The paper explores practical strategies for using classical studies to enhance the education of adolescent students, especially those who are gifted. It reviews progress, since 1900, in Latin teaching methods in Great Britain and the Netherlands and describes more recent work in South Africa, including the development of new curricula for teaching Latin as well as the annual reading competitions, linguistic and historical quizzes, and art competitions sponsored by the Classical Association of South Africa. A project is described in which 20 gifted students (aged 13-17) were asked to review new juvenile classical books and teaching packets. It spawned a range of other projects which are summarized. The students produced a slide-tape show, the full script of which is appended to the paper. The book and teaching packet reviews were edited by a student and reworked by the teacher in a review article which is also appended. Conclusions drawn from the project confirm that the classics have much to offer the gifted and that they also offer a new awareness that even random dipping into the classical world is a rewarding experience for both average and gifted pupils. (VW)
CLASSICS FOR THE GIFTED: SOME PRACTICAL STRATEGIES

J M CLAASSEN
SOUTH AFRICA
UNIVERSITY OF STELLENBOSCH

ADDRESS: DEPARTMENT OF LATIN
UNIVERSITY OF STELLENBOSCH
STELLENBOSCH
7600
SOUTH AFRICA

SUBJECT CATEGORY:

"Neither this paper nor any version close to it has been, or is being, offered for publication. The paper will be presented orally at Ingenium 2000 by the author or a co-author."

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

[Signature]

J M Clasassen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."
1. INTRODUCTION

Granting that this conference is about "the gifted" in general, one can assume that the gifted adult has already found his niche or made his mark: when one speaks of educating "the gifted" one is speaking of educating adolescents. "Giftedness" does not automatically assume enthusiasm for all the joys that educators wish to offer: in the words of Lawrence Stenhouse, adolescents are interested "in sex, in everyday ethics, in war and peace, in race relations, and in problems of violence and social inequality. They are also interested in sport, pop records, dancing and travel, but when pushed, they concede that these interests seem less important."¹ Undoubtedly the Classics have all these to offer, and more, with the exception of the "less important" pop records.

"Motivation", or "getting the horse to drink", is, in the education of the gifted, as in any other aspect of education, crucial. I wish shortly to review practical educational aids within the Classical field in three categories: (a) within the classroom, (b) formally organised projects run by the Classical Association of South Africa, and (c) a series of educational experiments which I have personally carried out in my capacity as lecturer in the method of Classics teaching at the University of Stellenbosch.

2. CLASSICS IN THE CLASSROOM

2.1 Since the beginning of this century attempts have been made to revitalise language teaching in the classics, particularly the teaching of Latin. The first World War almost put paid to experiments in Direct Method Latin teaching by Jones, Appleton and Rouse of the Perse School at Cambridge. After the death of these pioneers, the high standard of gifted teaching required by this most demanding of methods could not always be met, and the experiment languished, but did not completely die. The Direct Method continued in use at the Perse School for some years after the first World War. The Method was systematised by one of Rouse's pupils, Cyril Peckett, who became Headmaster of the Priory School in Shrewsbury. He and a member of his staff Arthur Munday (now a retired Headmaster living in Cambridge) wrote the two Direct Method Latin textbooks, Principia and Pseudolus Noster and

later the Greek Thrasymachus. 'Complete' Direct Method was taught by very few schools but more used it for the first year or two of a Latin course and many teachers using the other courses were very influenced by its lively oral approach. The textbooks must have ceased to be used about the time when Cambridge Latin and Ecce Romani were first published in 1970. Thrasymachus is still used by some schools, but without the Direct Method techniques. Books utilising other modern methods appeared in time, of which the most successful are the new Cambridge Latin Course (CLC), the Scottish Ecce Romani, both now in their second editions, and the Dutch-based "Nature Method" course: Lingua Latina secundum naturae rationem explicata by H H Oerberg.

