President’s Message:
Growing Together - Our Program for Change

The past number of years have been very exciting for the OCA! As an association we have grown in new directions, building stronger contacts and connections with the Classics community in Ontario and further afield.

We’ve been working closely with the Archaeological Institute of America’s Toronto Society to bring Classical archaeology.

“A LITTLE LATIN RENAISSANCE IN EAST SCARBOROUGH”

“LATIN ENTHUSIASTS: LET’S RAISE A ROOF FOR CAECILICUS”

“NEWS FROM THE FRONT”

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All photos in this issue were taken by Elizabeth Ellison or Margaret-Anne Gillis and were provided for use in this magazine.
into our classrooms. In the fall of 2013, we organized our annual meeting in conjunction with International Archaeology Day where our members were given exclusive tours of the Near Eastern archaeology labs at Wilfrid Laurier University and the anthropology bone labs at the University of Waterloo, thanks to the help of students from the Wilfrid Laurier Archaeology Society and professors Debra Foran and Maria Liston. In the fall of 2014, we hosted a very special guest speaker: Classicist, Nigel Spivey, Senior Lecturer in Classics at the University of Cambridge, who specializes in Etruscan art and archaeology.

We’re also happy to report that we had formal representation at the annual meeting of the Classical Association of Canada in 2013 with an OCA sponsored panel on “Pedagogy and the Classics”. This panel provided participants with the most current pedagogical ideas to consider in the delivery of courses in Latin, ancient Greek, and Classics at both the high school and university levels. Board members in recent years have presented on topics including: “Neuroplasticity and Classical Languages”, “Metacognition and Translation” and “Technology and Teaching the Classical Languages”. We hope to have continued representation at the CAC meetings and to include the research and teaching interests of our members in future panels.

We’ve also had more broad public exposure: In March of 2014, I appeared in an interview with the Sun News Network on the importance of the Classical education model in response to declining literacy scores across Ontario. As our members are all well aware, there are many opportunities which await students who study the Classics, and in particular, the Classical languages: the ability to acquire a larger English vocabulary, an enhanced opportunity to learn other languages, a broader understanding of scientific, mathematical, legal, and linguistic jargons, and an enhanced and deeper understanding of cultural similarities across time and geographical distances, something which is obviously important in our growing global community. We hope our interview will reach out to the general public; indeed we have had new memberships as a result!

For the past two years, we have also been working on creating a variety of teaching resources to support the release of the updated Classical and International Languages document from the Ministry of Education. More information about this endeavour is included below.

Our recent initiatives have been driven by the enthusiasm of our members and we look forward to continued opportunities for growth as the year continues. As part of our program for change, we are looking for interested teachers and professors to take a more active role in the association, by joining the Advisory or Board. If you are interested in finding out more about what we do, and what you can do, please email us.

On behalf of the board of the Ontario Classical Association, I wish you all a successful end of the summer holidays, and a wonderful autumn!

Dr. Lisa Trentin, President, Ontario Classical Association.
News from the Front

For the past five years, the Board has been reporting to you that our Curriculum Document is under revision. The process was to have started in 2007 and was delayed until 2010 because of the expansive nature of the curriculum review process itself. Then, we suffered a further two year delay as the Ministry struggled to release the backlog of documents already under active review. Now, the Classical Studies and International Languages document is almost ready for print. Things are moving along and with any luck, the complete final product should be in our hands by the winter of 2015!!

In May, 2015, there was a one-day training session to present to teachers some essential components of our new curriculum which must be in place for September, 2015, including the brand new course codes! The session was led by our Education Officer, Lori Gosselin, who is responsible for the document and a series of resources being prepared by the OCA. These resources will include a variety of teaching support videos on topics ranging from archaeology and numismatics to social media in the ancient world and clothing and hair styles.

The Ministry called every board to send Latin, ancient Greek and Classical Civilization teachers to Toronto on May 28th when Lori Gosselin, Education Officer responsible for Classical Studies presented draft portions of the new Classical Studies and International Languages documents. Classical Civilization has undergone an intensive revision, improving the organisation of content, alignment with the Achievement Chart and providing more direction for teachers which includes a comprehensive Core Concepts Chart and Teacher Prompts. The content of the Classical Languages is very similar to the previous document though the format and layout is the same as the International Languages and features an enhanced Core Concepts Charts and Teacher Prompts. As well, there is greater focus on metacognition and critical inquiry.

