

AUGUSTA COUNTY INSTITUTE  
FOR  
CLASSICAL STUDIES

FINAL REPORT

July 30, 2004

Mr. Matthew D. Webb, 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.*

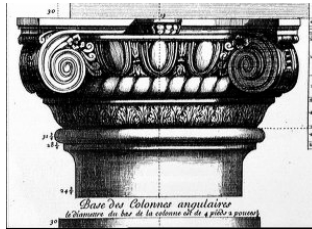
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American Classical League  
Alexandria City Public Schools  
Augusta County Public Schools  
Excellence Through Classics for Elementary/Middle School Levels

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AUGUSTA COUNTY INSTITUTE FOR CLASSICAL STUDIES

DEDICATION



TO

Mr. Richard Popeck  
Instructor of Latin  
Stuarts Draft High School

AND

Ms. Sally Evans  
Former Foreign Language Curriculum Specialist  
Alexandria City Public Schools

*For their tireless efforts to make LatinSummer a reality.*

## 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.<sup>1</sup>

LatinSummer 2004 was a joint project of Alexandria City Public Schools, Augusta County Public Schools, the Augusta County Institute for Classical Studies, and the Excellence Through Classics for Elementary/Middle School Levels Committee of the American Classical League.

In 2004 LatinSummer underwent a period of unprecedented progress and change. For the first time, the Institute not only held a program in its Shendandoah Valley home of Augusta County, Virginia, but also in the Washington, DC suburb of Alexandria, Virginia. Alexandria was chosen from among fifteen different school divisions across the country that applied to host LatinSummer.

From June 28 to July 9, 2004, twenty-three students in first through fifth grades from elementary schools in Augusta County, Virginia, convened at Wilson Elementary School in Fishersville, Virginia. Then, from July 12 to July 23, 2004, fifty-one students also in first through fifth grades from elementary schools in Alexandria, Virginia convened at Patrick Henry Elementary School. These students all celebrated LatinSummer, where they learned about all aspects of Latin and the classical world.

LatinSummer experienced two other firsts in 2004. Thanks in part to a grant from the Excellence Through Classics for Elementary/Middle School Levels Committee, the doors of LatinSummer were opened to students in first and second grades by means of a special class. In addition, LatinSummer offered a Greek Language & Culture class.

Teachers and school administrators at all levels throughout the nation were also invited to learn how to incorporate classics into their curricula, with a focus this year on Latin's benefits for students of special populations, such as gifted, minority, learning disabled, and English as a Second Language students.

The students were taught by a faculty of students chosen from high schools and colleges throughout the nation. The faculty included ten instructors: Mr. Jimmy Chann of Virginia Technical University; Ms. Maithili Chitnavis of the University of Virginia; Ms. Emily Clausen

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<sup>1</sup> 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.

of T.C. Williams High School, Alexandria, Virginia; Ms. S. Stuart Davis of Crossroads Elementary School, Norfolk, Virginia; Ms. Allison Pisel of Randolph-Macon College; Mr. Robert Scheid of Embry-Riddle Aeronautical University; Ms. Elizabeth Shaw of Bryn Mawr College; Ms. Eleanor Smeallie of T.C. Williams High School, Alexandria, Virginia; Ms. Brett Wilson of the College of William & Mary in Virginia; and Ms. Marissa Wilson of the University of Tennessee. Ms. Kristen L. Boose of Thomas Dale High School, Chester, Virginia, served as Assistant Director; Mr. Matthew D. Webb of Queen Anne School, Upper Marlboro, Maryland, served as Director; and Mr. S. Doug Bunch of the College of William & Mary served as Executive Director.

A third LatinSummer program was held in another location. Held on the morning of June 27, 2004, in conjunction with the American Classical League, the program was conducted by the Institute for the students of Cincinnati, Ohio. Twenty-one students from the Cincinnati area attended the three-hour workshop.

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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, 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 2004 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 & Conversational Latin
- Ancient Greek Language & Culture
- Roman Culture
- Classical Art and Mythology

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

- Roman Festivals
- Governments: Roman vs. Greek
- Art: Mosaics and Frescoes
- LatinSummer Scrapbooks
- Roman and Greek Music
- Architecture
- Olympics & Games
- Latin Body Parts
- Roman Fashion

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 for 2004 LatinSummer Programs**

I. Faculty Salaries

Director	900.00
Assistant Director	700.00
Teacher, Activity Period	450.00
Teacher, Activity Period	450.00
Teacher, Greek Language	450.00
Teacher, Classical and Conversational Latin	450.00
Teacher, Roman Culture and Daily Life	450.00
Teacher, Greek and Roman Mythology	450.00
Teacher, Grades 1-2 Pilot Class	450.00
<b>TOTAL</b>	<b>4750.00</b>

II. Faculty Development

Room	2700.00
12 days, 9 people, \$25 per day	
Board	1620.00
12 days, 9 people, \$15 per day	
Mileage	250.00
To and from Retreat	
To and from LatinSummer	
Retreat Expenses	350.00
Meals, Rooms, Tickets, Materials/Supplies	
<b>TOTAL</b>	<b>4920.00</b>

III. Materials and Supplies

Shirts	480.00
60 students, \$8.00 per student	
Medals	120.00
60 students, \$2.00 per student	
Administrative Expenses	200.00
Postage, telephone, office supplies	
Class and Activity Period Materials/Supplies	800.00
\$100/class	
\$100/activity period	
\$200/primary class	
Ritus Terminalis	
<b>TOTAL</b>	<b>1600.00</b>

