

AUGUSTA COUNTY INSTITUTE
FOR
CLASSICAL STUDIES

FINAL REPORT

July 15, 2002

Mr. Doug Bunch, Director

Editor's note: In 2005, the Augusta County Institute for Classical Studies changed its name to Ascanius: The Youth Classics Institute. The original name has been retained throughout this document.

Augusta County Public Schools
American Classical League

AUGUSTA COUNTY INSTITUTE FOR CLASSICAL STUDIES

DEDICATION



TO

W. Samuel Sadler
Vice President for Student Affairs
The College of William & Mary

AND

Dr. Joyce L. VanTassel-Baska
Executive Director, Center for Gifted Education
The College of William & Mary

Non scholae, sed vitae discimus.

Seneca, Epistulae

AUGUSTA COUNTY INSTITUTE FOR CLASSICAL STUDIES

OFFICE OF THE DIRECTOR

This year's LatinSummer program was our most successful yet. Our students' enthusiasm for being at the Institute was most evident in how reluctant they were to leave us at the end. The faculty, a team of exceptionally gifted high school and college students, built a curriculum that included everything from a game of *Risk* designed to teach students about the geography of the Roman Empire to an activity where students composed their own Latin poems modeled after Horace's *Odes*. Attendance at our annual workshop for teachers and school administrators broke all previous records. Media coverage of the program was also impressive. On its final day, LatinSummer was featured on the front pages of both local papers.

It is refreshing to know that the Augusta County Institute for Classical Studies is experiencing a degree of success that it never has before. It is even more refreshing to know that this is happening in what is clearly a time of transition.

Today, the Institute embarks on a new journey. That journey in many ways mirrors the transition that is also taking place in the lives of those who lead it. For the past three years, Augusta County has been our home. Though we are not leaving, we now look to other places across the nation to host LatinSummer as well. That trend began this past summer with a smaller version of LatinSummer held in Madison, Wisconsin, as part of the American Classical League's annual Institute, and we hope it will continue.

This year, we also leave the College of William & Mary, where the Institute was born. Without the College, the Institute simply would not have been possible. William & Mary is a place unlike any other, where professors and administrators take a personal interest in the lives of individual students. Two of those educators' names appear on the preceding page. They are able to recognize potential in students even before those students see it in themselves, and, accordingly, their confidence in those students never fails.

We leave these places, if only temporarily, so that our organization can become greater, so that we as individuals can become greater, and so that one day we can return to the places we have been and inspire others as we have been inspired. We believe that this is our duty and our obligation, and we make it our mission. Our students, after all, wouldn't have it any other way. Today, the Augusta County Institute for Classical Studies embarks on a new and exciting journey. We know it will be a challenge. We embrace it enthusiastically.

Mr. Doug Bunch, Director
Apud Collegium Gulielmi et Mariae in Virginia, Id. Iul. MMII

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Overview

Latin, more than ever before, is a living language of universal and perennial relevance that is enjoying a revival in schools across the country. It helps students understand humanity and appreciate the influence that the classical world has had on virtually every aspect of our lives, including our literature, art and architecture, political ideals, values, and sense of history. It gives students a means of understanding the connection between ancient and modern, not only factually, but with the critical judgment to put that knowledge to use.¹

LatinSummer 2002 was a joint project of Augusta County Public Schools and the Augusta County Institute for Classical Studies. From July 1 to July 12, 2002, fifty students in third, fourth, and fifth grades from elementary schools in Augusta County, Virginia, convened at Wilson Elementary School in Fishersville, Virginia, to celebrate LatinSummer, where they learned about all aspects of Latin and the classical world. Teachers and school administrators at all levels throughout the nation were also invited to learn how to incorporate classics into their curricula, and, specifically, how to begin programs like LatinSummer in their own school divisions.

The students were taught by a faculty of students chosen from high schools and colleges throughout the nation. The faculty included six instructors: Ms. Adrienne Banks of Randolph-Macon College; Ms. Kristen Boose of the University of Virginia; Ms. Sandy Dennis of W. T. Woodson High School, Fairfax, Virginia; Ms. Meghan Robertson of Virginia Tech; Mr. Brian Schmalzbach of Yorktown High School, Arlington, Virginia; and Ms. Brett Wilson of the College of William & Mary in Virginia. Mr. Matthew D. Webb of Queen Anne School, Maryland, served as Assistant Director, and Mr. S. Doug Bunch of Harvard University served as Director.

For the first time, a second LatinSummer program was held in another location. Held on the morning of June 27, 2002, in conjunction with the American Classical League, the program was conducted by the Institute for the students of Madison, Wisconsin. Thirty-eight students from Madison attended the three-hour workshop.

¹ Burns, Mary Ann T. and Joseph F. O'Connor. "The Classics in American Schools."
Prima: Journal of the Elementary Teachers of Classics, Vol. 1 No. 1 (1988): 7-9.