The most important change, and one the OCA has been asking for since the first difficulties with course coding emerged in 2003, is a concordance in course coding between the Classical and International languages. The new codes are in effect this fall: LVL/LVGADN becomes LVL/LVGBDN; LVL/LVGBUN becomes LVL/LVGCUN and LVL/LVGCUN becomes LVL/LVG DUN. This should remove all difficulties our students face with the OUAC and other jurisdictions. We are currently awaiting advice as to how this will affect students who have already graduated and may rely on the old course codes, as well as those students currently enrolled in Classical languages. The biggest change, however, is in the International Languages where there will no longer be a possible four year sequence nor a distinction between native and ab initio students. Teachers should sign up for the RSS feed on the EduGAINS website so that when the document is finalised and posted, they can get immediate access.

Margaret-Anne Gillis
Barrie Central Collegiate
The OCA has planned a number of outstanding fall meetings over the past several years. We have welcomed presenters from across Canada and from England, including Classicists at Cambridge University! The opportunity for professional development for both teachers and professors has been exceptional and exemplary. Did you miss out, or were you there to benefit from these amazing fall meetings? Check out these awesome keynote speakers!

You don’t want to miss out next time!

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### Fall, 2014

Dr. Nigel Spivey, Fellow and Senior Lecturer in Classical Art and Archaeology at Emmanuel College, University of Cambridge, author of *The Micali Painter and his Followers, Looking at Greek Ancient Greek Olympics*, and *How Art Made The World* (book and BBC/PBS production 2005), was the keynote speaker at the Fall Meeting of the Ontario Classical Association, Saturday, 04 October 2014 at the Old Mill Inn, Toronto. Dr. Spivey is also the author of *Songs on Bronze, Panorama of the Ancient World, and Enduring Creation.*

This marvellous presentation on the Euphronios vase was an absolute coup for the OCA - a world-renowned and highly-respected Classicist brought to Canada through an OCA initiative to present to our members. It was an outstanding opportunity for us to stretch our understanding of Classical art, and to interact with an exceptional scholar whose work has helped define modern scholarly understanding of Classical art!

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### Fall, 2013

**Mr. Will Griffiths, Cambridge University, Director of the Cambridge School Classics Project.** Mr. Griffiths presented the latest initiatives of the CSCP in training Latin teachers and in expanding Latin courses in Britain, roughly doubling the number of programmes running in British schools! This presentation provided invaluable ideas and insight for supporting and expanding our own Latin programmes here in Canada at both the high school and university level! This opportunity was unique and outstandingly enriching, and demonstrated the OCA’s commitment to innovative teaching and forward-thinking in the teaching of Latin at all levels.

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### Fall, 2012

**Dr. Lorna Robinson, Director of the Iris Project in England (via Skype).**

Dr. Robinson is one of the founders of the Iris Project, a creative and dynamic association of teachers, professors, politicians, celebrities, community leaders, writers... It is doing groundbreaking work to encourage the spread of Latin within Britain’s schools at all levels and to help the general public understand the importance of learning Latin to the development of enhanced literacy and critical-thinking skills. This presentation offered wonderful ideas which we can use here in Ontario and across Canada to develop opportunities and initiatives of our own!
Dr. Robert Nau, University of Manitoba

Dr. Debra Foran, Wilfrid Laurier University

Dr. Richard Burgess, University of Ottawa

Dr. Debra Foran, Wilfrid Laurier University

Dr. Maria Liston, Wilfrid Laurier University

Dr. Robert Nau, University of Manitoba

http://www.stratfordfestival.ca/about/about.aspx?id=1174

http://tc2.ca/team.php

http://www.trevorscolumn.com

http://www.researchgate.net/profile/

http://www.stratfordfestival.ca/about/about.aspx?id=1174

Fall, 2011

Mr. Garfield Gini-Newman, Professor at OISE, Department of Curriculum, Teaching and Learning, and National Consultant with the Critical Thinking Consortium.

Mr. Gini-Newman’s presentation offered participants amazing insights into strategies for enhancing our use of critical-thinking approaches to teaching and evaluation. He challenged us to expand our use of student reflection to extend critical analysis of the learning process. As a history teacher, he was able to tailor his presentation to include particular focus on the applicability of these strategies in the teaching of Latin and Classics, and ways in which studying the ancient world can stimulate critical thinking at all levels.

