projects have all been continuing to flourish in Oxford and across London, as well as in Swansea now too, thanks to the phenomenal work of Evelin Bracke. Reading, Manchester and St. Andrews all joined the scheme this year, and Glasgow are getting ready to start in October 2013.

City Hall refunded the The Mayor of London's *Love Latin* scheme which Iris has been running since its inception in 2011. The scheme has continued to produce phenomenal results in feedback forms, Volunteer speakers have been inspirational, and staff comments have been very positive. A series of Classics Fairs have been taking place this year, with the first having taken place at the Guildhall Art Gallery on 6th December 2012. The next one is happening at UCL on 13th March 2013.

In 2012, Iris joined forces with the Open University to launch an Olympics 2012 project in state schools. It kicked off in March and offers workshops and outdoor mock Olympic events aimed at schools in deprived urban areas. The aim is to engage pupils in the ancient and modern connections of the Games as well as to engage them with sporting competition. You can find pictures and feedback on our Facebook page about events. Iris is also received a large number of entries for its Olympics competition, which we ran in partnership with City Hall in London.

Iris has been given use of a collection of ex-museum ancient Roman and neolithic artefacts. It has been using these in a new project which involves bringing these objects into schools and enabling pupils to get their hands on genuine artefacts and explore them for themselves. The workshop involves a talk on the objects, and how we know things about the ancient world, and has proved hugely popular so far.

That's about everything for now – please do follow us on Facebook or Twitter for regular updates.

Lorna Robinson is the Director of the Iris Project. [www.irisproject.org.uk](http://www.irisproject.org.uk)
because they had enjoyed a novel but to do more on their Latin text book!

The following day I visited Kitbrook Prep. School in Moreton in Marsh and very much enjoyed working with children in Years 5 and 6. We looked at pictures of Vindolanda and discussed the historical basis of Minimus. I also taught a Minimus lesson including some singing and drama with the children.

In November I visited the North Walsham project again. Jane Maguire had organised a presentation evening where the children from all the primary schools performed short sketches, demonstrated Roman army weapons and so on. Over 100 children and parents attended and I was pleased to talk to them about Vindolanda and the characters in the book. Some of the children present were very young (Year 4) and it was a great pleasure to always see children so young having such fun with Latin. In the afternoon, I attended a Minimus lesson taught by Maxine Wood, a highly experienced retired Head Teacher and this was also most enjoyable.

In November we held two Minimus training days at James Allen's Girls' School in London. The first was for those completely new to Minimus and at the end of November we had a day for those with at least a year's experience of teaching the book. This was an experiment but I felt that it worked well to have a more homogeneous group on each training day.

Other Committee Reports

a) Jane Maguire has sent the following report on the North Walsham Project:

The second year of this project (funded through a grant from Classics for All) started in September, with all our Year 1 targets having been met and all 8 schools committed to continuing and expanding their Latin teaching. With teachers and teaching assistants starting up second groups in addition to those continuing to be taught by project teachers, we now have double the number of primary children involved (a total of 134). At the High School, the GCSE group continues after school and this year the top sets in Years 7 and 8 are receiving one lesson a week built into their MFL provision. The latter groups are taught by two of the school's MFL teachers who were trained last term (through another CEF grant) to deliver the Cambridge Latin Course.

To launch the second year, children performed at a special evening attended by Barbara and many parents and teachers. Later this year they will have more specially tailored days at Norwich Castle Museum. Feedback from Headteachers suggests that the majority of them are now very confident that they will be able to sustain Latin beyond the life of the project.

b) Wendy Hunt reports on the recent grants issued to schools:

From mid-September 2012 to mid-January 2013, there have been 24 applications for grants towards the Minimus course. Again, there have been a mixture of applications with one free school, one special school, one language college, one home educator, four independent schools and sixteen state schools, covering the North (Cumbria) to the Midlands (Warwickshire) and to the South (Sussex). Please note that grants are available for both State and Independent Schools and they are available for both Minimus and Minimus Secondes.

c) Catherine Jarvis reports on the work of the IT group:

A sub-committee, The Minimus Interactive Group (MIG) was formed over Summer 2012 to explore the idea of making Minimus the Latin Mouse even more interactive in the classroom and elsewhere!

The group looked at various ways of achieving this and, as such, was very fortunate to be introduced to Paul Hudson, who designs apps. (His website - Romansgohome.com is about the type of apps that Paul designs for the Classical World.) The MIG group will be looking at other multimedia ways of getting Minimus Mouse out into the interactive world. So please watch this space for further information as this project progresses!