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Objectives

General program objectives:

- To provide a challenging academic experience for high ability learners.
- To develop logical reasoning and critical thinking skills.
- To promote openness, creativity, and enthusiasm for learning.
- To encourage the free communication of ideas.

General curriculum objectives:

- To expose students to Latin and to Roman society and culture.
- To expose students to the mythology of the ancient Greeks and Romans.
- To encourage students to make connections between Latin and their own language.
- To encourage students to apply knowledge of the classical world to their own world.

Further objectives, according to the College of William & Mary:

Individual Autonomy:

To prepare for life as an individual capable of making open-minded, reasoned, and informed choices of one's values, goals, and career. In support of this ideal, liberal education broadens one's perspective, making possible the evaluation of personal beliefs and values in the light of alternative points of view.

Social Responsibility:

To acquire a sensitivity to the consequences of one's life and conduct for other people and for our natural and social environments.

Personal Fulfillment:

To prepare for a fulfilling life, one rich in the satisfactions derived from art, music, literature, science, and the other achievements of culture. A liberally educated person experiences the joy of learning and discovery in all the facets of life.

Cultural Literacy:

To gain the background knowledge and other skills necessary for understanding written and oral communication from a wide range of sources, particularly those which are recognized as constituting the mainstream of our political, cultural, business, and artistic worlds. Similarly, to acquire the knowledge and skills necessary for communication to such audiences.

Political Autonomy:

To prepare for responsible citizenship in a democracy. This requires understanding the issues to be decided by the political process and an ability to make informed and rational choices among alternative policies, either directly or by election of representatives committed to those goals. Ideally, many individuals will have the desire and the ability to participate personally in governance at some level, which would require the aforementioned skills to a high degree along with the ability to communicate one's views effectively and persuasively to others.

Life and Career Enhancement:

To acquire the broad-based, nonprofessional, higher-order skills that enable an individual to flourish in a wide range of careers or other endeavors.

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Curriculum

LatinSummer 2002 consisted of four classes. Students attended two of these classes early on each even day, leaving the remaining two to be attended on odd days. The classes included:

- Classical Latin
- Conversational Latin
- Roman Culture
- Classical Art and Mythology

Later in each day, students explored a new topic through an activity of a hands-on or audio-visual nature. These activities covered material beyond the scope of the four classes above. They included, but were not limited to, topics such as:

- The Roman Army
- The Myth of Pandora
- Roman Games
- Scrolls and Chariots
- Frescoes
- Oil Lamps
- Amphorae
- Latin and *Harry Potter*
- Roman Food and Religion

A class and activity schedule for the Institute can be found in Appendix A, an Institute syllabus can be found in Appendix B, and the results of parent and student evaluations can be found in Appendix E. Assessment was an extremely important part of the program. Through these evaluations, parents and students were able to appraise the value of their experience and recommend changes for future LatinSummer programs.

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Budget

| | |
|---|----------------|
| I. Faculty Salaries | |
| Director | 900.00 |
| Assistant Director | 700.00 |
| Teacher, Activity Period | 500.00 |
| Teacher, Classical Latin | 450.00 |
| Teacher, Conversational Latin | 450.00 |
| Teacher, Roman Culture and Daily Life | 450.00 |
| Teacher, Greek and Roman Mythology | 450.00 |
| TOTAL | 3900.00 |
| II. Faculty Development | |
| Room | 2700.00 |
| Board | 1620.00 |
| Mileage | 250.00 |
| Meeting Expenses | 300.00 |
| TOTAL | 4870.00 |
| III. Materials and Supplies | |
| Administrative Expenses | 300.00 |
| Class and Activity Expenses | 1000.00 |
| TOTAL | 1300.00 |
| IV. Speakers | |
| Room | 225.00 |
| Mileage | 300.00 |
| Honorarium | 225.00 |
| TOTAL | 750.00 |
| V. Administrative Costs | |
| Telephone | 100.00 |
| Postage | 125.00 |
| Brochures | 250.00 |
| TOTAL | 475.00 |
| TOTAL COST OF PROGRAM: \$11,295.00 | |

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Appendix A:
Master Schedule

MASTER SCHEDULE, AUGUSTA COUNTY INSTITUTE FOR CLASSICAL STUDIES

1=A. Banks, 2=S. Dennis, 3=K. Boose, 4=B. Schmalzbach, 5=M. Robertson, 6=B. Wilson

Format I (1, 3, 9, 12 July)

| Time | Classes |
|-------------|--------------------|
| 8:45-9:35 | 1:A 3:C 2:B 4:D |
| 9:40-10:20 | 1:B 3:D 2:A 4:C |
| 10:25-11:05 | 1:E 3:G 2:F 4:H |
| 11:10-11:50 | 1:F 3:H 2:E 4:G |

| Time | Activity |
|-------------|--|
| 8:45-10:10 | 5: EFGH 1 Activity 6: EFGH 2 Activity |
| 10:10-10:20 | 5: EFGH 1 Break 6: EFGH 2 Break |
| 10:25-10:35 | 5: ABCD 1 Break 6: ABCD 2 Break |
| 10:35-11:50 | 5: ABCD 1 Activity 6: ABCD 2 Activity |

