News & Reports

Iris News: EU Language Label and New Community Centre
by Lorna Robinson

It has been another busy six months for Iris, with lots happening: long-standing projects continuing and new projects gradually taking shape. Our daily news can be found on our website, and Facebook and Twitter feeds, but there are two big pieces of news that we would like to share in this article!

EU Language Label 2013

This July, we were very excited to be awarded the EU Language Label for our Literacy through Latin project. The Literacy through Latin project was the very first project Iris created, and enters its eighth year this year. It started life as a small pilot in East London and East Oxford schools, delivering Latin as part of the school literacy curriculum using a course based on storytelling, activities and games using Ovid’s Metamorphoses. Since then, the project has expanded to Manchester, Reading, Swansea, Fife and is soon to start in Glasgow, and we have developed a Latin storybook and course based on the programme, Telling Tales in Latin.

For those who have not heard of it, the European Label is an award that encourages new initiatives in the field of teaching and learning languages, rewarding new techniques in language teaching, spreading the knowledge of their existence and thereby promoting good practice. The Label is open to all aspects of education and training, regardless of age or methods used, with its main focus being to promote innovation in language teaching. By supporting innovative projects, at a local and national level, the Label seeks to raise the standards of language teaching across Europe. Each year, the Label is awarded to the most innovative language learning projects in each country participating in the scheme. It is co-ordinated by the European Commission, but managed by the individual Member States, with national juries deciding on detailed criteria. For more information, you can visit [http://ec.europa.eu/languages/european-language-label/index_en.htm](http://ec.europa.eu/languages/european-language-label/index_en.htm).

A judge came to visit one of the schools participating in the scheme, St Saviours primary school in Brixton, and she wrote in her report:

“This project provides an opportunity for young children to be introduced to Latin, many of whom come from disadvantaged backgrounds and who may not have the opportunity to find out about Latin at any other time of their school career. The teaching I saw was excellent, based on an exciting programme designed by the Iris project. In my long career (primary) I have not seen children identifying, analysing and discussing grammar at such a high level as I saw at St. Saviours.”

We hope that this award will help us continue to develop and expand the project, and also help us with raising funds so that we can work on ways of embedding the scheme into primary schools.

East Oxford Community Classics Centre

One of the things which Iris has lacked over the past several years due to our very limited funds is a home from which to operate, and we had been thinking for some time about what we could do to bring about such a place. We receive many kind donations of books, replica and real artefacts, amongst other things, and it seemed a great shame that these items were not housed somewhere accessible to be used and enjoyed by communities of learners. At the start of 2013, I decided to take the bull by the horns and start contacting local places like schools and children’s centres to see if they might have some space. A local East Oxford comprehensive school, Cheney, with whom we have worked a lot in the past, expressed a keen interest, and so after a few months of negotiation we had secured a large classroom space.

In the past few months, we have been decorating the space, and we have also commissioned Soham De, Iris’s in-house illustrator and artist, to paint a series of striking wall and ceiling murals which merge locations across Oxford city with classical myths! We’ve added bookshelves, rugs, chests and display cases for the artefacts, signs and blackboards, and a sofa is on its way!

The purpose of the Centre is both to provide a permanent presence within the school for pupils to engage with the Classics in a range of different ways, and also to provide an exciting, accessible place for visitors of all ages from the local community to experience Classics and attend lessons and sessions.

Oxford is a city well-known for its magnificent buildings and museums, but there are very many children and adults in the East Oxford community who have never been to them, and often feel a little alienated from the other side of the city. We hope that the centre will be a place where people feel comfortable visiting and taking part in, as well as being a stepping stone to encouraging people to visit other learning centres and museums.

We have been enormously grateful to have had the support of the University of Oxford, and especially its classics outreach officer Mai Musie in making this happen. We have recently recruited a team of undergraduates and postgraduates to deliver exciting sessions and workshops, and many academics have come forward to generously offer their time and expertise to deliver talks.

Mythical beasts, ancient Athens, Roman art, artefacts handling sessions, and
beginners Latin and Greek classes are just some of the many workshops and courses the new centre will be offering from October! We are also inviting a number of outside speakers, ranging from experts in the Archaeology of Oxford to storytellers, and everything in between.