IV. Teacher Workshop

Room	100.00
Transportation	300.00
Materials/Supplies	100.00
<b>TOTAL</b>	<b>500.00</b>

**TOTAL COST OF PROGRAM: \$11,770.00**

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### Revised Budget for Future LatinSummer Programs

I. Faculty Salaries	
Director	900.00
Assistant Director	700.00
Teacher, Activity Period	400.00
Teacher, Grades 1-2 Class	400.00
Teacher, Grades 6-7 Class	400.00
Teacher	400.00
Teacher	400.00
<b>TOTAL</b>	<b>3600.00</b>
II. Faculty Development	
Room	2880.00
12 nights, 4 rooms, \$60 per night	
Board	1260.00
12 days, 7 people, \$15 per day	
Mileage	200.00
To and from Retreat	
To and from LatinSummer	
Retreat Expenses	400.00
Meals, Rooms, Tickets, Materials/Supplies	
<b>TOTAL</b>	<b>4740.00</b>
III. Materials and Supplies	
Shirts	480.00
60 students, \$8.00 per student	
Medals	120.00
60 students, \$2.00 per student	
Administrative Expenses	200.00
Rit. Term., postage, telephone, office supplies	
Class and Activity Period Materials/Supplies	900.00
\$100/class	
\$100/activity period	
\$150/primary class	
\$150/middle school class	
<b>TOTAL</b>	<b>1700.00</b>
IV. Teacher Workshop	
Room	200.00
Transportation	300.00
Materials/Supplies	100.00
<b>TOTAL</b>	<b>600.00</b>
<b>TOTAL COST OF PROGRAM:</b>	<b>\$10,640.00</b>

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Appendix A:  
Master Schedule

# MASTER SCHEDULE, ACICS LATIN SUMMER AUGUSTA

1=A. Pisel, 2=J. Chann, 3=R. Scheid, 4=E. Shaw, 5=M. Chitnavis, 6=B. Wilson, 7=S. Davis

Format I (28, 30 June and 2, 7, 9 July)

Time	Classes
8:45-9:35	1:A 3:C 2:B 4:
9:40-10:20	1:B 3: 2:A 4:C
10:25-11:05	1: 3:E 2:D 4:F
11:10-12:00	1.D 3:F 2. 4:E

Time	Activity
8:45-10:10	5: DE 1 Activity 6: DE 2 Activity
10:10-10:20	5: DE 1 Break 6: DE 2 Break
10:25-10:35	5: AB 1 Break 6: AB 2 Break
10:35-12:00	5: AB 1 Activity 6: AB 2 Activity

7: F Activity  
(8:45-10:20)

7: C Activity  
(10:25-12:00)

Format II (29 June and 1, 6, 8 July)

Time	Classes
8:45-9:35	1:E 3: 2:F 4:D
9:40-10:20	1:F 3:D 2:E 4:
10:25-11:05	1:C 3:A 2: 4:B
11:10-12:00	1. 3:B 2.C 4:A

Time	Activity
8:45-10:10	5: AB 2 Activity 6: AB 1 Activity
10:10-10:20	5: AB 2 Break 6: AB 1 Break
10:25-10:35	5: DE 2 Break 6: DE 1 Break
10:35-12:00	5: DE 2 Activity 6: DE 1 Activity

7: C Activity  
(8:45-10:20)

7: F Activity  
(10:25-12:00)

Format III (July 7, afternoon)

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

Time	Activity
12:20-12:55	5: AB 2 Activity 6: AB 1 Activity
1:00-1:35	5: AB 2 Break 6: AB 1 Break
1:40-2:15	5: DE 2 Break 6: DE 1 Break
2:20-3:00	5: DE 2 Activity 6: DE 1 Activity

7: C Activity  
(8:45-10:20)

7: F Activity  
(10:25-12:00)

#### Schedule, Group A

Format I	(28, 30 June and 2, 7, 9 July)	Format II	(29 June and 1, 6, 8 July)
8:45-9:35	Art/Mythology	8:45-10:10	Activity
9:40-10:20	Latin	10:10-10:20	Break
10:25-10:35	Break	10:25-11:05	Roman Culture
10:35-12:00	Activity	11:10-12:00	Greek Language & Culture

#### Schedule, Group B

Format I	(28, 30 June and 2, 7, 9 July)	Format II	(29 June and 1, 6, 8 July)
8:45-9:35	Latin	8:45-10:10	Activity
9:40-10:20	Art/Mythology	10:10-10:20	Break
10:25-10:35	Break	10:25-11:05	Greek Language & Culture
10:35-12:00	Activity	11:10-12:00	Roman Culture

#### Schedule, Group C (grades 1-2) – aide K. Harris

Format I	(28, 30 June and 2, 7, 9 July)	Format II	(29 June and 1, 6, 8 July)
8:45-9:35	Roman Culture	8:45-10:20	Activity
9:40-10:20	Greek Language & Culture	10:25-11:05	Art/Mythology
10:25-12:00	Activity	11:00-12:00	Latin

#### Schedule, Group D

Format I	(28, 30 June and 2, 7, 9 July)	Format II	(29 June and 1, 6, 8 July)
8:45-10:10	Activity	8:45-9:35	Greek Language & Culture
10:10-10:20	Break	9:40-10:20	Roman Culture
10:25-11:05	Latin	10:25-10:35	Break
11:10-12:00	Art/Mythology	10:35-12:00	Activity