Calling all teachers and students familiar with 'apps' ...Could you ask your students (and/or yourself) what they would like to see for Minimus
Future Training Days

The next training day will be on Saturday 9th March at my home in Bristol and we are splitting this day into two parts. The morning will be for those who are completely new to Minimus and the afternoon will be for more experienced teachers. In the summer term there will be a Minimus Training Day on Saturday 8th June at James Allen’s Girls’ School in London. An application form should be attached with this email, alternatively you can download one from the Minimus website or contact Nicola Prince (nicolaprince99@hotmail.com) and she will email one to you. These days aim to give you the confidence to teach “Minimus” successfully, whether you are a trained Classics teacher, a non-specialist with an interest in “Minimus” or keen on the ancient world and looking to help young children to enjoy the language and culture of the Romans. This day would be especially helpful if you are considering teaching “Minimus” in September. More experienced teachers of “Minimus”, who are looking for an update on resources and some new ideas, are also most welcome.

May I ask for your help:-

1) If for any reason, you are no longer able to run your Minimus club after the end of this academic year, please get in touch with us as soon as possible, so that we can help to find a successor. It is such a shame when these popular clubs have to fold, but I totally understand that our wonderful group of volunteer teachers have other commitments and may need to move on.

2) PLP is always looking for financial support. If you can think of any ideas for funding or if you are in a position to make a small donation yourself, I should be delighted to hear from you.

3) Next terms newsletter promises to be a rather special one. Amazingly we have reached Newsletter 50 and I am particularly keen to incorporate Minimus success stories. Have you taught Minimus to a child with severe learning difficulties? How did it help them? Do you have former Minimus pupils who have gone on to great things in Classics or any other Minimus success stories? Have you any special Minimus events taking place in your school? Have you any good photographs of special Latin events in your school and parents have given permission for the children’s photographs to appear in public? I hope to be able to incorporate some of these items in the newsletter.

4) Do let Catherine Jarvis know how Minimus Interactive Resources might help you in the classroom: Catherine@hands-on-latin.com

5) I have made some progress on my new book, ‘Minimus in the Classroom’. This is an additional Teachers’ Resource Book in which I share ideas for using Minimus across the curriculum. It also includes examples of games, quizzes and other fun activities which have been passed on to me by Minimus teachers. If you are willing to share these resources, please get in touch.

I look forward to hearing from you!

If you would like to be on the mailing list of PLP and receive my termly newsletter, please contact me or Nicola. Similarly do get in touch if you are teaching “Minimus” and would like some training in your area or an ‘author visit.’

Future Events

In February, Nick and I will be attending Didacta in Cologne. This is the largest book fair in Europe and again I feel very privileged to have the opportunity to promote Minimus. We are grateful to CUP for allowing us to join them on their stand and to Jane Maguire and Pam Macklin for joining us in Cologne promoting Minimus. For many years there has been considerable interest in a German edition of Minimus. It would be a wonderful outcome of the event if we could find a publisher willing to take it on.

Also in February, I will be visiting St Margaret’s School in Exeter to run a small training course and Fairfield PNEU School in Backwell, near Bristol to meet children using Minimus and teach a lesson.

In April I will be taking part in the Hexham Book Fair and thanks to the efforts of Catherine Jarvis in liaising with the organisers of the festival. These book fairs are a great opportunity to work with both parents and children and introduce them to the pleasures of Latin.

I do urge all schools to take part in next year’s mythology competition where the myths are ‘Pandora’s Box’ for those using the first book and ‘Hercules and the Hydra’ for those using Minimus Secundus. Just make sure that the children know the story and explain the rules of the competition to them. The actual work produced by the children need not take up any class time at all. This is an international competition, so to win a prize is impressive and means a lot to the children and to their schools. NB All entries should be submitted by Friday May 3rd 2013.

Summer Term Events

I am looking forward to visiting Beechwood Park School in Hertfordshire and spending the day with Michele Anderson and her colleagues on 7th June and I will returning to Beechwood Park on 3rd July to judge their Latin Play Competition.

Minimus Teacher Needed in Nottingham

We have been contacted by Trowell Cof E Primary School as they are looking to set up a Minimus After School Club. If you live in the area and would be interested in helping, please contact Nicola Prince (nicolaprince99@hotmail.com) and she can pass your details on to the school.
The only difficult moment for me that week was having to choose which of the fascinating option groups I would attend. Despite some tough decisions, I was delighted with my selections. Allison Caplan led an extremely enjoyable and productive session on Adapting Texts for Classroom Drama. After reading a translation of Ovid's 'Semen', we were split into groups and asked to prepare our very own productions of the story for a performance to the entire ARLT group. I clearly did not read the small print!