These books are freely available in South Africa. With their advent, pupils needed no longer to be bored or intimidated by a linguistic barrage of pages of closely-packed paradigms, explanatory texts, and feeble, culturally-deprived Latin sentences about "sailors bringing roses to queens."
The texts are firmly planted within the Roman world, well-illustrated, with well-controlled vocabularies, and in the case of the CLC, come complete with filmstrips or slides illustrating aspects of Roman life and tapes or cassettes giving authentic pronunciation guides. The stories are lively and exciting, and at whichever level a pupil decides to leave the course, he carries away from it a sense of achievement, both linguistic and cultural.

2.2 The Classics department of the University of Stellenbosch, in the persons of Professors A V van Stekelenburg and F Smuts, and the late Professor Suretha Bruwer, has played a leading role in the rejuvenation of the linguistic image of Latin teaching in South Africa. Their series of matric-level trilingual texts and commentaries, Latin-English-Afrikaans, have been adopted by all but one of the examining bodies in South Africa. Tria Saecula is a major achievement. With its up-to-date linguistic methods and trilingual approach it has dispelled the last of the bugbears of Classical teaching in South Africa: the dilemma of Afrikaans-speaking pupils who have in the past had to approach their Classical studies through the medium of a "non-mother-tongue".

2.3 In South Africa the labours of a recent inter-departmental syllabus revision committee are at present being rewarded with the gradual adoption by all examining bodies of their recommendations for a new nuclear syllabus. Much linguistic dead-wood has been pruned away, and there is a new emphasis on Classical Culture within the syllabus, including aspects of our Greek heritage within the Roman context. The importance of the cultural component is
emphasised by the recommendation that 40-50% of the examination marks in the first year (13 to 14 year olds) be allocated to Classical Culture, tapering down to 25% in the final year (17 to 18 year olds). The recommendation is further that the Cultural component be examined internally by the schools themselves, which leaves much more scope for the talents of both the gifted pupils and the gifted teacher.

2.4 The Joint Association of Classical teachers in Great Britain have produced a Greek Reading course, which is interesting, challenging and places the pupil within the Greek world from its first page, which starts with the story of a ship travelling to Byzantium. Its concomitant handbook turns it into a "teach-yourself packet".

2.5 The Cambridge Schools Classics Project has developed a series of teaching packets of a non-linguistic nature which offer exciting insights into the ancient world: the packet entitled "The Roman World; Unit I" provides cards and books covering Roman provincial life in Gaul culled from classical authors in translation, also epigraphic material, largely taken from tombstones, translated and presented as if in the original script, and also pictures of reliefs, mosaics and other authentic archaeological finds. In the words of the CUP catalogue (1982 p. 2) it "...offers the teacher opportunities to involve the pupils in numerous different activities, including reading texts, studying pictures as sources of information, deducing commercial and power structures from pictorial and epigraphic evidence, carrying out a demographic survey based on inscriptions, questioning attitudes and prejudices, drama and art work. The course aims to recreate a vivid impression of life in the Roman World and to develop the pupils' ability to assess evidence and make balanced judgements". It can further be augmented by "Unit II" which also contains authentically Classical material, in translation. The companion course, "The Greek World", designed for younger pupils in the 10 - 12 age group, has five units, ranging from aspects of Greek religion to the Greek clashes with the Persians similarly based on translations of authors, authentic inscriptions and other archaeological material.

All these packets are most suitable for enrichment of the gifted within English, History or Latin courses for self-study or special project work. (They are also so graded that pupils of lesser ability could use some parts).

3. **ACTIVITIES OF THE CLASSICAL ASSOCIATION OF SOUTH AFRICA**

The Classical Association of South Africa has for the past almost thirty years done much to further the cause of the Classics as a source of
cultural enrichment. The activities of the Western Cape branch, with which I am most familiar, are many and varied. At school level competitions of varying kinds are organised annually. Not only linguistic giftedness is encouraged, but gifted pupils of every description are involved, not least those gifted with that most precious of qualities, enthusiasm.

3.1 The annual reading competition for senior pupils encourages the acknowledgement of Latin as a still-living tongue, with Std 9 pupils competing to make a selected prose passage "come alive" and Std. 10 pupils striving to excel in the complexities of the metric reading of Latin hexameter verse. The standard of Latin pronunciation improves annually, and particularly pupils with an Afrikaans background achieve an easy "Italianate" style of pronunciation. Teams of readers are always backed by an enthusiastic following, even from non-participating schools. Illustrated books on classical subjects are much sought-after prizes.