Format II (2, 8, 10, 11 July)

| Time | Classes |
|-------------|--------------------|
| 8:45-9:35 | 1:G 3:E 2:H 4:F |
| 9:40-10:20 | 1:H 3:F 2:G 4:E |
| 10:25-11:05 | 1:C 3:A 2:D 4:B |
| 11:10-11:50 | 1:D 3:B 2:C 4:A |

| Time | Activity |
|-------------|--|
| 8:45-10:10 | 5: ABCD 2 Activity 6: ABCD 1 Activity |
| 10:10-10:20 | 5: ABCD 2 Break 6: ABCD 1 Break |
| 10:25-10:35 | 5: EFGH 2 Break 6: EFGH 1 Break |
| 10:35-11:50 | 5: EFGH 2 Activity 6: EFGH 1 Activity |

Format III (July 10, afternoon)

| Time | Classes |
|-------------|--------------------|
| 12:20-12:55 | 1:A 3:C 2:B 4:D |
| 1:00-1:35 | 1:B 3:D 2:A 4:C |
| 1:40-2:15 | 1:E 3:G 2:F 4:H |
| 2:20-2:55 | 1:F 3:H 2:E 4:G |

| Time | Activity |
|------------|--|
| 12:20-1:25 | 5: EFGH 1 Activity 6: EFGH 2 Activity |
| 1:25-1:35 | 5: EFGH 1 Break 6: EFGH 2 Break |
| 1:40-1:50 | 5: ABCD 1 Break 6: ABCD 2 Break |
| 1:50-2:55 | 5: ABCD 1 Activity 6: ABCD 2 Activity |

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Appendix B:
General Syllabus

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General Syllabus

Classical Latin Unit

What is Latin?
Vergil's *Aeneid*
Romulus and Remus
Horace
Phrases and Mottoes

Conversational Latin Unit

Greetings and Commands
Food and Colors
Emotions
The Family and Parts of the Body
A Day in a Roman Classroom

Roman Culture Unit

The Roman City
Roman Coins
The Roman House
Geography: Roman Risk
The Circus Maximus

Classical Art and Mythology Unit

Temples and the Gods
Mosaics and Mythical Beasts
Sculpture and the Gods
Pottery and Mythical Heroes
Coins and the Symbol of Myth

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Appendix C:
Workshop for Teachers

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Workshop for Teachers

Report of the Workshop
Matthew D. Webb, Coordinator

I. Description of Topics

LatinSummer: A Model Enrichment Program for the Elementary School

LatinSummer allows elementary schoolers to explore the Classical world and its influence. Find out how in this introduction to the program, its participants, content, structure, and purpose. Also learn about the curriculum, which helps students to grow on many fronts and to meet state and national standards.

Discovering Classics through Music and Literature

How can you integrate Latin and the Classics into core subjects such as language arts, English literature, and music? Discover for yourself in this exciting presentation.

Water, Water, Everywhere - Or Was It?

The ancient Romans took control of and used water to a greater extent than any previous civilization. Using the theme of water (think aqueducts and baths!), discover how to connect Classics with geography, topography, math, science, art, and English composition.

Science, Math, Classics: Partners for Success

Through the mythology and culture of the ancient Romans and Greeks, students can explore science and math in an integrated manner. Did you ever imagine that Classics could be interwoven with concepts such as patterns, probability, graphing, simple geometry, ecology, and measurement? Find out how in this presentation.

Building Vocabulary Skills through Latin Prefixes & Roots: A Day in the Life of Barbie & Ken

Fully two-thirds of all English words come directly from Latin! Learn innovative ways to introduce and teach etymology and complex words to youngsters in this unique presentation.

Ancient Art Antics - Combining Classics and the Visual Arts

Harness the incredible and continuous energy of your students through hands-on art projects! Learning about influential types of Greek and Roman art combines fun with real instruction into art forms, techniques, tools, and methods. Discover what jelly beans, frosting, plaster, clay, and paper have in common in this presentation.

Classroom and Activity Observation

Running concurrently with the Workshop for Teachers is LatinSummer, a summer enrichment program for 3rd, 4th, and 5th graders. See Classics teaching in action through observation of our classes in Roman Culture, Greek and Roman Mythology, Classical Latin, and Conversational Latin. You will also be able to observe our special activity periods, in which students participate in hands-on, critical thinking tasks.