Nevertheless, it is not everyday you get to pretend to be Jupiter.

Steve Hunt’s 'Sharing practice and creating resources for the CLC' was a brilliant option group to start with. Designed to be a very open and interactive discussion forum, that is exactly what it was. Everyone was very happy to share ideas, activities and discuss new aspects of the CLC. We were even given the chance to show off (or not) our art skills using CLC Book 3. Fiona Gow's 'A Historical Background to the Ancient World' was outstanding. We looked at Book 6's 'Pageant of Heroes' and Fiona shared some excellent ideas for classroom activities. The final option group, Peter Geall's 'Brush Up Your Rusty Latin', was a fantastic opportunity to put myself in the shoes of a pupil as we translated some love elegy and part of Apuleius' 'Sapiens' Thessalae.'

In addition, there was a fabulous selection of lectures over the five days. Carrie Vout kicked off the proceedings with an excellent talk on 'Why History Needs Art'. Steve Killick and Mark Rivett led a brilliant storytelling workshop in which we worked on our own narrative skills before they gave us an awesome two-man performance of Oedipus. Tara Atkinson gave an insightful lecture on 'Teaching and Learning in a mixed-ability class'. Strategies and Benefits'.

Eleanor Dickey gave an outstanding talk on 'Learning Latin as a foreign language during the Roman Empire'. Rosie Wyles inspired us on 'What to wear when entertaining the gods - costumes and masks in the ancient theatre'.

Chris Pelling shared his expertise on Plutarch and Shakespeare with us. Finally, with the Olympics looming, we were delighted to have Chris Cannon of the Wenlock Olympian Society come to speak to us about the origins of the Olympics.

Our final evening together included the much anticipated ARLT entertainment which was abundant in laughter and frivolity. With fine performances of The Trojan Women, Gilbert & Sullivan recitals, Ovid's 'Semen', in the style of Jeremy Kyle and the Oki Koki and Old MacDonald sung in Latin, an extremely enjoyable evening was had by all.

The week ended with an excursion to Chester, a place I have always wanted to visit. I much enjoyed the Grosvenor Museum before a Roman soldier led us all around town to see major landmarks, such as the amphitheatre. This was perfect preparation ahead of my expedition along Hadrian's Wall the next day.

From start to finish, the week was not only extremely useful but consistently enjoyable. The atmosphere was friendly and supportive and everyone seemed open to sharing ideas, resources and offer advice on new teaching methods. A few of us even enjoyed some Classical banter over a game of tennis on a sunny Shropshire evening! I would like to thank the ARLT Committee and particularly, Robert Grant and Allison Caplan for their exceptionally hard work throughout. I very much look forward to returning to another ARLT event.
With 68 students attending this year's Summer School in Repton we felt that this was the ideal number for our purposes. We took over two of Repton's boarding houses and most classes had from eight to ten students, the perfect number for generating meaningful discussion. As always students came from a wide variety of schools with representatives from all corners of the United Kingdom. We were delighted that our 68 students came from 49 different schools, with 31 from state schools.

One of the main reasons d'etre of the Summer School has always been to create a community of the like-minded for students who may well be developing their interest in Classics in isolation in their schools; this was most emphatically achieved in the very busy, action-filled six days of this year's Summer School.

Along with the standard sprinkling of Summer School 'old lads', it was very good to welcome four tutors new to the Summer School. It is testament to their skills that by the last day they seemed as established as those for whom this was their twentieth outing. One of the biggest pleasures of teaching on the Repton course is that of meeting so many young people who are firm in their determination to continue their study of the Ancient World at university and it was particularly rewarding to hear later on in the summer from a number of our Year 13 students that they got the required A levels for the courses they had set their hearts on. Although the Summer School is so comparatively short, it is very definitely one of our aims to sow seeds of interest which can then be nourished to fuller growth at a later stage. We were delighted by the large number of students taking taster courses in Latin and especially Ancient Greek, all of whom were given the opportunity of continuing with an online course in the autumn.