#### Schedule, Group E

Format I	(28, 30 June and 2, 7, 9 July)	Format II	(29 June and 1, 6, 8 July)
8:45-10:10	Activity	8:45-9:35	Art/Mythology
10:10-10:20	Break	9:40-10:20	Latin
10:25-11:05	Roman Culture	10:25-10:35	Break
11:10-12:00	Greek Language & Culture	10:35-12:00	Activity

#### Schedule, Group F (grades 1-2) – aide H. East

Format I	(28, 30 June and 2, 7, 9 July)	Format II	(29 June and 1, 6, 8 July)
8:45-10:20	Activity	8:45-9:35	Latin
10:25-11:05	Greek Language & Culture	9:40-10:20	Art/Mythology
11:10-12:00	Roman Culture	10:25-12:00	Activity

# MASTER SCHEDULE, ACICS LATINSUMMER ALEXANDRIA

1=E. Clausen, 2=E. Smeallie, 3=R. Scheid, 4=E. Shaw, 5=M. Chitnavis, 6=M. Wilson

Format I (12, 14, 16, 20, 22 July)

Time	Classes
12:35-1:15	1:A 3:C 2:B 4:
1:18-1:58	1:B 3: 2:A 4:C
2:01-2:41	1: 3:E 2:D 4:F
2:44-3:25	1.D 3:F 2. 4:E

Time	Activity
12:35-1:50	5: DEF 1 Activity 6: DEF 2 Activity
1:50-1:58	5: DEF 1 Break 6: DEF 2 Break
2:01-2:10	5: ABC 1 Break 6: ABC 2 Break
2:10-3:25	5: ABC 1 Activity 6: ABC 2 Activity

Format II (13, 15, 19, 21, 23 July)

Time	Classes
12:35-1:15	1:E 3: 2:F 4:D
1:18-1:58	1:F 3:D 2:E 4:
2:01-2:41	1:C 3:A 2: 4:B
2:44-3:25	1. 3:B 2.C 4:A

Time	Activity
12:35-1:50	5: ABC 2 Activity 6: ABC 1 Activity
1:50-1:58	5: ABC 2 Break 6: ABC 1 Break
2:01-2:10	5: DEF 2 Break 6: DEF 1 Break
2:10-3:25	5: DEF 2 Activity 6: DEF 1 Activity

#### Schedule, Group A

Format I	(12, 14, 16, 20, 22 July)	Format II	(13, 15, 19, 21, 23 July)
12:35-1:15	Art/Mythology	12:35-1:50	Activity
1:18-1:58	Latin	1:50-1:58	Break
2:01-2:10	Break	2:01-2:41	Roman Culture
2:10-3:25	Activity	2:44-3:25	Greek Language & Culture

#### Schedule, Group B

Format I	(12, 14, 16, 20, 22 July)	Format II	(13, 15, 19, 21, 23 July)
12:35-1:15	Latin	12:35-1:50	Activity
1:18-1:58	Art/Mythology	1:50-1:58	Break
2:01-2:10	Break	2:01-2:41	Greek Language & Culture
2:10-3:25	Activity	2:44-3:25	Roman Culture

#### Schedule, Group C

Format I	(12, 14, 16, 20, 22 July)	Format II	(13, 15, 19, 21, 23 July)
12:35-1:15	Roman Culture	12:35-1:50	Activity
1:18-1:58	Greek Language & Culture	1:50-1:58	Break
2:01-2:10	Break	2:01-2:41	Art/Mythology
2:10-3:25	Activity	2:44-3:25	Latin

#### Schedule, Group D

Format I	(12, 14, 16, 20, 22 July)	Format II	(13, 15, 19, 21, 23 July)
12:35-1:50	Activity	12:35-1:15	Greek Language & Culture
1:50-1:58	Break	1:18-1:58	Roman Culture
2:01-2:41	Latin	2:01-2:10	Break
2:44-3:25	Art/Mythology	2:10-3:25	Activity

#### Schedule, Group E

Format I	(12, 14, 16, 20, 22 July)	Format II	(13, 15, 19, 21, 23 July)
12:35-1:50	Activity	12:35-1:15	Art/Mythology
1:50-1:58	Break	1:18-1:58	Latin
2:01-2:41	Roman Culture	2:01-2:10	Break
2:44-3:25	Greek Language & Culture	2:10-3:25	Activity

#### Schedule, Group F

Format I	(12, 14, 16, 20, 22 July)	Format II	(13, 15, 19, 21, 23 July)
12:35-1:50	Activity	12:35-1:15	Latin
1:50-1:58	Break	1:18-1:58	Art/Mythology
2:01-2:41	Greek Language & Culture	2:01-2:10	Break
2:44-3:25	Roman Culture	2:10-3:25	Activity

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Appendix B:

General Syllabus



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General Syllabus

*Classical & Conversational Latin Unit*

Names & Greetings  
Phrases & Mottoes  
Vergil's *Aeneid*  
Romulus & Remus  
Foods & Colors  
Horace  
Emotions  
Animals

*Ancient Greek Language & Culture Unit*

Introduction to Greek  
Polis & the Agora  
Athens & Sparta  
Plato's Cave  
Comedy & Tragedy

*Roman Culture Unit*

Roman Military  
Travel & Transportation  
Games & Recreation  
Cities & Buildings  
Weddings

*Classical Art and Mythology Unit*

What is Mythology?  
Gods & Goddesses / The Roman Pantheon  
Mythical Monsters & Beasts  
Temples & the Gods  
Mosaics & Mythical Animals  
Cupid  
Hercules the Hero

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Appendix C:

**Workshop for Teachers**

# AUGUSTA COUNTY INSTITUTE FOR CLASSICAL STUDIES

## Workshop for Teachers

Report of the Workshop  
Matthew D. Webb, Coordinator

### I. Description of Topics

#### *Incorporating the Spanish Component of the Charleston Latin Program into Instructional Day*

The Charleston Latin Program is designed to enhance student vocabulary and readiness for foreign languages. The Spanish component was developed to meet two specific student needs. First, the component shows how Latin serves as a bridge connecting the student, his language, and the Romance languages, particularly Spanish. Students appreciate that Latin vocabulary helps to unlock the meaning of words in other languages. Second, Spanish speaking students display a greater interest in classroom activities when the Spanish component of the CLP is incorporated into the instructional day.