Fall, 2010

Dr. A. Trevor Hodge Professor Emeritus, Carleton University

This was one of Dr. Hodge’s final presentations before he unfortunately passed away in 2012. He presented a wonderful synopsis of his work on ancient technologies, particularly those related to aqueducts and architecture, subjects for which he was world-renowned. It was a wonderful pleasure to have the opportunity to hear him speak about the subjects which formed the centre of his outstanding career, and which inspired decades of Classicists to explore ancient technologies for themselves.

Dr. James Cote, Professor of Sociology at the University of Western Ontario, London and author of Ivory Tower Blues: A University System in Crisis (via Skype).

Dr. Cote’s work looks at the sociological factors involved in education, particularly at the university level and considers education in Canada and around the world. His writing challenges current educational practices, particularly at the post secondary level, asking us to question the factors which impact authentic student success at all levels of education and how we as educators can encourage maximum success in our students while still demanding academic rigour.

Fall, 2009

Mr. Antoni Cimilino, Artistic Director of the Stratford Festival (at the time, General Director).

Mr. Cimilino spoke about the importance of Classics in modern theatre, and the ways in which modern theatre owes its roots to ancient tragedy and comedy. His presentation inspired those attending to explore Classical drama for its modern messages and lessons, and to see the presence of the Classical tradition in the theatre productions around them. It was a great privilege to hear from such a distinguished actor, director, and artist and to be reminded that those who truly appreciate the power of theatre today understand how essential understanding Classical drama will always be to dramatic performance.

And these were just the **keynote speakers at these meetings!!** In addition to these amazing presentations, we had the very great privilege to hear presentations from teachers and professors from across Ontario and across Canada, such as:

- Dr. Lisa Trentin, University of Toronto
- Dr. George Kovacs, Trent University
- Dr. Gerry Schaus, Wilfrid Laurier University
- Dr. Claude Eilers, McMaster University
- Dr. Guy Chamberland, Thorneloe College of Laurentian University
- Dr. Louise Stephens, University of Ottawa
- Dr. Richard Burgess, University of Ottawa
- Dr. Debra Foran, Wilfrid Laurier University
- Dr. Maria Liston, Wilfrid Laurier University
- Dr. Robert Nau, University of Manitoba
- Mrs. Despina Hatzidiakos, Educational Director for the Consulate of Greece
- Ms. Annette Rossiter, Elmwood School
- Mr. Phil Snider, Lawrence Park Collegiate Institute
- Mr. Michael Bales, Toronto French School
- Mr. Gregory Hodges, Trinity College School
- Ms. Jennifer Stewart, Linden School
- Ms. Maggie Rogow, North Toronto
- Ms. Elizabeth Ellison, Elmwood School
- Mrs. Margaret-Anne Gillis, Barrie Central Collegiate

Elizabeth Ellison, Elmwood School
Latin Enthusiasts - Let’s Raise a Roof for Caecilius!

Since 2006, when Campanian tour-guide, Susannah Kropp first articulated that Caecilius’ house could be protected if there were a roof over the site, I have been writing about a roof for Caecilius, or talking to teachers about financially supporting a roof, or writing letters and emails to the Superintendents of Pompeii. All to no avail. Pompeii is a delicate site requiring constant restoration and as a result, it is difficult to dedicate funds to such a venture when the stability of so many buildings is at stake. And now, that the Italian economy is in such distress, there is no money to undertake such activities.

In 2006-2009 the Swedish Pompeii Project, under the leadership of Dr. Leander-Touati, assisted by Dr. Forsell and Dr. Karavigieri, undertook extensive restorations in the quadrant of Pompeii where Caecilius’ house is located. They also completed an analysis and some restoration of the house, removing the nets which caught the stones falling from the tops of the walls, clearing debris which littered the floors of the rooms and exposing the beautiful mosaic in the atrium. Five years later, the walls themselves are showing signs of erosion and need stabilising.

Then, in 2012, I contacted Dr. Andrew Wallace-Hadrill, former Director of the British School at Rome and now the Director of the Packard Institute to ask for some help. He was so encouraging and he even sent a letter of support for such a venture to the Superintendent, but still there was no affirmation of support from the superintendency, though I was given permission to enter the house when I took my students to Pompeii in 2014. Then, a new superintendent of Pompeii was appointed, Dr. Massimo Osanna. He has opened new houses, including the Houses of Ceius and Menander, the Villa of the Mysteries and the Suburban Baths at the Porta Marina, undertaken massive restoration projects in the Temple of Apollo, the Basilica and the Palaestra. In addition, there is a massive pyramid in the middle of the amphitheatre at Pompeii featuring the original plaster casts found by Dr. Guiseppe Fiorelli and archival photos of the early excavations.