Although the weather during the week was the worst in the Summer School's history, we still managed to make full use of Repton's magnificent sporting facilities and the swimming pool proved a favourite venue to offer a welcome break in the otherwise unremitting provision of Classical fare during the day. The very grand buildings at the heart of the school provided the backdrop for our performance of Euripides' Orestes, which proved very successful and thought-provoking despite the weather gods' unwelcome attentions. We then retreated indoors to enjoy Aristophanes' Thesmophoriazusae in all its bawdy hilarity. All of our students were involved in some way in one or other of these productions and it is always our boast to put on stage so many of our students who have never acted before, least of all in anything Classical. Our guest for these plays on the final evening was Professor Matthew Leigh of St Anne's College, Oxford University, who was cajoled into performing a very convincing hip wiggle in the Aristophanes. Matthew gave a splendid talk on the final morning, drawing on the two performances to make important and illuminating points about the plays and to show connections between the two. We were very grateful to him for giving up valuable time to visit us.

As always we are very grateful to a large number of institutions that support the Summer School financially. We pride ourselves on doing everything we can to ensure that no student is prevented from attending the Summer School on financial grounds and nine students this year were on full bursaries, with a further 22 students receiving some level of support. In total we gave out £4,505 in grants (compared with £2,135 in 2011). This would not be possible without the generous backing we receive. We would urge all teachers reading this report to spread the word about the Summer School and encourage their students to attend.

This was Bob Lister's final year as Course Secretary. Bob set up the Summer School over twenty years ago and its success has been very largely due to his inspiration and continuing support over the years. Throughout his career Bob has been a key figure in the promotion of our subject; the Summer School is just one of his major achievements for our cause. This year's Summer School was dedicated to our great friend and Summer School stalwart, Pete Hartley, who, as many JACT members know, died at the beginning of the last academic year. He was very much in our thoughts during the week; he always particularly enjoyed the Summer School plays and we hope we did him proud this year.
The Roman Society is pleased to announce the following initiatives for new Classics teachers and PGCE students:

**Calling All New Classics Teachers**

All new classics teachers who began their teaching career in 2012 or who will be starting in 2013 are invited to join the Society at the student rate of £25 p/a for THREE years (instead of the full rate of £40 p/a). Membership forms are available from the Society’s website:

http://www.romansociety.org/membership/overview.html or from Dr Fiona Haarer, Secretary, Roman Society, Senate House, Malet Street, London WC1E 7HU

Email: office@romansociety.org

Please write the name of your school on the form and ask your Head of Department to sign as sponsor.

**PGCE students @ King’s College London and the University of Cambridge**

The Society will offer a prize of £200 for the best PGCE research paper submitted by a student at King’s College London and the University of Cambridge. The two successful students will be invited to submit a version of their paper for publication in the Journal of Classics Teaching and on the Roman Society website.

The North American Cambridge Classics Project (NACCP) held workshops in Las Vegas, Dallas and New York in July and August 2012. Melody Hannenmen officiated. A further conference is planned in Memphis for 2013.
Run by Sunderland University's North East Centre for Lifelong Learning in Newcastle and offering courses at every level in both languages, this intensive week is suitable for sixth form students (16+), undergraduates, postgraduates, teachers, OU students and adults of all ages. This will be the 20th Durham Summer School and the 10th year it has been held at St. John's, which is an attractive college very close to Durham Cathedral. The basic course fee is £555 for a shared room, £590 for a single room, £660 for a single en suite (including all tuition fees and full board and lodging). For non-residents the fee is £465 (including all tuition fees, coffee, lunch, tea, dinner). There is a fund to provide bursaries for those who need extra help with finance and who are not able to obtain grants from other sources.

Contact:
Full details are available from Mrs Jane Gilhespie, North East Centre for Lifelong Learning, 2nd Floor, Bedson Building, King's Road, Newcastle upon Tyne, NE1 7RU, tel: 01915152861, email: jane.gilhespie@sunderland.ac.uk

Queries about academic content should be sent to the director:
anan_beal@ncl.ac.uk

Details and application forms can also be downloaded from the JACT website:
http://www.jact.org/downloads/Durham%20application%202013.doc

Online enrolment and payment will be available at
http://ncefl.sunderland.ac.uk/

A report on the 2012 Summer School can be found on the JACT website.
Summer 2012 Outcome

Thanks to all those Centres which contributed to the rise of 18% in cash-in entries. The Principal Examiners were again impressed by the quality of most responses, and the overall results were well in line with those of summer 2011. The following can now be accessed on the WJEC website:

- Raw and UMS grade boundaries
- Question Papers and Mark Schemes
- Examiners’ Reports

INSET / CPD

Our only full-scale meeting this academic year took place in London on Saturday 17th November 2012, attended by 40+ delegates. The feedback was extremely positive from both those already teaching to the specifications and those intending to enter candidates for the first time. Copies of all the hand-outs can be accessed on the website.