#### *Lingua Diversa: Presenting a Diverse Language and Culture in Today's Diverse Classrooms*

The Roman World encompassed three continents which contained people of varying colors, cultures, religions, and languages living together. Come and explore activities focused on this diversity! General teachers will identify valuable historical lessons to impart to students to enhance their experience. Latin teachers will learn how to expand the curriculum with the diversity of the Roman World and today's classrooms in mind. Further, journey through activities designed to harness Latin's potential as a vocabulary strengthener for underachieving students.

#### *Returning to the Classroom: Using Latin to Remedy the Exclusion of Exceptional Students*

What is equality? How do we treat difference in education? The U.S. Department of Education's Office for Civil Rights (OCR) asks this in earnest. OCR is intensifying efforts to resolve problems of discriminatory assignment of minority students to special education programs. Whether school districts have violated the law is a legal question; how we should solve the problem is an educational policy question. How do we remedy unfair treatment of students? The answer is deceptively simple: Latin.

#### *Latin as an Easy and Painless Accommodation for Special Needs Learners in All Classrooms*

All teachers have learners with different needs in their classrooms, whether those differences have been identified or not. This presentation will offer practical suggestions and strategies for using Latin to accommodate the needs of special learners without having to change the whole lesson plan or program. These accommodations benefit ALL students. Attendees will create a number of lesson plans and assessments that will be ready for implementation in the Latin or non-Latin classroom.

## *Latin: The Perfect "Gift" for Gifted Elementary and Middle School Students*

Teachers with no classical background can share the "gift" of teaching Latin and classical themes to gifted learners at the elementary and middle school levels. Rome wasn't built in a day, but it is possible to start a "Roman Empire" with your gifted students by using techniques that will challenge your students, stimulate curiosity, and develop creative thinking skills for life long learning.

### *Classroom and Activity Observation*

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

## II. Schedule

### **Monday, 19 July 2004**

9:00 - 9:15	<b>Welcome</b> Mr. Matthew D. Webb, Queen Anne School (MD) ACICS Director & Workshop for Teachers Coordinator
9:15 - 10:45	<b>"Returning to the Classroom: Using Latin to Remedy the Exclusion of Exceptional Students"</b> Mr. S. Doug Bunch, U.S. Department of Education Office for Civil Rights (MA) College of William & Mary (VA), ACICS Executive Director
10:45 - 11:00	<b>Break</b>
11:00 - 12:30	<b>"Latin: The Perfect 'Gift' for Gifted Elementary and Middle School Students"</b> Ms. Zee Ann Poerio, St. Louise de Marillac School (PA)
12:30	<b>Lunch/LatinSummer Observation</b>

### **Tuesday, 20 July 2004**

9:00 - 11:00	<b>"Latin as an Easy and Painless Accommodation for Special Needs Learners in All Classrooms"</b> Ms. C. Denise Brown, Centreville High School (VA)
11:00 - 11:15	<b>Break</b>
11:15 - 1:00	<b>"Lingua Diversa: Presenting a Diverse Language and Culture in Today's Diverse Classroom"</b> Mr. Matthew D. Webb, Queen Anne School (MD) Excellence Through Classics for ES/MS Levels, ACICS Director

1:00                      **Lunch/LatinSummer Observation**

### **Wednesday, 21 July 2004**

9:00 - 11:00                      **“Incorporating the Spanish Component of the Charleston Latin Program into the Instructional Day”**

Dr. Albert Baca

Emeritus Professor, California State University at Northridge

Former Inservice Director, Los Angeles Latin Transfer Project

Dr. Frank Morris

Founder, Charleston Latin Program

11:00 - 11:15                      **Break**

11:15 - 1:00                      **“Incorporating the Spanish Component...” (continued)**

1:00                      **Lunch/LatinSummer Observation**

### **III. Participation**

Forty-two teachers registered. These teachers came from the following schools:

Alexandria City Public Schools (Alexandria, VA)  
Benedictine High School (Richmond, VA)  
California State University (Northridge, CA)  
College of Charleston (Charleston, SC)  
Colvin Run Elementary School (Herndon, VA)  
Durham Academy Middle School (Chapel Hill, NC)  
Fairfax County Public Schools (Fairfax, VA)  
Franklin County High School (Boones Mill, VA)  
Githens Middle School (Chapel Hill, NC)  
Hampton Public Schools (Hampton, VA)  
Hunt Valley Elementary School (Susie Orr)  
Kirksville Middle School (Kirksville, MO)  
Lorton Station Elementary School (Alexandria, VA)  
Mount Eagle Elementary School (Washington, DC)  
Parkside Elementary School (Fredericksburg, VA)  
Ray Miller Elementary School (Kirksville, MO)  
Saunders Middle School (Woodbridge, VA)  
Stralfard Landing Elementary School (Alexandria, VA)  
Williamsburg Middle School (Vienna, VA)  
Woodbridge Middle School (Burke, VA)  
Yorktown High School (Arlington, VA)