I am very pleased to report that I met with Dr. Alberta Martellone on Friday, August 7 in the House of Caecilius where she confirmed that the Superintendency supports the roof. The responsibility to create the proposal, organise the team and raise the money falls to me — no small project indeed! I am happy to report that plans are proceeding rapidly. I am calling on all Latin teachers and students and enthusiasts to join this initiative and pledge whatever funds they might to help make a roof for Caecilius a reality!! Stay tuned for further information!!

Margaret-Anne Gillis
Barrie Central Collegiate

Job Posting: University of Toronto, Mississauga
The Department of Historical Studies

The Department of Historical Studies at the University of Toronto invites applications for a tenure-stream appointment in Roman History and Material Culture at the rank of Assistant Professor. The appointment will begin on July 1, 2016.

Applicants must have earned a PhD in Classics by date of appointment or shortly thereafter. The successful candidate’s research will focus on the history and material culture of the Ancient Mediterranean in the Roman period beyond Roman Italy. She or he will emphasize the archaeological and documentary evidence, and demonstrate clear engagement with historical questions and methodologies. Successful applicants must demonstrate strong linguistic skills in both Greek and Latin.

Further information about the Departments is available at: http://www.utm.utoronto.ca/historical-studies and http://classics.chass.utoronto.ca. Salary is commensurate with qualifications and experience.

To be considered for the position, all applications must be submitted online at https://utoronto.taleo.net/careersection/10050/jobsearch.ftl?lang=en.

Applications must be submitted by October 15, 2015, and include a cover letter, curriculum vitae, sample of academic writing such as representative articles, statement of research interests, academic transcripts, and a teaching dossier (teaching evaluations; sample syllabi, assignments and tests; descriptions of teaching strategies and innovations, etc.). The U of T application system can accommodate up to five attachments (10MB) per candidate profile; please combine attachments into one or two files in PDF/MS Word format. Submission guidelines can be found at: http://uoft.me/how-to-apply. Arrangements should also be made for three letters of reference, at least one of which must comment on the applicant’s teaching abilities, to be submitted by October 15, 2015 via email to the Chair at historical.studies@utoronto.ca. Referees should include the candidate’s name and “Classics Search” in the subject line.

Do you know of a job opening in Classics at a university of high school?
Contact the Ontario Classical Association with the information and we will post it to the OCA web site. Would you like to submit an article for the next issue of “Res Classicae?”

Visit the site at ontarioclassicalassociation.ca and select “Contact Us” to send us the information / article.
Jennifer Fransen

“How many do you think you’ll get?”

“Well, I have two and Sharon has two, and they should be able to get a few friends to come along, so at least eight or ten.” As I said it, we both tried to look confident that our own daughters would give up their lunch recess.

We were in the vice principal’s office at our children’s school discussing our plans for a Latin Club. Her puzzled skepticism was not surprising; even we assumed that the prospect of studying Latin would appeal to only a small group of students – perhaps none apart from our own. The previous spring I had made a proposal: my good friend Sharon and I would offer Latin classes at lunch hour to students in grades two through six using Barbara Bell’s textbook for British schoolchildren, Minimus: Starting Out in Latin. The VP very sensibly suggested that we walk around to each of the grade two through six classes giving a ten minute pitch for the Romans and their dead language to increase the chances of signing up students who weren’t our own offspring.

Armed with a short script, colour brochures printed up at my husband’s office and Sharon, I set off on our recruitment drive through the halls of our Scarborough Catholic elementary school one Tuesday morning in October.

Grade two was first. “Far away in Italy, there is a beautiful and very old city called Rome. The language of the people who lived there long, long ago was Latin. Rome grew from a small town into a great empire that controlled many lands and peoples. The Latin language came to be spoken and written all over the vast Roman Empire...”

The hand of a small, pale girl went up. “Yes?”

“About these vampires...” she asked, doubtfully. “Are they the bloody kind?”

After stumping for an hour I started to know my audience: I waxed enthusiastic about tough, disciplined Roman legionnaires and refined my timing so that all the kids were shouting out derivatives of amicus and scribere on cue. We promised no homework. The first Latin Club meeting would take place at lunch hour the next Wednesday. We asked the kids to show our brochure to their parents, fill out the form if they were interested in joining, and listen to the morning announcements for the location of the meeting.

Returns started to trickle in from teachers and the office. Four, then a dozen and then, against all expectation, we had twenty signed forms, many with cash for the textbook.