Roman Civilisation 2013

A reminder that the topics to be examined in 2013 are Entertainment and Leisure and The Roman Army.

The areas to be studied are listed in the specification. The ‘set’ source material for Level 1 is available on both the WJEC and CSCP websites, while the Teaching Support Booklet for Level 2 can be accessed on the CSCP website.

A few teachers have asked whether sample questions will be produced for the new topics. We have decided not to do this because the style and type of questions are unchanged and it is not in the interest of the question setter to use up some of the (relatively scarce) supply of valid questions in this way.

Latin Literature for 2014, 2015 and 2016

The new selections are now online on both the WJEC and CSCP websites. There will, of course, be the same level of support as there is for the current prescription, to be examined for the last time in 2013. This material is now in course of preparation and should be available by the summer. The comment on sample questions in Section 3 above will also apply to the new literature prescriptions.

Support

Teachers seeking advice on any aspect of the WJEC Latin Certificates are urged to email the Subject Officer (alan.clague@wjec.co.uk) who is usually able to respond very quickly.
A plenary lecture by Professor Christopher Pelling, 'Truth, but not as we know it: the joys and the dangers of using Plutarch', stressed the importance of considering Plutarch’s wider interests and the themes that run through his Moralia and Lives when approaching him as a source for ancient history. While at times he is clearly guilty of dubious ‘historical reconstruction’ (as are many others...), this doesn’t make him useless: it is the things that Plutarch took for granted in his descriptions that offer insights to the ancient history.

Two pairs of workshops followed: Stuart Noss and Sarah Holliday presented 'Creative Starters and Plenaries for Ancient History Teaching', and started their talk in memorable style, distributing tin-foil for the audience to make their own Agamemnon death masks; they went on to dazzle their captive audience with Name Bingo, 'Text to Tweet', Power Graphs, Swingometers and Quotation Banks. A session led by Peter Reason and James Harrison, 'Differentiated Approaches to Teaching Ancient History' started by looking at resources used in A Level Roman history that encourage participation from all students. The importance of effective questioning was emphasised, particularly suggesting ways to open tasks at the start of a topic. There followed a useful discussion about problems and solutions in the teaching of text-heavy content.

Terry Edwards' 'Use and Abuse of Sources' offered guidance on strategies for approaching ancient texts, and demonstrated the banality of describing any ancient source as 'biased': Edwards suggested replacing this term (the bane of all teachers) with the following more nuanced categories of analysis: untrustworthy; one-sided; inconsistent; exaggerated.

Penny Goodman’s ‘Space and Ancient History’ demonstrated the importance of considering spatial aspects of ancient events and activities, emphasising the significance of human control and deployment of spaces, and rethinking the spatial aspects of the murder of Clodius and the City Dionysia at Athens.

Steve Hodkinson’s 'New Approaches to Classical Sparta' reviewed the recent transformation of scholarly approaches to ancient Sparta, showing the ways in which surveys of Laconia and Messenia have offered insight into settlement patterns and their implication, while reminding us how the notion of the ‘Spartan mirage’ (whether it be viewed as idealising or critical of the ancient Spartan way of life) has enabled historians to reinterpret the sources and see Sparta as a less straightforwardly militaristic society.

Peter Reason and Peter Liddell’s GCSE Ancient History workshop discussed the current OCR specifications, teachers’ experiences of the qualification in practice and the possibilities for creating, improving and co-ordinating resources. Stuart Noss and Sarah Holliday explored new creative and learning ideas for the classroom, inventing a new genre, Tweetiture, in the process.

Future INSET days may well focus upon specific topics, but the sessions’ emphasis upon innovative methods on the classroom, combined with academic lectures, was welcomed as a template for teacher training. The Helenic Bookservice was in attendance with their wide range of books, texts and classroom aids, and we were all grateful to Luke Richardson, the JACT Administrator, for the technical organisation of the day. His heroic expedition to the supermarket for extra sandwiches meant that delegates were left, at the end of the day, with a hunger only for more ancient history.

This is the message that Michael Gove delivered to Classics for All on Wednesday July 18, 2012, at the Mansion House in London: It’s fantastic news that more and more state schools are offering pupils the chance to study Latin. The classics offer students a chance to commune with some of the finest minds of all time; they offer intellectual training of the most rigorous kind and endless pleasure throughout life. It must also be noted that employers value the logical thinking, clear writing and enquiring nature shown by students who choose to study the classics. Which is why I wish Classics for All every success.