The Centre is due to be formally opened on 24th October with a festival followed by a talk by Professor Mary Beard. A schedule of events for its first term is now being finalised and will be available to view very soon from our website and Facebook page.

Please visit www.irisproject.org.uk for more information

**Lorna Robinson is the Director of the Iris Project**

**Report of The Primary Latin Project, Summer 2013**

by Barbara Bell

**Activities**

This is a good time for the Primary Latin Project (PLP): from 2014 primary schools must deliver a language and Latin and Classical Greek are 2 from which primary schools may make their choice. If a school is already using Minimus successfully, it may well decide to make that their language; if however, a school knows nothing of Minimus staff may well view the possibility of Latin with misgivings – ‘nice in theory but no-one on the staff knows Latin and we don’t have much money to buy the materials.’ PLP can help here; the availability of grants for start -up costs is a crucial factor when a Headteacher is considering whether to introduce Minimus. The Classical Association is most generous in supporting our Grant Fund.

I enjoy running training events to give teachers, especially non-specialists, the confidence to deliver Minimus. As I am just beginning my retirement from school teaching, I will have more time to do such visits; in addition I was delighted to hear from Dr. Evelien Bracke from Swansea University, inviting me to join the Classics in Communities Project. 8 universities have agreed to support the training of primary schools to enable them to teach Latin: Birmingham, Cambridge, Exeter, Glasgow, King’s College London, Liverpool, Oxford and Swansea. This project will be run jointly with the Iris Project.

Meanwhile the routine work of PLP continues. Numbers attending training days this year have fallen, almost certainly owing to the recession, but we had a successful day at James Allen’s Girls’ School in June. Pam Macklin masterminded another very successful Mythology Competition and we are grateful to the Jowett Trustees for their continuing support for this. We are delighted that this continues to be an international competition, with entries from the States and Tasmania this year. The winners receive book tokens, a letter of congratulations and a bookplate and they are rightly proud of their efforts.

North Walsham Project – the buzz of activity in Norfolk continues, thanks to the indefatigable Jane Maguire and her team. The initial project funded by a generous grant from Classics For All, has been a tremendous success and is just coming to an end. 7 primary schools committed to teaching Minimus on the timetable for 2 years. I have visited on several occasions and been delighted to see the work of both teachers and pupils. Parents have been supportive and the numbers taking Latin have grown.

A particularly exciting development is that North Walsham High School has made Latin to GCSE an option, so that children leaving primary school enthusiastic about Latin now have one state secondary school where they can continue it. Each of these schools that were committed to the initial project are continuing to teach Latin; in addition another 8 schools are embarking on a second North Walsham Project. Again we are indebted to a grant from Classics For All, but this time staff within the schools are doing all the teaching. Jane Maguire and I lead a very productive 2 -day training event in April 2013, where we worked with Headteachers, teachers and teaching assistants from these schools who were all eager to get to know the Minimus material in order to introduce Latin in their schools in September 2013. It was particularly valuable that Steve Hunt was training another group of teachers to use CLC in the next room. There was a useful crossover of ideas during lunch breaks, with a valuable exchange of ideas between primary and secondary.

**Future projects**

1. **German Edition?** – Despite a very successful visit to the German Book Fair, Didacta, in February 2013 and keen interest from a publisher in introducing a German version of Minimus, this now looks unlikely to happen. Unfortunately someone seems to have beaten us to it, in that there is a not-dissimilar book based on a dog, which is a Latin course for primary children in Germany. This is a great disappointment after the considerable interest shown in Minimus by German teachers over many years, but at least more children in Germany are now learning Latin.

2. **Minimus Training** – The training of teachers to use Minimus seems to be taking a different shape in the future. No Saturday training days have been arranged, but on 4th September I will be visiting a primary school in Erith, Kent on their Inset Day and training all 14 of its staff to use Minimus. The Head teacher values Latin, having studied it herself and is keen to introduce Minimus throughout the school. If any other primary school would like this form of training, please get in touch.

3. **Minimus the Musical** – I have had no time this academic year to work on making the libretto and score available for other schools to use, but this is a priority for the future.