We cut out imitation bullae from yellow cardstock and hung them on dollar store necklaces to serve as nametags. We bought a plastic file folder for each student and made colour copies of a map of the Roman Empire and the first few pages of the textbook. I bought the audio CD and packed an iPod dock along with all the rest in banker’s boxes. I crammed in a few chapters of Wheelock’s and found paragraphs to read out loud from Plutarch and E.H. Gombrich on the founding and early history of Rome.

We set up in the library. Neither of us would dare attempt the Smart Board that had been installed over the chalk boards, so we borrowed a flip chart from the grade two classroom and wrote out our list of boys’ and girls’ Latin names the children could choose as their Latin Club identity. We put out plastic containers of crayons and markers for decorating the bullae. I rehearsed a demonstration of the
A Little Latin Renaissance in East Scarborough cont’d.

I homeschooled my daughter during most of her grade three year. After some looking around, I settled on a version of “classical” homeschooling: I found the idea and the approach described in Susan Wise Bauer’s book The Well-Trained Mind. And the sine qua non of a classical education at home or otherwise is, of course, Latin.

Homeschooling was not without conflict – I could not move from her side if I hoped for multiplication and fractions problems to be finished – but to start up a willing student from her shelter in novels hidden under the Singapore Math workbooks I had only to pull the Latin primer off the shelf. We used a contemporary version of the grammar/translation approach. Her first lesson was conjugating amare and memorizing the principal parts of five verbs; by the end of a month she was declining mensa. When relatives and friends asked her favourite subject, Latin was the immediate and certain response. She pounced on the chance to learn something that needs the kind of effort a clever eight-year-old excels at: memorizing, solving puzzles and deciphering code; learning enough words to say “germanus porcus sordidus est.”

When she returned to school for grade four, we both felt the loss of Latin. The benefits of homeschool could for the most part be gotten by way of her obsession with reading and talking about books – history, poetry, narrating and paraphrasing, spelling, vocabulary – but the Latin couldn’t be substituted for, not even by French immersion.

My first thought had been to hire a Classics graduate student with an interest in teaching to lead the club – the student would get experience and we would get a qualified Latinist. I sent off an email to the Ontario Classics Association and spoke to the coordinator at the University of Toronto’s Classics Department. Even though we agreed to match the hourly rate for a graduate teaching assistant, no one was prepared to take us upon the offer. After a few weeks, however, I received an encouraging email from Margaret-Anne Gillis at the OCA and eventually we managed to have a Barrie-Scarborough telephone conversation. Without her support and enthusiasm I might have lost heart after failing to find a teacher with Latin training, but Margaret-Anne shore up our confidence in a parent-led Latin Club and invited us to attend the annual meeting of the OCA at Wilfrid Laurier University last October.

On that rainy weekend at the Archaeology Department in Waterloo Sharon and I met Latin teachers and professors who graciously listened to our story and offered advice. Will Griffiths, Director of the Cambridge School Classics Project in the UK, told us that the CSCP had used after-school student-led Latin study groups to bring Latin back into hundreds of state schools there. To our great good fortune, we discovered that Stanley Farrow, one of the editors of the North American edition of the Cambridge Latin Course, and retired high school Latin teacher is a fellow Scarborough resident. Stan became our mentor and kindly spent several of his mornings sharing his vast knowledge and experience with us at Sharon’s dining room table. We also met one of Stan’s fellow editors, Pat Bell. The next time we saw Pat was in the Yorkdale Shopping Centre parking lot where she passed on to our club her magnificent collection of slides of ancient Rome.

Our OCA weekend put us in touch with the Ontario Latin teaching world, but it was sobering to learn how few students in the province will have a chance to study Latin – and especially disappointing to find that our sixty keen Latin Club students will not be able to take a Latin course at any secondary school in Scarborough.

In the context of the long history of Latin in schools, this has been a precipitous decline. For many – perhaps most – the end of compulsory Latin in education in the 1960s was a liberation from an outdated system and long years of pointless effort. Undoubtedly there has been some fruitless struggle in learning Latin, but it cannot be said that this is its necessary condition, nor that this was the fault of the language or the Latin writers. More than a thousand years of writing, teaching and learning Latin have gone before us; we should not be too smug about abandoning the work of centuries.
Modern Latin books for children are filled with stories, games, puzzles and illustrations – gone are the grammatical tables and examples from classical authors that were the stuff of school primers for generations. Ours features short Latin comic strip stories based on a Roman soldier and his family who lived near Hadrian’s Wall around 100 AD. We learned the Pater Noster and the Benedic和平 Ante Mensam, chanted verb conjugations and used flash cards. We played vocabulary matching games and connected Roman numerals in dot-to-dots. The children were calling out “Salve!” in the halls and sang Reno erat Rudolphus and Adeste fideles with Stan Farrow at the piano at Christmas.