Baltimore City Public Schools (Baltimore, MD)  
Brookfield Elementary School (Ashburn, VA)  
Centreville High School (Chantilly, VA)  
College of William & Mary (Williamsburg, VA)  
Connelly School of the Holy Child (University Park, MD)  
Elgin High School (Streamwood, IL)  
Forestville Elementary School (Fairfax Station, VA)  
Franklin Sherman Elementary School (Herndon, VA)  
Glenelg High School (Lanham, MD)  
Hayfield Elementary School (Alexandria, VA)  
Hybla Valley Elementary School (Fort Washington, MD)  
London Towne Elementary School (Oakton, VA)  
Matthew Henson Middle School (Pomfret, MD)  
Oley Valley School District (Reading, PA)  
Queen Anne School (Upper Marlboro, MD)  
St. Louis de Marillac School (Pittsburgh, PA)  
Smith Middle School (Chapel Hill, NC)  
Ursinus College (Carbondale, PA)  
Wolftrap Elementary School (Vienna, VA)  
Woodley Hills Elementary School (Springfield, VA)

#### IV. Evaluation

Twenty-one 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 = 4.8

Institute staff were helpful as regards assisting with travel and accommodations arrangements.

Average Score = 4.5

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 = 4.8

*Relevant comments:* “Please provide address of school and maps on website.”

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 = 5.0

The observation periods were enjoyable and useful.

Average Score = 4.1

*Relevant comments:* “I would have liked more information about objectives, etc for that day.”

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

#### **Responses:**

For me – LD & Latin – great bibliography.

Hard to choose – it's a tie between “Lingua Diversa,” “The Perfect Gift,” and “Charleston Latin.”

All useful but in different ways for different reasons.

All of them with the exception of the Special Needs presentation.

Every one was so valuable, but the “Charleston Latin” session especially appealed to me as a Spanish/Latin teacher as well as the spoken component, which I was never exposed to.

“The Perfect Gift,” “Lingua Diversa,” and “Learning Disabled” – those by the classroom teachers!

Learning disabilities for practical suggestions to assist student – supplementing techniques.

The hand-on Latin presentation was most helpful to me – the presenters helped me to see how I can use this in class.

I can't say one was more helpful than another because each had different perspectives.

Latin/Spanish connection – Day 3.

Tough question! All were excellent, but I think the “Charleston Latin” presentation would be most helpful from my perspective.

Latin: The Perfect Gift and Lingua Diversa.

Lingua Diversa – well organized, great handouts, complete outline of a unit that can be “fleshed out” and used in the fall.

I found helpful materials and suggestions in all presentations.

The Latin-Spanish connection.

All extremely helpful.

All were helpful really in different ways. It was good to have theory, etc research BUT always good to get classroom strategies.

Lingua Diversa, The Perfect Gift, Returning to the Classroom. Wednesday was awesome!

It's hard to rate one against the other. I found important components in each presentation that I plan to implement and use. Top highlights would be: 1) the modeling of the oral lesson; 2) the Ancient Coins for Education coin project; 3) the wonderful projects in Lingua Diversa; 4) the strategies presented in Learning Disabled; ranking each equally.

### *3. The LEAST helpful?*

#### **Responses:**

I enjoyed all presentations.

Very hard to choose – probably Learning Disabled but only because I'm already familiar with many techniques for teaching AD/ADHD/LD kids (my school is affiliated with a nationally known center for teaching LD kids and training teachers).

Latin for Special Needs Learners because of my extensive background in child development and teaching methods.

While very helpful, but for me the least was The Perfect Gift. It was interesting, but appealed the least to me.

None.

Hard to pick – if I had to pick, it would be the Charleston Latin presentation because I do a number of these techniques within a high school textbook program already. But I still came away with new ideas.

All presenters were very helpful.

I can't say one was more helpful than another because each had different perspectives.

None – again, presentations were excellent and handouts terrific.

Latin for Special Needs Students – unorganized, too much emphasis on obvious little details about teaching in general rather than on using Latin.

Sorry, they were all helpful, albeit in varying degrees.

Not one was a waste of time! The Charleston Latin presenters were good when they weren't reading the handouts!

Might give more bathroom breaks!

Learning Disabled – a great presentation, but on good teaching methods in general.

Wednesday's Charleston Latin presentation, because I "learned" little that was new to me.

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

**Responses:**

More oral Latin. Use some of your projects, techniques, handouts instead of reinventing the wheel. Reevaluating quizzes, tests, handouts to be more diverse/culturally inclusive and also (we can all improve) more user friendly for LD students.

Diversity art images to be incorporated into class presentations. Felt conjugations and declension to be attempted.

To enrich my Latin instruction. To provide more of a context for my current instruction. In particular, I would increase my use of materials for the historical background and definitely use a few lessons on Roman coins.

I will incorporate many of the ideas into the curriculum I am developing for my honor's thesis and ultimately into my classroom when that time comes.

Teaching tips from classroom teachers.

Adapt existing lesson plans in terms of 1) introducing new vocab; 2) more oral communication; 3) felt declining.

Lessons for my students to teach local elementary.

Will try to incorporate more Latin conversations to jump-start vocabulary exploration.

I can see part of my two hours with gifted students being devoted to Latin.

Handouts and activity workbooks from ACICS – Vols I and II.

My Latin III's do a coin project and I plan to use the Perfect Gift presentation there to improve it; I will share with colleagues in Arlington many of the handouts and ideas I got here; adapt much of the Charleston Latin presentation to high school classes with the Cambridge series which we use; MAYBE talk to our principal about our Minority Achievement agenda and offering to do some Latin for them.