4. **Minimus goes Digital** – Helen Forte, the illustrator of Minimus, is working closely with Cambridge University Press to turn Minimus into an i-book; see the website (www.minimus.com) for news of its availability, hopefully this autumn.

5. In July the Primary Latin Project has been invited to have a stall at the UCL Classics fair. 160 primary children have already booked to attend and sample what Classical subjects can offer. Lorna Robinson of the Iris project has run several of these Classics fairs; this is the first one at which we have been involved and we welcome the opportunity.

6. **Minibooks** – Helen Forte and I hope to work on another set of minibooks during the summer of 2014.
7. British Museum Day – The PLP committee is discussing the possibility of another *Minimus* day at the British Museum in 2015.

8. *Minimus in Practice* – I am beginning my retirement from school teaching with some intensive work on a new *Minimus* book for teachers; this is likely to be called *Minimus in Practice* and I hope it will be a useful extra resource book. It will focus on using *Minimus* as a cross-curricular book and will also include games, quizzes and possibly tests. In an ideal world this may appear before Christmas.

### School visits

I always enjoy working with children using *Minimus* and I am likely to have a little more time for visits now. Please get in touch if you would like a visit. I am happy to teach taste lessons, take a lesson with an established *Minimus* group (I particularly enjoy doing singing or drama) train teachers, speak to Head teachers, present prizes, certificates, judge competitions, etc. To date the first *Minimus* book has sold 134,000 throughout the world. Last week I discovered that *Minimus* is being used in Tokyo; Steve Turner is teaching *Minimus* to adults aged 19 to 65!

For details of any aspect of the work of the Primary Latin Project, please contact me at: Tel: 0117 953 1819 e-mail: BMBellMINI@aol.com.

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### The Gruffalo - Latin Edition

*First published in 1999, Julia Donaldson's The Gruffalo (illustrated by Axel Scheffler) has sold over four million copies worldwide in fifty languages. So why Latin? To begin with, it is a tribute to an amazing author and a personal friend of the translator - one of the most popular picture books in the world had to be translated into one of the most influential languages in the world. And then also because the use of elegiac couplets allows for linguistic references and allusions to the likes of Ovid and Virgil - diligent literary sleuths will come face to face with Cadmus’ snake and witness the demise of Turnus. As Caroline Lawrence says, “Carpe Gruffalonus!”*

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### Pompeii Live in Cambridge

**by Jennie Thornber**

The last couple of months have seen the staff of the Museum of Classical Archaeology getting rather excited about the British Museum’s *Life and Death: Pompeii and Herculaneum* exhibition, not least because we were looking forward to paying a visit to this immensely popular and hugely successful exhibition ourselves. Over the course of June and July the Museum has put together our very own *Pompeiana* exhibition, introduced our collection to cinemagoers at the British Museum’s screening of *Pompeii Live*, and participated in the fantastic Civilizations in Contact project which aims to bring ancient Pompeii to Cambridgeshire schools.

When we at the Museum of Classical Archaeology heard that the British Museum would be pioneering a brilliant new initiative to beam a live screening of the exhibition out to cinemas not only across the country but also across the globe, a plan started to form in our minds as to how we might get involved….

*Pompeii Live* promised to be a wonderful opportunity for those who may not be able to visit the exhibition to see the treasures from Pompeii and Herculaneum from the comfort of their local cinema. Presented by Peter Snow and Bettany Hughes, the screening also included input from Cambridge’s own Mary Beard and Andrew Wallace-Hadrill and the exhibition’s curator Paul Roberts, who all helped to bring the wonders of the exhibition to life for the audience. In addition to this, specially made films were shown to give the audience an idea of the state of Pompeii and Herculaneum today and to set the exhibition in context.