We have a good time, and our progress is pleasant, but also slower than it might be. It was impossible to continue with sixty children in a single group, so we created three sections of twenty students; each section had ten weeks of Latin. We had planned to take the club through the entire textbook, but the large number of students meant that we covered only one-third of the book with each group. This was very far from ideal and we all felt that we were just hitting our stride when the ten weeks came to an end. Without other parent or teacher volunteers, I don’t see a means of maintaining access while increasing the quality and comprehensiveness of the experience for the students.

Finding the right space is proving a challenge as well: set up and clean up in the library was consuming too much of the hour, so we moved to a little-used storage room. Here we can set up before the students arrive and work right up until the bell rings, but often arrive to find that chairs and desks have disappeared or that the room is being used for a meeting or occupied by a visiting consultant. We also have had some small doubts about the textbook: the mix of myth, history, grammar and vocabulary can sometimes seem to have been determined more by the need to tick off UK Key Stage curriculum requirements than by a coherent approach to teaching the rudiments of Latin to children. I have wondered over coffee with Stan and Sharon whether we might not have wandered too far from the accidence.

There is not much evidence these days of the ancient fellowship between Latin and school. We have conjured a ghost of it once a week at lunch in a small overheated and dusty room between rusting metal filing cabinets and obsolete tube televisions on wheeled carts. The students come because they want to learn. Even if these children only remember that they could once knew amo, amas, amat, the first declension and the Pater Noster, they will have given themselves a connection to the Latin past – the heritage of the English and French languages they speak and the European millennia of the literary history of the West. That connection might give some of them a reason to keep learning Latin, but perhaps all of them will remain conscious that an age-old tradition is present even if most of us are not aware of it and that the work of reading and recognizing its efforts remains important.

(A longer version of this article was printed in CNO: Canadian Notes and Queries. Please see http://notesandqueries.ca)

Jennifer Fransen is a parent in Scarborough and avid supporter of Latin in schools!

Parents for Latin

The OCA has been working on a new initiative called, “Parents for Latin.” If you are, or know of, a parent who would like to bring a Latin programme to your child’s school (whether elementary, middle or high school), please contact us! You can visit the OCA website at: ontarioclassicalassociation.ca and click on “Parents for Latin” for more information.
The commercials began weeks ago and there is absolutely no denying that, in mere days, we will be returning to our classrooms! Doubtless, we are already considering lesson plans, activities, field-trips, Classics Conference (best wishes to Diana Pai and her students at St. Clement’s School, host of 2016’s event!!) and the increasing challenges of teaching Latin, and ancient Greek, to students who are more connected to their iPads and smart phones than they are to each other. (I almost yearn for the days when kids used to pass notes in class—at least they were writing!!)

Since the release of the Classical languages curricula in 1999 and 2000, we have explored translation activities, composition exercises, games, projects, use of electronics in class and so on. However, with the school board/ministry-sanctioned omnipresence of electronic devices in class, and students’ increasing dependence on them, as teachers, we must start to find new methods of combining traditional language teaching strategies with electronic delivery modes.

The most obvious means of combining pedagogy and electronics is the use of video recording/MP3 files for oral reading. The most common criticism Classical languages receives from our modern language colleagues is that we are not “conversational” and therefore not a “language” in the strict sense. Granted, Latin and ancient Greek are not conversational in the traditional sense, but we Classical languages teachers do try to address orality in a variety of ways most notably through reading aloud. This is where technology can help.