3.2 In recent years the junior section of the reading competition has been supplanted by a bi-annual play competition, the so-called "Ludi Romani" which started as a concert of Latin-language "playlets", travesties, charades and burlesques. It went on to become a cultural evening with a central classical theme illustrated by means of playlets in English or Afrikaans. A "shipwreck debate", based on the popular "balloon debate" concept drew an enthusiastic 34 entrants, even from non-Latin schools. Pupils portraying "Greek mythological figures" vied with "Roman military heroes" for the "gift of life" from "a pirate ship". It is perhaps an interesting comment on adolescent self-conceptualisation that the prizewinners were a "Hercules", a "Narcissus", a "Pluto" and a "Prometheus". Subsequently, a "mythological evening" and, most recently, "Historiae Romanae", had a continuity speaker who linked the various playlets with narrative or cultural information. Usually senior pupils write and direct these playlets using junior pupils as actors. Stage directors, props-managers and make-up artists, all have scope for their talents. Audiences consist once more of supporters from participating schools, as well as others. These evenings are therefore truly cases of the gifted enriching their schoolmates with what they personally have gained from the Classics.

3.3 A biennial quiz, with both linguistic and historical questions, has proved as popular with audiences, and the school libraries of winning teams are rewarded with book prizes. (A dearth of funds for providing prizes is however a perennial problem).
3.4 This year (1984) CASA Western Cape is branching out in a new direction: the call has gone out for entries for an art competition for junior pupils and we are eagerly awaiting the result: scenes from Roman life, illustrations of Greek myths, illustrated maps of the Mediterranean, illustrated historical pageants (time charts), and posters advertising Latin. We know that the Classics have enough to offer the gifted pupil: getting him interested against stiff competition we confidently know is within our powers.

4.

4.1 I have always felt that acquaintance with Latin need not have as its sole aim the ability to write stultified little sentences in mostly bad Latin: a passive reading knowledge can offer pupils much that is enriching. Some years ago I experimented with the Oerberg "Nature Method" latin text on my then ten-year old son, "hiring" him at a cent a minute, in which payment he was initially far more interested than in the Latin. I found that the approach of the book works. It relies heavily on the common Indo-European origins of Latin and English and commonly known geographical facts to form the first "linguistic beachhead" upon which the "task force" of advanced linguistic knowledge can "land" progressively. It worked very well with the boy who became impatient if I slackened the "reading" pace to a "teaching" pace. In the next two years I experimented with the book on a group of four twelve-to-fourteen year olds, of whom three are in the "very gifted" class. The approach was entirely audio-linguistic at first, and in the normal linguistic scale of passive and active language skill acquisition, viz., listening, speaking, reading, writing, we did not try to progress to the fourth step. The second step, speaking, lay entirely in repetition of sentences from the book. The reading step was extremely successful and enjoyed by pupils and teacher alike. Feedback from these pupils revealed that they had benefited culturally and could contribute towards enrichment in their English and Afrikaans classes and that in their German classes at school they simply "knew much more than the other pupils" about matters linguistic.

4.2 A further leg of this experiment was the even more rapidly paced runthrough of a second beginners' course, the Cambridge Latin Course, Unit I, with the two most gifted of these four pupils. I found that they had a reading comprehension which was as quick as their comprehension in English. They completed the CLC Unit I within about four months, after which I discontinued the experiment. I had wanted to prove to myself that transfer of linguistic grasp from one kind of teaching course to another would be possible. One of these pupils lived in France with her parents before and she applied the linguistic insight gained from Latin to an almost native grasp of French.
She spent a month in France with a French family last year, and was perfectly at home there. She assures me that transfer of linguistic concepts supported and consolidated much of her French studies.