On 18th June, the evening of the live screening, the team from the Museum of Classical Archaeology set out on its mission to bring the Museum to the cinema, armed with several Roman artefacts from our collection and a statuette of Hercules. The staff of Cineworld Cambridge kindly allowed us to install ourselves and our items in the cinema’s foyer for the evening and afforded us an excellent opportunity to engage cinemagoers with our artefacts. Those visiting the cinema that evening, whether to watch *Pompeii Live* or to see the latest blockbuster, were given a rare chance to handle genuine Roman artefacts before they had even got round to buying their popcorn! Among the items we took along with us on our excursion was a wonderful piece of *terra sigillata* from Roman Cambridge, as well as other fragments of pottery from London and the Nene Valley. We were also able to take along a Roman lamp, as well as a few fragments of lamps, and some beautiful pieces of marble from the Roman Forum, including eye-catching pieces of porphyry and serpentine. I think I can safely say that all members of the Museum team involved had a most enjoyable evening chatting to members of the public about the artefacts and encouraging them to pay us a visit to see the rest of our collection. We were delighted to find that it was not only the captive audience attending the screening of *Pompeii Live* who wished to learn more about our artefacts but also those on their way to see *The Great Gatsby* and *Man of Steel*. All in all, the evening was a great success, not simply because we avoided any calamities befalling our artefacts while in close proximity to cinema snacks but because the Museum had a fantastic opportunity to reach new audiences.

The following morning, the team were back at Cineworld bright and early for the Key Stage 2 screening of the exhibition. This time we came bearing a variety of replica items from our Roman loans box, available to be borrowed by schools, which we took great pleasure in teaching students about. We were particularly impressed by the students from one local primary school who were able to teach us about the objects! The students enjoyed handling replica oil lamps, coins and jewellery before heading into the cinema to watch *Pompeii Live*, as well as getting a chance to try writing on replica wax tablets with a stylus.

The artefacts which accompanied us on our visit to Cineworld for the screening of *Pompeii Live* now take pride of place in our new temporary exhibition, *Pompeiana*, along with a few
items which were too precious to join us on the excursion. The Museum’s new Curator, Dr. Susanne Turner, has been working hard to put together this exhibition, which comprises items from Rome, Pompeii and Roman Britain. Among some of the highlights are a beautiful piece of painted architectural moulding from Pompeii, the fragmented neck and shoulder of a glass jug from the Temple of Mithras in Roman London and the casts of two dancing ladies from the Villa of the Papyri in Herculaneum. We will also be providing a trail focusing on casts of sculpture displayed in Roman gardens and houses, which we hope will enable visitors, especially those already familiar with the Museum, to see the casts from a fresh perspective.

The Museum is also thrilled to be involved in Civilizations in Contact – a wonderful project with the goal of bringing ancient Pompeii to Cambridgeshire schools. Thanks to a £49,000 Heritage Lottery Fund grant, pupils in five primary schools in Cambridge have had the chance to immerse themselves in Roman history through art, drama and role play, before visiting the exhibition at the British Museum. The Museum of Classical Archaeology was pleased to participate in the project, along with the Museum of Archaeology and Anthropology and the Fitzwilliam Museum, by lending our handling collection to the schools. On Tuesday 16th July the project culminated in a celebration in Cambridge Central Library, where art produced by the children on the subject of Pompeii and Herculaneum was be displayed. The photography and artwork from the project will remain on display in the library throughout July.

We have a busy summer ahead of us at the Museum with plenty of activities lined up for families, as well as weekly tours for adults and our Pompeiana exhibition. Perhaps some of you will even get chance to visit us. A visit to the Museum is also a fantastic way of enhancing and enriching the study of the ancient world for students – why not consider paying us a visit in the next academic year? We are always happy to deliver sessions for students of all ages. For more information, take a look at our website: www.classics.cam.ac.uk/museum. You may even wish to like us on Facebook (www.facebook.com/MuseumOfClassicalArchaeologyCambridge) or follow us on Twitter (www.twitter.com/classarch) to be kept in the loop about our forthcoming events. We hope to see you soon.

Tony Williams, former Classics Education lecturer at Jordanhill Teacher Training College, Glasgow, highlights perfectly the difficulties Classical subjects face in the curricular play-ground, ‘Classics is the object of more hostility and indifference than any other subject in the Scottish curriculum.’ Being the most established form of education in Scotland, and in most of Europe, it does seem rather bizarre that there is such little faith in, support, or encouragement for Classics, specifically in the secondary state sector.