Using the multiplicity of devices such as iPods/iPads/ iPhones, MP3 players, students can record themselves reading aloud texts which range from simple sentences and small paragraphs in Level 1 to longer texts such as entire poems by Level 3. The advantage to this is that students can play back the recordings to hear their pace based on punctuation, intonation to convey meaning, correct delivery of diphthongs and so on. Students can self-diagnose areas of weakness, identify strengths and keep a running record of their progress over time. This is also a perfect way to encourage students to practice reading aloud independently; they are using their devices in a pedagogically effective way. This self-diagnosis to identify methods of improving their skills meets the metacognition expectations which are being introduced into every curriculum document as well. Also, students can use their devices to practice dialogues, skits and even presentations before performance. From an assessment and evaluation perspective, students who suffer performance anxiety or even for students who are assigned a specific day to make a presentation but are absent because of illness, conflicting school activities, and so on, can record themselves reading or performing for evaluation. Unlike live presentations, when we teachers are under duress to listen carefully in order to evaluate a single performance, an MP3 file, or taped presentation on the iPad allows us to replay a performance as many times as necessary in order to assign a grade which is reflective of the students’ ability.
Reading aloud requires students to listen. Language fluency relies very heavily on a student’s ability to listen carefully. Listening is not a skill at which most teenagers excel. Our modern language colleagues struggle with developing students’ active listening skills in order to improve conversation in the target language. One strategy which Classical language teachers might be able to adapt is the dictée, a staple in most French classrooms. The dictée requires students to apply their knowledge of vocabulary and grammar as they write a text delivered orally. The ability to discern words in oral texts is a very important skill in increasing fluency in any language. Since this is an unusual activity for Classical languages, teachers can begin with the simplest dictée—the spelling test. This reinforces the students’ knowledge of their Latin or Greek vocabulary and helps them develop a connection between the spelling and the sound of the words.

Remember, most of our students know only whole language which does not focus on phonetics, and Classical languages rely on phonetics; spelling tests help reinforce the connection between the alphabet and the word. Then, as the students master the spelling test, teachers can introduce phrases followed by short sentences, longer sentences and then paragraphs. The key is to proceed slowly and work in opportunities to practice before actual evaluation. And, it is important to de-brief immediately. Modelling is very important too and technology can be extremely helpful. Firstly, teachers can use their data projectors and type in words, and then longer dictées, as they read them aloud so that students see the connections between the oral and the written. Students, in pairs or small groups, can drill spelling with one another using email or Twitter. Similarly, teachers can tweet out answers to the students as they are correcting the activity—the perfect way to de-brief immediately.

The primary goal of Latin and ancient Greek is to translate the Classical language effectively. Therefore, Classical languages teachers have to find innovative ways to build their basic understanding of the components of sentences, which starts with the words and the ways in which they come together to form sentences. By focussing on orality and students’ listening skills, we teachers are accessing other modalities to help them learn the vocabulary and grammar. By using technology, we are adapting seemingly out-dated approaches to more student-centric activities, encouraging students to monitor and extend their own learning.

Margaret-Anne Gillis, Barrie Central Collegiate

OCA Annual General Meeting:

Because of the recent months of contract negotiations and possible work action by Ontario’s public and Catholic board teachers, it has been decided to postpone the OCA’s annual general meeting until later in the school year. This will give time for teachers to get their year underway under new work conditions, and hopefully make attendance easier.

In addition, this will allow the next AGM to present the brand new Ministry of Education Policy Document for Classical Languages, which is due to be published in its entirety very soon. More information on the next meeting will follow as soon as possible. Don’t miss out!!
Not ten minutes, via car or bus, from Pompeii, lies the solitary site of a well-preserved villa rustica at Boscoreale. Destroyed alongside its neighbour, Pompeii, it lies in the shadow of Vesuvius and the popularity of its famous cousin. Surrounding this lone building is a series of modern apartment buildings, an extraordinary juxtaposition of the ancient world with the modern, and a testament to the resilience of humanity to rise from the ash of devastation, literally. Not only that, but it stands in stark contrast to the sheer size and sumptuous decoration of the ruins of nearby Oplontis and Stabia. The archaeological attendants of Boscoreale and its museum, like their little farmhouse, sit alone, day after day, since virtually no one visits their “scavi”. However, Boscoreale presents an amazing opportunity for us to look at another aspect of ancient life in this region: the agricultural appeal of Campania.

The most striking aspect of Boscoreale is just how far below the modern level of the land this building stands. It impresses upon us an even more powerful understanding of how much volcanic material fell on Pompeii and the surrounding district. As well, its stratigraphy, recounting the various stages of the eruption, rivals that found at Oplontis. In addition, there is a plaster cast of a pine tree bent by the force of the winds and the density of the ash and pumice which covered the area, a vivid reminder of the violence of the eruption. Furthermore, because the farmhouse is the lone architectural feature in its landscape, it is difficult to get a sense of the size of the building; it is, in fact, quite large. Sadly, it is no longer possible to tour the interior of the farmhouse, thanks to the erosive forces of the elements. Through the door, where plaster casts of the original wooden doors stand as sentinels, you can see a series of dolia still embedded in the ground complete with their lids beneath the watchful eyes of the lares as they look out from their lararium through elegant columns whose bases of plaster painted red stand strong, a statement as to the wealth of this little farm.