Word derivatives – vocabulary development.

I would like to make posters with some of the Latin words that are the same in English for the classroom and incorporate some Latin study into our Word Masters sessions.

Do more re: Spanish-Latin-English connection in middle school.

Use the edible projects!

I plan to write a center contract of varying progressive levels of difficulty to use in a pullout resource program for gifted students.

Intro Latin to gifted students in a pullout program.

I am planning to implement a first-time program for 6T pullout students in grades 3, 4, 5, 6, ultimately building skills in each subsequent grade level over the next 3 years. I meet with students once per week for one hour. As I must include mathematics instruction, my plans are for 1 to 2 quarters of Latin (9 to 18 weeks).

I shall probably integrate some of these ideas into what I already do.

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

**Responses:**

Yes because of the strong connection to word meanings in English, plus the historical connection.

Yes! All kids need to take SOL's and some form of testing for higher ed.

Yes – all the reasons I learned about your philosophy.

Yes, if for no other reason than the cultural/historical connection/heritage.

Yes, I think teaching elementary Latin can really help students develop vocabulary.

Yes – good tool to raise test scores (the most important thing nowadays in Fairfax!) if for no other reason; the multicultural aspect of the Roman Empire.

Yes – vocabulary development.

Yes – but we need some longitudinal studies to prove its value.

Middle school – good transition to the high school and more students in AP classes.

I do feel the connection is important across the curriculum – culture, language, arts, science, etc.

Definitely. Connecting to the past will help students to see the whole picture – there are many unifying concepts that parallel our cultures.

Yes – studies definitely show early exposure is beneficial. Critical language acquisition. Students at this age are interested in their place in the world.

Yes – establishes a platform for learning upon which children can build in high school.

Yes – trains the mind, vocab.

Absolutely, and for lack of space I feel that at those ages they are just learning about the world around them and Latin nurtures that by showing them a culture that bore Western civilization. Also linguistically Latin will reinforce their native tongue. Will create a stepping stone to future languages.

Strong preference for inclusion. Our school is deeply involved in the Core Knowledge program developed by U-Va. Classical Studies is a perfect fit.

Yes, I think younger students are open, interested, and enthusiastic.

Yes! It levels the playing field – I have many anecdotes from my 10+ years of teaching middle school Latin. At our school, also, Latin is the verbal equivalent of the math “fast track” for gifted math students.

AUGUSTA COUNTY INSTITUTE FOR CLASSICAL STUDIES  
FINAL REPORT

Appendix D:  
Enrollment Report

# AUGUSTA COUNTY INSTITUTE FOR CLASSICAL STUDIES

## Enrollment Report -- Summer 2004

### ***Total program enrollment:***

LatinSummer Augusta:

23 students

LatinSummer Alexandria:

51 students

### ***Enrollment by school:***

LatinSummer Augusta:

<i>School</i>	<i>Number</i>	<i>Percent</i>
Beverley Manor	1	4.3
Cassell	2	8.7
Good Shepherd	1	4.3
Guy K. Stump	1	4.3
Ladd	1	4.3
Riverheads	1	4.3
Stuarts Draft	4	17.4
Verona	2	8.7
Wilson	6	26.1
Unknown	4	17.4

LatinSummer Alexandria:

<i>School</i>	<i>Number</i>	<i>Percent</i>
Blessed Sacrament	1	2.0
Bush Hill	1	2.0
Charles Barrett	8	15.7
Cora Kelly	1	2.0
Douglas MacArthur	13	25.5
E.C.S.	1	2.0
George Mason	5	9.8
James K. Polk	4	7.8
John Adams	2	3.9
Lyles-Crouch	4	7.8
Maury	1	2.0
Mount Vernon	5	9.8
Patrick Henry	1	2.0
Samuel Tucker	1	2.0
St. Mary's	3	5.9

***Enrollment by grade:***

LatinSummer Augusta:

<i>Grade</i>	<i>Number</i>	<i>Percent</i>
1	4	17.4
2	3	13.0
3	7	30.4
4	4	17.4
5	5	21.7

LatinSummer Alexandria:

<i>Grade</i>	<i>Number</i>	<i>Percent</i>
1	8	15.7
2	7	13.7
3	19	37.3
4	11	21.6
5	6	11.8

***Average daily attendance:***

LatinSummer Augusta:

19 students

LatinSummer Alexandria:

46 students

***Attendance:***

LatinSummer Augusta:

<i>Date</i>	<i>Number</i>	<i>Date</i>	<i>Number</i>	<i>Date</i>	<i>Number</i>
28 June	20	1 July	16	7 July	21
29 June	21	2 July	17	8 July	20
30 June	21	6 July	19	9 July	19

LatinSummer Alexandria:

<i>Date</i>	<i>Number</i>	<i>Date</i>	<i>Number</i>	<i>Date</i>	<i>Number</i>
12 July	46	16 July	40	21 July	46
13 July	48	19 July	46	22 July	46
14 July	47	20 July	46	23 July	47
15 July	48				

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Appendix E:

Evaluation Summary

AUGUSTA COUNTY INSTITUTE FOR CLASSICAL STUDIES  
137 Misty Trail  
Waynesboro, VA 22980

Parent Feedback Form – Summer 2004

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

**LatinSummer Augusta Responses:**

She has always enjoyed learning about other cultures and has enjoyed this class very much.

Knowledge base and increase in enthusiasm for learning

She really enjoyed being here and has become very interested in the subject matter.