II. Schedule

Monday, 8 July 2002

| | |
|---------------|---|
| 9:00 - 9:05 | Welcome Mr. Matthew D. Webb, Queen Anne School (MD) ACICS Assistant Director & Workshop for Teachers Coordinator |
| 9:05 - 9:35 | “LatinSummer: A Model Enrichment Program for the Elementary School” Mr. S. Doug Bunch, Harvard University ACICS Director |
| 9:45 - 11:00 | “Water, Water, Everywhere - Or Was It?” Ms. Joan Jahnige, Kentucky Educational Television |
| 11:00 - 11:10 | Break |
| 11:10 - 11:50 | Observe Student Class |

Tuesday, 9 July 2002

| | |
|---------------|---|
| 9:00 - 9:50 | “Ancient Art Antics - Combining Classics and the Visual Arts” Matthew D. Webb, Queen Anne School (MD) |
| 9:50 - 10:00 | Break |
| 10:00 - 11:00 | “Science, Math, Classics: Partners for Success,” Part 1 Ms. Beverly Lichtenstein, author, <i>Learning Latin through Mythology</i> |
| 11:00 - 11:10 | Break |
| 11:10 - 12:00 | “Science, Math, Classics: Partners for Success,” Part 2 Ms. Beverly Lichtenstein, author, <i>Learning Latin through Mythology</i> |

Wednesday, 10 July 2002

| | |
|---------------|--|
| 9:00 - 9:50 | “Building Vocabulary Skills Through Latin Prefixes & Roots: A Day in the Life of Barbie & Ken” Ms. Linda S. Squier, Prince George’s County (MD) Public Schools |
| 10:00 - 10:50 | “Discovering Classics through Music and Literature” Ms. Christine L. Conklin, Fairfax County (VA) Public Schools |
| 10:50 - 11:05 | Break |
| 11:10 - 11:50 | Observe Student Class |
| 12:00 - 1:00 | Discussion and Luncheon with Workshop Presenters and LatinSummer Staff |

III. Class and Activity Observation Choices

Monday, 8 July 2001

The observation period is 11:10 am – 11:50 am. Choices are:

| Class Name | Instructor | Today's Topic | Room |
|---------------------------|-------------------|---------------------------|-------------|
| Classical Art & Mythology | Brian Schmalzbach | “Temples and the Gods” | 15 |
| Roman Culture | Sandy Dennis | “Roman Coins” | 13 |
| Classical Latin | Kristen Boose | “Vergil's <i>Aeneid</i> ” | 12 |
| Conversational Latin | Adrienne Banks | “Food and Colors” | 14 |
| Activity Period | Meghan Robertson | “Scrolls and Chariots” | 11 |
| Activity Period | Brett Wilson | “Scrolls and Chariots” | 16 |

Wednesday, 10 July 2001

The observation period is 11:10 am – 11:50 am. Choices are:

| Class Name | Instructor | Today's Topic | Room |
|---------------------------|-------------------|-------------------------------|-------------|
| Classical Art & Mythology | Brian Schmalzbach | “Mosaics and Mythical Beasts” | 15 |
| Roman Culture | Sandy Dennis | “Roman House” | 13 |
| Classical Latin | Kristen Boose | “Romulus and Remus” | 12 |
| Conversational Latin | Adrienne Banks | “Emotions” | 14 |
| Activity Period | Meghan Robertson | “Oil Lamps” | 11 |
| Activity Period | Brett Wilson | “Oil Lamps” | 16 |

IV. Participation

Twenty-five teachers registered. These teachers came from the following schools:

| | |
|---|---|
| B.F. Yancey Elementary School (Esmont, VA) | Peter Muhlenberg Middle School (Woodstock, VA) |
| Baltimore Lutheran School (Baltimore, MD) | Poquoson Elementary School (Poquoson, VA) |
| Butler Intermediate High School (Butler, PA) | Roland Park Elementary School (Baltimore, MD) |
| Culpeper County MS/HS (Culpeper, VA) | Russell County Public Schools (Lebanon, VA) |
| EXTEND Gifted Education Center (Yorktown, VA) | Shelburne Middle School (Staunton, VA) |
| Forestville Elementary School (Great Falls, VA) | Stonewall Middle School (Manassas, VA) |
| Kate Collins Middle School (Waynesboro, VA) | Stuarts Draft Middle School (Stuarts Draft, VA) |
| Laboratory School for the Gifted (Chesapeake, VA) | Tyler Elementary School (Gainesville, VA) |
| Ladd Elementary School (Waynesboro, VA) | V.L. Murray Elementary School (Charlottesville, VA) |
| Middlesex County Public Schools (Saluda, VA) | Van Pelt Elementary School (Bristol, VA) |
| Patrick Henry High School (Glade Spring, VA) | Woodbrook Elementary School (Charlottesville, VA) |

V. Evaluation

Sixteen evaluations were completed.

1. On a scale of 1 to 5, with one being “strongly disagree” and five being “strongly agree,” please rate the extent to which you agree or disagree with the following statements.