As soon as you see this farmhouse, those of us who teach the Cambridge Latin Course immediately recall the final stage of Unit I. Ever faithful slave, Clemens, whom Caecilius sent to inspect his farm, races against the panic inspired as Vesuvius awakes in order to find and bring Caecilius home in those final hours before Pompeii is lost beneath twenty feet of ash and pumice. It also immediately connects you to the people who lived in ancient Campania and who perished in 79 CE. However, the context of the farmhouse is enhanced by the incredible artifacts within the museum itself. Here you can see a range of agricultural remains which are evident nowhere else. From actual fishing nets and hooks, the remnants of garum in the bottom of a dolia, seeds, wheat, antlers from deer hunted on the slopes of Vesuvius, to carbonized bread, the plaster cast of an entire boar and the original cast of the twisted dog. The entire site is explained by an exceptional scale model of the site itself; this museum may be small but it is amazing.

Boscoreale should be on the itineraries of any Latin teacher who takes his/her students to Pompeii. Both the farmhouse and the museum can be explored in forty-five minutes to an hour and so, after a half day visit to Pompeii, it is not overwhelmingly taxing. It is the perfect way to conclude a visit to Pompeii because you can draw the connections between urban and rural life in the ancient world and juxtapose the size, the hustle and bustle of Pompeii with the isolation, and relative quiet of this farmhouse. For those of you thinking about organizing a trip to Pompeii, be sure to add Boscoreale to your list of things to see- you will be glad you did!

Margaret-Anne Gillis, Barrie Central Collegiate
Are you interested in helping the OCA?

The Ontario Classical Association is looking for members who are interested in helping with the various projects the OCA is undertaking. There are a number of roles available. Interested members need to be flexible, attend the fall meetings, and be willing to devote time and energy to seeing projects through to completion. There are various endeavors members could help with. If you think you would like to be involved, please complete the attached form and e-mail it to Dr. Lisa Trentin at lisa.trentin@utoronto.ca or fax it to Mr. Phil Snider at 461-393-9500 by October 15th, 2015.

ONTARIO CLASSICAL ASSOCIATION

I would like to become involved in helping the OCA with its activities*:

Name: ______________________________________________________

Teacher / Professor / Classics Major / Retired / Community Member

e-mail address: ________________________________________________

I would be interested in helping on the Advisory**

I have _________ hours per month which I could devote to working on OCA projects.

I would be interested in helping with:

☐ outreach (connecting university professors with school programmes as guest speakers, etc.);
☐ social media (helping with the OCA’s Twitter and FaceBook presence);
☐ treasury / membership (helping connect interested teachers, professors, Classics majors with membership);
☐ communication (helping send out mailings, both paper and electronic, supporting the Secretary);
☐ Maynard Awards (helping with marking and processing the applications / essays);
☐ other assistance as needed by the Board.

I would also be interested in eventually transitioning onto the Board, after providing assistance through the Advisory.

I would like to help the OCA because:

_____________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

_______________________________________________________________

Please send this information to Dr. Lisa Trentin by October 15th, 2015.

This form can be scanned and sent by e-mail to lisa.trentin@utoronto.ca, or faxed to Mr. Phil Snider at 461-393-9500.

* You must be a member of the OCA in order to take on a role within the organization. Membership forms are available below. Members volunteering to help with OCA activities also need to be willing to attend the Annual General Meetings.

** The Advisory is a body which is not part of the official Board, but whose members take on specific jobs as invited by the Board. They work with Board members undertaking various roles, and may be invited to transition onto the Board after a period of service.
Membership Application/Renewal/Information Update for 2016

** Valid from January 1st until December 31st, 2016

Membership in the OCA is open to those adults (post-secondary and over 18 years of age) interested in the promotion of Classical Studies in Ontario. Members receive the magazine, registration information for meetings, and additional mailings as needed. Membership rates are listed below. *Life members need return the form only if a change of address is desired.*

Please make cheques payable to the **Ontario Classical Association** for your selected membership and mail to:

The Ontario Classical Association,  
P.O. Box 19505,  
55 Bloor Street West,  
Toronto, ON,  
M4W 3T9

Please indicate membership type. All memberships are for individuals, not institutions.

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Mailing Surcharge (to receive magazine by Mail): $10.00

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Thank you!