4.3 The experiment with which I am at present involved, is an offshoot of planning for the Ingenium 2000 conference. It is being funded by the Tria Sae-cula publications. Here I must first pay tribute to a gifted and dedicated colleague, Professor Suretha Bruwer, who passed away last year at a tragically youthful age. Almost up to her death she was involved in classics projects at school level. During this past April her executors presented our Latin department with a large array of exciting new juvenile class books and teaching packets which she had collected during a term of study in England in 1982. There would have been no time for me to go through these thoroughly and present them to the conference in my review of "Some practical strategies", and so I decided to call in the aid of a "Panel of experts".

My "Panel of experts" consists of some twenty gifted pupils from five local schools, ranging in age from thirteen to seventeen, who came to me for the first time on 24 April 1984. At the time of writing this, one month later, (the end of May '84) tremendous activity has been engendered by the first assignment I gave all these pupils: to write reviews of Professor Bruwer's books and teaching packets. By this activity others have been sparked off: I made suggestions, but the enthusiasm has come from the pupils themselves. Most of these projects will be completed only after these pupils' exams in June, but I hope to present some of their final projects to the conference.

4.3.1 The range of interests sparked off by the initial reviews-project is great. These reviews will, at the request of the editor, be reworked for publication in Akroterion, the popular quarterly of CASA. Of these pupils, Ciska, Jeanne, Annelie, Sinette, Carla, Emilie and Gillian chose simply to do reviews. They have developed a great interest in Greek and Roman everyday life.

4.3.2 A project with popular appeal, travel posters made up from picture postcards collected by Prof. Bruwer, by Samantha and Zaida, inspired them to experiment with calligraphy: their new project will be a poster illustrating the Greek and Roman alphabets. Also popular in its approach is Elizabeth's research into "Horses in antiquity: in myth and in real life".
4.3.3 Scientific interests inspired Danie to think about arguments for the use of Latin as a modern scientific lingua franca. He is at present engaged in research on Latin terminology for modern concepts. A particular interest in stars has led him to research in the mythological names used in astronomy, and David is collaborating on this project.

4.3.4 Computer science can also be the handmaiden of the Classics and brother and sister team Michael and Tracy are working on the devising of Latin language and Roman-history-based computer games, and a testing device for learning biological terminology, based on Greek roots.

4.3.5 Historical interests have led Francien and Elma into research on the Roman and Greek background to the rise of Christianity. Historical parody, coupled with an interest in the popular French "Asterix" series, will be represented by Kate's story and drawings: "Asterix rounds the Cape of Storms" where the redoubtable little Gaul in his brushes with the Romans goes south in the Phoenician Ekonomikrisis' trading vessel. At the Cape he and friend Obelix meet up with various African animals, and also with Solus Kristnus, the owner of a series of hotel-huts.

4.3.6 Architectural and artistic interests have led Marilie to make a model of a Roman house, based on archeological findings at Pompeii, complete with minute furnishings and a typically Roman household shrine made from modelling clay. Her enthusiasm inspired a little friend, living at Ceres, some 150 km from Stellenbosch, to participate in the project. Helena made miniature clay figures to people Marilie's house, complete in every detail, even as to the correct Flavian ladies' hair style which would have been prevalent at the time of the eruption of Vesuvius.

4.3.7 Their technical and dramatic interests are being satisfied by Jenny and Susan's experiments with the recording, for my future use within our Department, of a tape-slide show on Julius Caesar which I wrote last year, and they will work at producing a final tape slide show illustrating this project. Special slides needed for this show are being photographed by Daan.

4.3.8 Lack of time has hampered this project in a certain sense, but the urgency of a limited time allocation has made for a rapid response. Aspects of leadership display, natural grouping and the creation of new friendships through co-operation between pupils from different schools has been one of the offshoots of the project. Pupils come to my office in their own time once a week, and work there, often with no more than five minutes' attention from me, as I hurry off to deliver my lectures. The sub-leaders of the project,
two gifted students who respectively have technical posts in the Greek and Latin departments, have without their conscious knowledge also been objects of my enquiry into the way the Classics can offer practical strategies for motivating the gifted into entering upon eat educational adventures.

5.