You would recommend this program to other teachers.
Average Score = 4.7

Institute staff were helpful as regards assisting with travel and accommodations arrangements.
Average Score = 4.9

The Institute staff’s responses to your inquiries were swift and helpful.
Average Score = 4.9

The registration materials and processes were organized and easy to understand.
Average Score = 4.9

The Institute’s website is helpful, informative, and easy-to-navigate.
Average Score = 4.4

The presentations were useful.
Average Score = 4.6

You are pleased with the handouts and other items given to you in the presentations.
Average Score = 4.9

The faculty and staff of the Institute were enthusiastic.
Average Score = 4.9

The observation periods were enjoyable and useful.
Average Score = 4.6

2. What was the MOST helpful presentation that you attended?

Responses:

“Barbie and Ken” – it will help me expand some things I already do, i.e. skits, puppets, etc.

They were all excellent and extremely helpful to me, and thought stimulating. I learned the most from Science/Math.

I hate choosing one favorite! All presentations were helpful for my own education and ideas for the class.

“Water, Water, Everywhere.”

Art presentation and prefix presentation.

Building vocabulary skills.

Joan Jahnige (can we get a copy of the tape?)

Building vocabulary with Linda Squier was most helpful because of her enthusiasm and her interest in Latin as a living language. She brought a verve to her presentation that was unmistakably real.

Derivatives, prefix and suffix.

They were all helpful. I particularly enjoyed “Barbie and Ken” – I’m going to utilize some of the ideas.

Networking and ideas.

Linda Squier.

Linda Squier – “Barbie and Ken.”

LatinSummer presentation by Doug Bunch.

“Ancient Art Antics.”

All sessions were helpful.

3. The LEAST helpful?

Responses:

Math presentation – as a Latin teacher unless I’m forced to teach an integration presentation, I’m not likely to use that.

Music/literature.

“Science, Math, Classics: Partners for Success.”

LatinSummer (only because I would never be in a situation like that).

“Discovering Classics through Music and Literature” was too vague to really give us a path to follow. More focused examples would help.

“Science, Math, Classics: Partners for Success” – too scattered; lots of activities, not a lot of “meat.”

They were all helpful and well presented!

“Discovering Classics through Music and Literature.”

None – they were all helpful!

4. What are some practical ways that you plan to use the tools that you gained at this Workshop?

Responses:

I anticipate doing a LatinSummer session as part of our gifted offerings in the future. I will definitely use some of the activities in my middle school and high school classes also.

I’m not absolutely sure yet, I want to talk to my principal. I teach theatre at 6th, 7th, 8th grade levels. I’m thinking of doing Greek theatre with 6th grade, Roman theatre with 7th grade and Shakespeare for 8th grade.

My two-week study of Roman times with my 3rd graders will be so fun now! There is just too much to use.

More hands-on projects for my 8th graders. Always looking for “quickies” for the 90-minute block.

I have not done art projects or much about Roman culture. Workshop has given me practical ideas and inspiration and names of resources.

I plan to emphasize some of the vocabulary ideas as warm-ups. I hope to develop a basic Latin center. (I teach gifted enrichment, not Latin).

Some more oral Latin for introducing new material.

Students need not wait until middle school to be introduced to foreign languages, especially a language as basic as Latin. I plan to use most of the information as introductory material, followed by extension of the introduction by way of hands-on activities.

Need time to absorb but will use many of these.

I try to incorporate mythology into my curriculum – using the activities from this workshop will be very beneficial.

Hand-outs. Workshop books.

I will share with 3rd grade teachers to support Greece/Rome units. Will use for enrichment with gifted students.

Inspired me to think about further developments in introducing Latin and Classics to the public. Thinking about a charter school!

I love the manuals put together from the LatinSummer classes and will use those to enhance and enrich the language arts curriculum for our students. I learned so many “neat ideas” and “tricks of the trade” from fellow teachers here, and from the LatinSummer teachers!

Incorporate it into the 3rd grade curriculum on Ancient Rome.

I will incorporate many of the ideas into my own classes. I’d like to start a program like ACICS in the Pittsburgh area – multas gratias tibi ago for the outstanding role model and especially for sharing so much of what you love.

5. Do you feel that incorporating Classical Studies into the elementary school curriculum is important? Why or why not?

Responses:

Yes!

Yes – helps students understand culture, history, language, etc. Do we have a choice with SOLs?

Yes – the teachers know they must teach about Rome, Greece, and China, so doing this through the various subject matters (math, language arts, music, art, science, etc) makes it more meaningful and interesting. Young students need to know “where we came from!”

Yes – link to present – understand problems and triumphs of the past and apply knowledge to their lives.

Absolutely! Classics gives students countless windows into the past and helps them make sense of the present. Early introduction to Latin stimulates interest in other languages and improves facility with their own. I could go on and on....

Yes – it creates eagerness.

Yes!