She is excited about every day's lesson and loves giving herself new Greek or Roman names! Picked up the language also.

He seems to be more aware of the privileges he has over more ancient times and also that many of today's things come from history.

He came home excited every afternoon with new information to share.

He has spoken in Latin and shared the Latin culture with us.

Appreciation for Roman civilization and its impact today.

Enjoyed program and is using some Latin phrases at home.

No particular changes, but she did enjoy learning about Greek mythology and the activities.

Interest in Roman and Greek mythology.

They have learned more about history and have shown a greater interest in history. They enjoyed working with the college students.

She talks about what she learned all of the time. She relates it to current events and modern life.

**LatinSummer Alexandria Responses:**

She learned to appreciate an ancient culture and how to apply these early symbols, etc. to today.

Increased interest in narratives.

She was very excited to see 11:30 a.m. every day on the clock so she could get on the bus for LatinSummer. She would count in Latin all the way home.

Interest in history and culture.

Pointing out Latin derivation of English words. Explaining things about Roman life.

She has been very excited!

Open to other cultures.

Her interest in classical studies increased.

Interest in Roman culture. Recognition that many English words are derived from Latin.

I've seen Philip eager to share vocabulary with me at will without being prompted. It's wonderful to see him learning and saying how it was "easier" than "school."

Learning word roots and origins.

Great enthusiasm for the class.

Leg became broken. Likes Latin and Rome better.

## 2 *What changes would you suggest for ACICS?*

### **LatinSummer Augusta Responses:**

We're very impressed as it is.

The all day was too much for my child.

It was great.

None – It's great!

It should last longer.

More communication with parents and teachers. Tell about the activities they did that day.

None.

Earlier notice of acceptance.

None.

### **LatinSummer Alexandria Responses:**

She loved it all, yet I would encourage you to help the teachers (especially if they're young) to know how to monitor kids' free time and on the playground, etc.

None.

I think everything was great.

More non-food (sugar) related activities for first and second graders.

More information about the program so that parents feel comfortable enrolling.

None.

Reading list for children and parents.

Less candy!



Less candy.

None.

Better shepherding and control of children via teacher training.

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.)*

**LatinSummer Augusta Responses:**

Of 14 parents responding:

- 79% more individual attention
- 93% students enjoy it and are excited about it
- 29% more challenging work
- 21% students are stimulated by their peers

Comments:

Comparable to curriculum at school.

Enrichment program at our school is once a month for 45 minutes if it does not snow.

**LatinSummer Alexandria Responses:**

Of 19 parents responding:

- 37% more individual attention
- 84% students enjoy it and are excited about it
- 16% more challenging work
- 32% 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?*

**LatinSummer Augusta Responses:**

Of 14 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 4.29.

**LatinSummer Alexandria Responses:**

Of 19 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 4.39.

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?*

**LatinSummer Augusta Responses:**

Of 14 parents, average scores:

- 9.3 Establishing a challenging academic experience for high ability learners.
- 9.1 Developing logic, reasoning, and critical thinking skills.
- 9.6 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
- 9.3 Encouraging students to make connections between Latin and their own language.
- 9.4 Encouraging students to apply knowledge of the classical world to their own world.

### **LatinSummer Alexandria Responses:**

Of 19 parents, average scores:

- 8.0 Establishing a challenging academic experience for high ability learners.
- 7.6 Developing logic, reasoning, and critical thinking skills.
- 8.7 Promoting openness, creativity, and enthusiasm for learning.
- 8.1 Encouraging the free communication of ideas.
  
- 9.0 Exposing students to Latin and to Roman society and culture.
- 9.8 Exposing students to the mythology of the ancient Greeks and Romans
- 9.2 Encouraging students to make connections between Latin and their own language.
- 8.6 Encouraging students to apply knowledge of the classical world to their own world.

Comments:

I have children who are average and below average learners if you look at their grades. They did very well and felt good about their progress and were proud of themselves.

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

### **LatinSummer Augusta Responses:**

Yes. A subject that usually makes you think, “boring,” has been made very fun and interesting. My daughter looked forward to the classes every day!

Yes, my student wants to do it next year and so does his brother (age 8).

Yes – comfortable, fun learning environment.

Yes! Wonderful! Thank you also for making it affordable for the one-income family.

Absolutely. Our son had a wonderful time and learned quite a bit.

Yes. It was great to see excitement and enthusiasm for education.

Yes. Students gain a great admiration for the language and culture which may spur them to taking Latin in high school.

Yes – Great exposure to Latin and its culture.

Yes. Great program, small classes, and wonderful enriching program. Lots of varied activities.

Yes, it was a very good program.

Yes – Our child loved the program and wished he could have attended longer.

Yes – Good experience for children – especially going to middle school and choosing a language to study.

Yes. Sarah loves academics. I am not sure how children that are not bent toward academics would like it.

Yes. It was very interesting, and Spencer was excited to share what he learned.

**LatinSummer Alexandria Responses:**

Yes! Stimulating, fun, different. Truly educational.

Yes.

Yes. Very energetic, involved, and passionate staff, good curriculum. A great way to introduce them to Latin as something other than a “dead” language!

Yes.

Thank you for exposing him to Latin and Roman culture through enthusiasm and passion for the subject.

Yes, because it was great!

Yes, because my children learned a lot and enjoyed it. They “soaked up” the information on the Roman/Greek culture and Latin language.

Absolutely. My daughter enjoyed it and has benefited greatly from it.

Yes. Very innovative yet accessible. Interpreted history and culture as well.