During the recent Scottish Classics campaign of 2010, Classics teachers and Classicists from all over the world bombarded Members of the Scottish Parliament and SQa officials with letters regarding the decision to remove Latin and Classical Studies from lower-school certification in Scotland, ultimately rendering Classical subjects as elitist disciplines. We managed to successfully save Latin and Classical Studies, but unfortunately lost Classical Greek thus providing no means for pupils to study certificated Classical Greek under a Scottish curriculum. However, it seems as though most of this was in vain, as there are currently no teacher training institutes in Scotland providing a Classics PGDE. The University of Strathclyde (formerly known as Jordanhill Teacher Training College) dropped their Classics PGDE in 2004 and the University of Glasgow took over the role in their own Education department across the city. Glasgow has now discontinued their Classics PGDE, which was already broken down as it could only be taken to supplement a History or English PGDE, regardless of the needs of students and their desire to pursue a career as a Classics teacher.

Often these students are presented with the argument that to train as a Classics teacher in Scotland would leave them with very few employability prospects. However, although there are not as many jobs for Classics teachers compared to other subjects, there are still posts out there which can be filled when teachers retire or progress from their schools. Many schools see this as opportunity to close Classics departments because there is no fresh flow of new teachers from the universities. The circular nature of the argument is clear to see, and yet no-one is willing to accept responsibility for the decline of Classics in Scotland.

A drive is needed to persuade the University of Glasgow to re-instate the Classics PGDE for the 2014-2015 terms. If action is not taken soon, it is very unlikely that Classics will continue have a home in Scottish secondary education, except for the economically privileged few who can afford the soon to be luxury of Latin and Classical Studies.

WJEC Latin Certificates
by Alan Clague

WJEC is pleased to tell JACT members that:

• The Level 2 Certificates in Latin Language or Latin Language and Roman Civilisation will, from 2014, count as a ‘language’ in the EBace system. They will also continue to carry the same league table performance points as in previous years.

• The number of Centres entering candidates for the Certificates is now in excess of 150.

• This summer there were candidates from every year group in secondary education (Years 7 to 13).

WJEC would like to remind teachers entering students for the Certificates that:

• There are new literature prescriptions to be examined for the first time in June 2014. The texts and associated vocabulary lists are available for download from both WJEC and CSCP websites. The customary invaluable support material from CSCP will be posted as soon as possible.

• The Roman Civilisation topics will
ARLT Reading Competition 2013: Winners

The following won prizes in this year's competition:

Intermediate section
First prize: Arcadio Fernandez of Cambridge International School
Junior section:
First prize: Oscar Tovey Garcia of Bristol Grammar School
Second prize: Sai Kotecha of Loughborough Grammar School
Third prize: Sam Lord-Sturdy

No prizes in the Senior section were awarded.

The Roman Society continues to support school Classics, especially Roman studies.

In 2013 prizes for the best PGCE research essays have been awarded to Olkivia Sanchez for her research on Differentiation: Exploring ways of introducing sources to a mixed-attainment Ancient History GCSE class and Olivia Upchurch (Cambridge) for her research on Pupils’ Perceptions of Roman Women. Emily’s assignment is published in this edition of JCT and we hope to publish Olivia’s in the next. Both research assignments, we felt, were methodologically coherent, tightly focused and offered insights into areas of interest to the Classics teacher such that they might have significant impact on practice.

Between November 2012 and July 2013 – equivalent to the academic year 2012-13 – the Roman Society received applications from 64 institutions or individuals for financial help towards the study of Latin and the Roman World. It is worth looking more closely at these applications as a way, perhaps, of finding out in a little more detail what lies behind oft-quoted comments of a general upsurge in interest in developing Classics in schools today.

Of the 64 applications, 11 were from state primary schools, 48 were from secondary schools (42 state comprehensive, 5 state grammar, 1 independent), and 5 from individuals.

The primary schools all sought funding for general library books and resources.

The secondary schools most commonly sought funding to set up a new Latin class. This was the reason for 34 / 42 of the state comprehensives, 1 / 5 of the state grammars and the independent school. All of these requests were for the supply of textbooks and ancillary materials, of which the Cambridge Latin Course was by far the most frequently requested (33 applications for CLC, each for one Roman, Essential GCSE: Latin and Reading Latin). Other reasons were to develop Classical Civilization or Ancient History courses (8), or for restocking / replacing older text books (4).