Yes, finding ways to tie Latin to our educational plan is not too difficult, however, selling it to administrators who fear “extra” work not directly related to Virginia’s Standards of Learning can be risky. The task, therefore, will be to tie Latin lessons to Virginia’s SOLs.

Yes, because the Classics are such a foundation of our culture!

Yes – I think anything that ties past and present together is important.

Yes, great learning curiosity occurs years before they get older and think that running around in togas is “uncool.”

Yes, I do! I do enjoy the geography and culture aspects the most. While teaching word study to SJ & DC level students the Latin is very helpful for vocabulary building. Since I’ve never had Latin, teaching conversational Latin isn’t possible at this point.

Absolutely – without a doubt because Western civilization sprang from Classical culture and for students to have an understanding of who we are and where we came from, they must start early.

Yes – to encourage children to take Latin, to give students a background in the foundation of our culture.

6. What sessions would you like to see at future Workshops of this type?

Responses:

It would have been nice to have had presentations by LatinSummer teachers and an opportunity to interview them regarding their part in this.

These were all great – of course I would add something theatrical.

Would have liked to talk more or have a session with the LatinSummer teachers.

More detailed science/medicine.

A rotating sharing session for various topics. A materials exchange a la ACL.

More sessions about real-life Latin – hands-on Latin projects, ways to tie Latin to our world, elements in art/music/drama from Latin.

Teacher exchange. Round robin tables. Tee-shirts. Make your own (silk screen).

I would like to know more about mythical representations in Classical art, including the symbolism and nuances expressed in art.

More time to share with each other.

7. Please provide some suggestions for how we can improve this Workshop in future years.

Responses:

More handouts and “goodies”! Tee-shirts for adult participants!

Maybe a separate session for elementary teachers with no Latin background.

I was confused as to what this Workshop would be about, and surprised to learn that most attendees were Latin teachers. I thought a broader base of teaching disciplines would be represented.

You did a great job! As you reflect on the total workshop experience, you will see areas that you would modify or enhance.

Some presenters were not well prepared – e.g. drew on a piece of paper in pencil, which no one could see. Why not use overhead or board?

Please note in advance materials that all sessions will be shared – participants need not choose. Also please note that participant food and lodging are not included in the “free” training event.

A hotel closer to the school.

Maybe some sessions divided for those who are Latin teachers and those who aren't; lots of the discussion references were over my head. Be sure every reference is documented and also web addresses.

Sorry. This was so yummy – just don't let Augusta County stop this program.

I'm not sure. Perhaps, dividing middle school and high school teachers from the elementary and lower middle for brainstorming sessions. Of course, I also feel that brainstorming on integrating curriculum is also valuable.

8. What arrangements, if any, has your school district or school made to assist with your attendance at this Workshop?

Responses:

None.

Only informed me of the opportunity.

The email notification was sent to all county teachers. I'm rather appalled that only two of us are here! Since I'm only 30 miles away, no assistance was necessary.

They allowed me to attend the Workshop instead of workshops offered by my own school system which were of little relevance to Classics or foreign language in general.

None.

HA!

After I discovered that only the training was “free” my school division allowed some funding for lodging and food. Most importantly, they encouraged me to attend.

None.

Nihil.

None.

None (I did this on my own!)

Recertification points.

None.

9. Additional comments?

Responses:

Keep up the good work! Thanks for your energy and enthusiasm.

Thanks for all of the hard work and effort to provide teachers with a free workshop!

Encourage regular classroom teachers to attend this workshop, if it's offered again next year! I'm excited to go home with some new curricula for my gifted/high ability students!

Thanks for inviting me. It was an eye-opening and uplifting experience!

Good job.

I thoroughly enjoyed this workshop. It was a pleasure to see teachers so passionate about Latin.

Thanks to Doug, Matt, et al. for organizing and presenting such a fine training event.

I'm so amazed that there was no charge! I'm glad it was advertised in VAG because I would never have had any idea about it since I don't teach Latin.

Thanks a lot for sharing!!!! If I have any other brainstorms, I'll give you an email – I never think well filling out these evaluations!

Thank you, thank you, thank you.

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Appendix D:
Enrollment Report

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Enrollment Report -- Summer 2002

Total program enrollment:

51 students

Enrollment by school:

| <i>School</i> | <i>Number</i> | <i>Percent</i> |
|----------------|---------------|----------------|
| Beverley Manor | 4 | 7.8 |
| Cassell | 2 | 3.9 |
| Churchville | 7 | 13.7 |
| Clymore | 2 | 3.9 |
| Craigsville | 0 | 0.0 |
| Ladd | 3 | 5.9 |
| North River | 1 | 2.0 |
| Riverheads | 9 | 17.6 |
| Stuarts Draft | 10 | 19.6 |
| Guy K. Stump | 4 | 7.8 |
| Verona | 6 | 11.8 |
| Wilson | 3 | 5.9 |