Yes, the program is unique, and the curriculum is rich and varied.

Yes, and I hope that it does. It is nice to give my child an opportunity to learn useful things in a setting that is more relaxed than regular school. It is nice for me that she can enjoy the same things I did.

Yes! I loved seeing a big smile and how enthusiastic my child was about the program.

Yes, for grades three and up. We were disappointed with the activities that were done with second graders. All the activities were more suitable for kindergarten and first grade.

Yes, it was great.

Yes!

Yes. I found the curriculum to be creative and diverse. Many methods were used to teach an idea. Thank you.

Yes.

Yes, I would like to have my children do it again. Thank you.

Yes. Wonderful experience and fun and hands-on.

AUGUSTA COUNTY INSTITUTE FOR CLASSICAL STUDIES  
137 Misty Trail  
Waynesboro, VA 22980

Student Feedback Form -- Summer 2004

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

**LatinSummer Augusta Responses:**

Of 19 students responding:

63%	class time
89%	activity time
47%	small group work
37%	problem solving
47%	time for questions
89%	creating stories and drawings
47%	discussion
53%	independent work
53%	one-on-one work with teacher

**LatinSummer Alexandria Responses:**

Of 25 students responding:

68%	class time
84%	activity time
48%	small group work
44%	problem solving
36%	time for questions
72%	creating stories and drawings
44%	discussion
52%	independent work
32%	one-on-one work with teacher

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

**LatinSummer Augusta Responses:**

Of 19 students responding:

26%	taking notes
5%	small group work
21%	lectures
5%	writing activities
37%	worksheets
16%	independent work

**LatinSummer Alexandria Responses:**

Of 25 students responding:

20%	taking notes
12%	small group work

12%	lectures
24%	writing activities
12%	worksheets
20%	independent work

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

#### **LatinSummer Augusta Responses:**

Of 19 students responding:

16%	more challenging
26%	kids are just like me
84%	no grades
89%	more interesting
74%	less stressful
68%	less sitting
26%	more democratic
89%	smaller classes
89%	more fun

#### **LatinSummer Alexandria Responses:**

Of 25 students responding:

20%	more challenging
24%	kids are just like me
76%	no grades
72%	more interesting
60%	less stressful
48%	less sitting
40%	more democratic
56%	smaller classes
88%	more fun

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

#### **LatinSummer Augusta Responses:**

Of 19 students, on a scale from 1 to 5, with 1 being *not at all* and 5 being *a great extent*, the average score was 4.53.

#### **LatinSummer Alexandria Responses:**

Of 24 students, on a scale from 1 to 5, with 1 being *not at all* and 5 being *a great extent*, the average score was 4.42.

Comments:

To a fabulous extent.

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?*

**LatinSummer Augusta Responses:**

Of 19 students, average scores:

- 7.8 Establishing a challenging academic experience for high ability learners.
- 8.0 Developing logic, reasoning, and critical thinking skills.
- 9.1 Promoting openness, creativity, and enthusiasm for learning.
- 8.3 Encouraging the free communication of ideas.
  
- 8.7 Exposing students to Latin and to Roman society and culture.
- 8.8 Exposing students to the mythology of the ancient Greeks and Romans.
- 7.9 Encouraging students to make connections between Latin and their own language.
- 7.9 Encouraging students to apply knowledge of the classical world to their own world.

**LatinSummer Alexandria Responses:**

Of 21 students, average scores:

- 8.4 Establishing a challenging academic experience for high ability learners.
- 8.5 Developing logic, reasoning, and critical thinking skills.
- 9.7 Promoting openness, creativity, and enthusiasm for learning.
- 9.2 Encouraging the free communication of ideas.
  
- 9.5 Exposing students to Latin and to Roman society and culture.
- 9.8 Exposing students to the mythology of the ancient Greeks and Romans.
- 8.9 Encouraging students to make connections between Latin and their own language.
- 9.3 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?*

**LatinSummer Augusta Responses:**

Yes.

Yes, because they could learn lots!

Yes it's very fun.

Yes, it's fun.

Yes, it is really fun.

They should go because this is a lot of fun and educational.

Yes because it's fun.

Yes, because it is a great (and fun) program.

Yes!

They should go because it's fun!

I would because it's fun.

Yes, it was really fun.

Yes. Because it is so awesome!!

Yes. It's very fun and I enjoyed it.

Yes, it is great fun.

Yes, because it's fun.

Yes, because it's cool. You learn lots.

Yes, because it will help you with your vocabulary, and it is fun!

**LatinSummer Alexandria Responses:**

Totally, because this camp is fun and you learn stuff.

Yes, it's fun.

Yes. Go! It is fun to learn and is not like school. Also the activities are fun and the teachers are the coolest.

Yes, it is fun and I would come back.

Yes, they should try it. It was really fun.

I would tell my friends to go to LatinSummer. It helps you learn.

Yes! Because it is fun.

I would convince them to go because of all the fun I had.

Yes! It's fun.

Yes, because it was a fun interesting program. P.S. – I liked Mr. Scheid.

Yes. It's great.

Yes!! It is fun and you learn a new language.

Yes, because it was fun for me.

Yes, because students are educated with another language.

Yes, because they'll hear me complain on why they weren't doing it too and because it's a great experience.

Yes, because I enjoyed it and I want everything good for my friends!

Yes...

Yes, because you meet nice people, learn about lots of things and have nice teachers.

Yes.

Yes.

Yes.



AUGUSTA COUNTY INSTITUTE FOR CLASSICAL STUDIES

FINAL REPORT

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