Again, in the case of the secondary schools, it is worth trying to identify what sort of teacher is responsible for the new classes. There seems to enough evidence that the schools where Latin is being started are employing teachers who are not in themselves Classics specialists but who are already employed there. It is not always possible to discern precisely whether a specialist Classics teacher is available within the school. Nevertheless, many of the applications either explicitly say who is going to teach Latin, or else it is possible to deduce who is going to take responsibility from the application itself. Therefore, with these provisos in mind, it appears that out of the 42 state comprehensives’ applications, 10 applicants were from a specialist Classics teacher, 10 an MFL teacher, 3 a RE teacher, 2 a History teacher, 2 an English teacher, and 1 a Design and Technology teacher. Of the 5 grammars, all applicants were received from a specialist Classics teacher. In the case of the independent, the applicant was a Science teacher. One can only assume that applications from teachers of subjects other than Classics will be teaching the classes.

The Roman Society usually only supports schools in the UK. However, a year ago an application was received from a school in the Falkland Islands. We thought you might be interested to hear how Latin is going on down in the Southern Hemisphere. Here’s the reply for a little feedback from their teacher Mike Barton:

From the Falklands Islands Community School

‘Well, we had 4 students. I offered it to my Year 10 Spanish class (out of 12 pupils) and we had 3 takers. I explained to them that it would be a ‘club’ and not for the purpose of exams, as to do GCSE in a subject like Latin takes a lot of time and commitment. We met every Thursday lunch-time for...’
45 minutes. The fourth student was one of the SEN teachers (who had never done Latin before). The students enjoyed themselves and made good progress. They got to the end of Stage 7 [of the CLC]. As I have other school commitments evenings and other lunchtimes, Thursday was the only possible time and it coincided with other GCSE lessons / clubs that the students wished to / had to attend, so we did well to keep them coming for as long as they did. […] The students all loved the Interactive DVD. […] With the money kindly donated by you and a small donation from the school budget we bought (after shipping costs) two copies of the DVD and text book, the teacher’s book, the CDs and the ILM questions book and answers book, all for Book 1. We found the Cambridge Latin Course to be a great course. Of the 3 school students two were what I would call good linguists and they coped well. […] They were all females, incidentally. […] I will be offering the course from scratch again next school year and I should be able to be more flexible with timings, as I have decided to come off SLT. I haven’t decided which students I will offer it to yet. Possibly some younger ones, so that will give us more time for if they wish to continue beyond, say, Book 1. I passed A-Level myself, but that was in 1984, though it was all coming back to me, slowly but surely!’

Prizes: The allocation reflects the very popular 11-13 age category.

Under age 9 category winner:
Aya Kodmani, Pembridge Hall School for Girls

11-13 age category :
Winner: Lucy Johnson, St John’s School, Cambridge
2nd: Sophie Littlewood, St John’s School, Cambridge
3rd: Megan King, Stockport Grammar School

Commended: Jacob Freda, Bristol Grammar School

14 and above age category:
Winner: Ruby Osman, Sancton Wood School, Cambridge
2nd: Mia Forbes, Nonsuch High School, Cheam
3rd: Adam Stanley, Cheadle Hulme School

Best International entry:
Marina Macklin, Highland School, Virginia, USA

Prizes for schools:
St John’s School, Cambridge (winner of Golden Sponge Stick school award)
Commended: George Abbot School, Guildford, Norwich High School for Girls

Special thanks:
To all the participating schools and pupils (whether you won on this occasion or not), Burgess Hill School for Girls, Barbara Johns (Head of Classics), Caroline Lawrence, Lorna Robinson and the Iris project, Friends of Classics, Association for Latin Teaching, The Classics Library, JACT, Oxford University Classics Outreach, Cambridge University School Classics Project, Classical Association (for funding the prizes). Finally, one of this year’s winners, Jacob, wrote a story called ‘pater.’ I dedicate the youthful spirit and vision of this competition to my own ‘pater’, Malcolm, whose love of learning and the Classics inspired me and also to the teaching gifts of my sister, Lisa.