Enrollment by grade:

| <i>Grade</i> | <i>Number</i> | <i>Percent</i> |
|--------------|---------------|----------------|
| 2 | 2 | 3.9 |
| 3 | 15 | 29.4 |
| 4 | 14 | 27.5 |
| 5 | 21 | 41.2 |

Average daily attendance:

44 students

Attendance:

| <i>Date</i> | <i>Number</i> | <i>Date</i> | <i>Number</i> | <i>Date</i> | <i>Number</i> |
|-------------|---------------|-------------|---------------|-------------|---------------|
| 1 July | 45 | 8 July | 46 | 10 July | 44 |
| 2 July | 45 | 9 July | 44 | 11 July | 46 |
| 3 July | 46 | 10 July | 44 | 12 July | 40 |

AUGUSTA COUNTY INSTITUTE FOR CLASSICAL STUDIES

FINAL REPORT

Appendix E:

Evaluation Summary

AUGUSTA COUNTY INSTITUTE FOR CLASSICAL STUDIES
Center for Gifted Education
The College of William & Mary
P.O. Box 8795
Williamsburg, VA 23187-8795

Parent Feedback Form -- Summer 2002

1. *As a result of your child's participation in ACICS, how have you seen them change?
In what areas have you seen progress?*

Responses:

More aware of language roots.

My child has loved the experience. It has given her confidence and a better conception of herself as learning enhances.

She is more interested in history and more willing to research and ask questions about past historical figures and events.

He's become even more interested in Roman and Greek history. He's excited about continuing to learn in the summer.

Kaitlyn has so enjoyed the past three years. She is able to speak Latin words and understand Greek and Roman mythology.

Interest in mythology and Roman history has expanded.

He's very interested in learning Latin and become interested in mythology, Roman culture, etc.

Both children have imitated gods and goddesses in their day-to-day play. They are much more aware of the importance of Latin / classical studies.

Before the program, she was less than enthused about participating. However, with parental encouragement, she came. As a result her interest in classical studies is quite high.

She is interested in names, meanings, and the stories behind them. She is more aware of Latin in our everyday world.

Willingness to learn new things.

More interested in Latin.

My child has developed an interest in Latin and has more awareness of the origins of our language.

Proud, excited about history, proud of her knowledge.

He was excited to go each day. Absorbs so much, so quickly, learning something new over the summer that will carry over later if he chooses a foreign language course in middle / high school.

2. *What improvements would you suggest for ACICS?*

Responses:

None. I felt your program was most organized.

No suggestions. This program is very organized and well-planned. Thank you for all your hard work!

I think that this is a wonderful program for the children. It gives them a chance to explore a culture that is new to them when there are no pressures of the regular school year. I hope that you will continue with the program as is.

Continue to try to get high level (state and national) exposure for the program. More visibility will help build interest and ensure funding.

None. It has been a wonderful experience.

None. Last longer (more weeks).

None.

Need to have this all through the summer, every summer. This has been a very good program.

More weeks to be offered! It's so beneficial.

None. Good program.

Everything was wonderful.

None.

None. Great!

Longer hours.

3. *How does this program compare to enrichment programs offered as part of the curriculum at your child's elementary school? (Check all that apply.)*

Of 17 parents responding:

| | |
|------|--|
| 71% | more individual attention |
| 100% | students enjoy it and are excited about it |
| 71% | more challenging work |
| 59% | students are stimulated by their peers |

4. *From your perspective, to what extent has ACICS motivated your child to learn more about Latin and the classical world?*

Of 17 parents, on a scale from 1 to 5, with 1 being *not at all* and 5 being *to a great extent*, the average score was 4.65.

5. *On a scale from 1 to 10, with 1 being a poor rating and 10 being a superior rating, how well do you think each of the following goals of the program were met?*

Of 17 parents, average scores:

- 9.2 Establishing a challenging academic experience for high ability learners.
- 8.9 Developing logic, reasoning, and critical thinking skills.
- 9.8 Promoting openness, creativity, and enthusiasm for learning.
- 9.5 Encouraging the free communication of ideas.

- 9.9 Exposing students to Latin and to Roman society and culture.
- 9.9 Exposing students to the mythology of the ancient Greeks and Romans.
- 9.7 Encouraging students to make connections between Latin and their own language.
- 9.5 Encouraging students to apply knowledge of the classical world to their own world.

6. *If the LatinSummer program were to run again in the future, would you recommend it to other parents? Why or why not?*

Responses:

Definitely! I felt my child was thoroughly exposed to Latin and Roman society in a very appropriate, hands-on manner.

Yes, I would highly recommend this program. My daughter has participated in LatinSummer for three years and has loved it. She had a choice to attend a different summer enrichment program and she did not hesitate in choosing Latin. She would like to attend next year too but she will be too old. So her brother will attend! Thank you for your great pick-up system with photo IDs.

Yes, my daughter has attended three years and would love to continue learning more. She is now planning to study Latin again in the future. I think this is very positive.

Yes, definitely! My son enjoyed it greatly. He attended last year and it was his favorite camp. I'm sure it will be this year, too. I personally have lots of value for studying history and ancient culture. We have lots to learn from it.

Definitely. It was an enriching learning experience.

Yes. Good initial exposure to Latin and Roman history.

Yes, it's been great! My child has had fun and learned a great deal. Thanks for a great program!

Yes.

Absolutely. I cannot express how my children had fun learning and were so eager to come back. This program is exceptional. The director did a wonderful job in keeping the parents informed. The staff were friendly and always smiling. The children know when the staff (adults) enjoy the subjects and care for children. They were always comfortable. They learned a lot yet had a good amount of freedom. Thank you Augusta County!

Yes, I would recommend it to others. The ancient Roman and Greek cultures are at the foundation of much of our American culture.

Yes! It is a great program! The kids have a super time and learn so much! Thank you!

Yes, it was exciting for the children.

Yes, our children loved it and learned a lot.

Yes. It is a great opportunity to do something different that is fun, stimulating, and educational.

Yes. We have enjoyed it more than summer swim team, etc. She now says it's the best summer program in which she has participated.

Most definitely! A super, positive experience, in many ways a great program.

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Student Feedback Form -- Summer 2002

1. *Which of the following were enjoyable for you? (Check all that apply.)*

Of 37 students responding:

- 70% class time
- 89% activity time
- 49% small group work
- 43% problem solving
- 41% time for questions
- 76% creating stories and drawings
- 51% discussion
- 38% independent work
- 32% one-on-one work with teacher

2. *Which of the following were NOT enjoyable for you? (Check all that apply.)*

Of 37 students responding:

- 46% taking notes
- 16% small group work
- 35% lectures
- 14% writing activities
- 22% worksheets
- 30% independent work

3. *How was this program different from your regular school? (Check all that apply.)*

Of 37 students responding:

- 27% more challenging
- 24% kids are just like me
- 92% no grades
- 89% more interesting
- 78% less stressful
- 60% less sitting
- 38% more democratic
- 70% smaller classes
- 89% more fun

4. *From your perspective, to what extent has ACICS motivated you to learn more about Latin and the classical world?*

Of 37 students, on a scale from 1 to 5, with 1 being *not at all* and 5 being *to a great extent*, the average score was 4.35.

5. *On a scale from 1 to 10, with 1 being a poor rating and 10 being a superior rating, how well do you think each of the following goals of the program were met?*

Of 30 students, average scores:

- 8.2 Establishing a challenging academic experience for high ability learners.
- 8.4 Developing logic, reasoning, and critical thinking skills.
- 8.8 Promoting openness, creativity, and enthusiasm for learning.
- 9.2 Encouraging the free communication of ideas.

- 9.6 Exposing students to Latin and to Roman society and culture.
- 9.7 Exposing students to the mythology of the ancient Greeks and Romans.
- 9.4 Encouraging students to make connections between Latin and their own language.
- 9.2 Encouraging students to apply knowledge of the classical world to their own world.

6. *Pretend that there is another LatinSummer program again in the future. Would you tell your friends they should go? Why or why not?*

Responses:

Yes, because it is fun.

Yes, because it is so fun, and I like learning about Latin.

Yes, because it is the best place in the world.

Yes, because it is really fun and smart.

Yes, because it was fun.

Yes, because it was fun.

Yes. It's fun learning about a different culture.

I would tell my friends about it because it is a really cool thing to learn about.

Yes, because you can learn and it is fun.

Yes, because they will be able to learn more about the Romans and the Greeks.

Yes, because we learn about an ancient culture which is now barely spoken. Some people call it a dead language.

Yes, so I can learn more Latin.

Yes, I would, because it's very interesting and I would tell my friends to come.

I would recommend LatinSummer to anyone who is willing to learn. I wish I could come next year!

Yes, because it is a great program.

Yes! But I'm too old to come back.

Yes!

Yes, because it was really fun and the teachers are cool.

Why? Because it's great!

Yes! Because it is fun!

Yes, because I could tell them what I've learned.

Yes, because this is a fun way to learn about Latin.

Yes, because it is fun.

Yes. They would learn a lot!

Yes. It is the greatest fun.

Yes, because it is a lot of fun.

Yes, because it's very fun.

Yes.

Yes. It's more fun.

Yes, because it was very fun and you can get a good experience of Latin.

Yes, because it is very fun.

Yes, I would, because of the fact that we learn and have fun, and get to have activities.

Yes, because it was really fun.

Yes, I would, because LatinSummer is the greatest summer school ever. I LOVE IT!!!!!!!

AUGUSTA COUNTY INSTITUTE FOR CLASSICAL STUDIES

FINAL REPORT

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info@ascaniusyci.org