5.1 A last aspect which needs mention as a practical strategy for the gifted in the Classical field is the identification of a very special group of gifted pupils: Those who will lose out for the duration of their lives if they are not helped to enter the main stream of education for excellence. In the U.S.A. "ghetto-children" in the "inner cities" are often culturally deprived. No matter how gifted they may be, idiosyncratic substandard dialect and the cultural desert of an almost illiterate home life has kept these pupils back. In large cities such as Philadelphia, Indianapolis and Los Angeles itinerant or specially-trained Latin teachers expose nine to twelve year olds in elementary schools to twenty-minute sessions daily of audio-aural unstructured language lessons, both Latin and Greek. These are largely aimed at increasing vocabulary in the mother tongue, at awakening cultural awareness, and an awareness of time and space, improving the pupils' self-concept, and incidentally improving reading ability. This improvement has been carefully documented and statistically controlled by non-classical educational experts. This brings all these pupils, even the less talented, into the mainstream of education in the U.S.A., and enables the gifted among them to achieve to the utmost of their potential.

5.2 There is a heartfelt need in this country for a similar project which will raise the large mass of culturally deprived, average and gifted alike, who have not yet fully entered the mainstream of modern western civilization. Only when so guided that they reach the point where they can be identified, can the gifted amongst the greater mass of South African youth be helped personally to achieve their full potential and to contribute fully to the greater good of South Africa's many-faceted society. Here too, the Classics have their role to play.
6. REFERENCES


2) Available annually from: C.U.P., The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, Great Britain.


7. BIBLIOGRAPHY

Language texts

Concomitant to each Unit: Teacher's Handbooks, Language Information pamphlets containing grammatical tables, notes and exercises and the vocabulary for each Unit, cassettes. 3 Filmstrips on Pompeii, Roman Britain and Rome have been designed for use with the Course, but are not confined to it.

7.2 Joint Association of Classical teachers' Greek Course: Reading Greek:
Morphology Charts, C.U.P.
A world of heroes: Selections from Homer, Herodotus, and Sophocles, C.U.P.

7.3 The Nature Method Language Institute:

7.5 The University of Stellenbosch, Latin Department:

8. UPDATE: OCTOBER 1986

This paper was written in its final form about a month before the Ingenium 2000 conference. In that month the project outlined in paragraph 4.3 above was completed, roughly as outlined. Some of the participants fell by the wayside, or had to withdraw because of other commitments. The mooted tape-slide show was written by the pupils, and recorded in two sessions, which were not without their crises. It was completed just in time for the conference, and formed the bulk of my presentation. The gifted pupils provided the stuff of the lecture themselves, as it were. The show has since been repeatedly used as a propaganda medium at schools, and has engendered considerable interest (See APPENDIX A).

The pupils' book reviews were, as projected in paragraph 4.3.1., edited by Susan, one of the students mentioned in paragraph 4.3.8., and reworked by me in a review article which appeared in Akroterion 29.3 September 1984 (See APPENDIX B).

Perhaps one of the most valuable conclusions I drew from the project was not so much the confirmation of my point that the classics have much to offer the gifted, but a new awareness of the fact that even apparently random dipping into any one of the endless facets of the classical world is a warm and rewarding experience for all pupils, both average and gifted alike.
APPENDIX A

CLASSICS FOR THE GIFTED

SPEAKER NARRATIVE SLIDE

Music "Invocatio to Venus........" "Aeneadum penetrix......
(Miss D. Smuts) Music "Invocatio to Venus........"

David The Classics have much to offer all pupils, both within the classroom, and without. We know, for we have tried it ........

Susan At school pupils learn to read and enjoy Latin literature. We get to know the Romans and their culture, the basis of our Western civilisation, from Roman authors, who live for ever in their works.

David Modern text books present the language and culture in a living way.

Jenny At senior level, TRIA SAECULA, the new series of texts and commentaries devised by the Latin Department of the University of Stellenbosch, give enough guidance for individual reading and enjoyment of Classical authors, and we can enjoy the texts as literature.

Susan In junior classes, model building and art work open out some of the many facets of the Classical world, both Greek and Roman.

David Teaching packets and Classical games make it possible to enter the Classical world even without linguistic studies. The Cambridge Schools Classics projects give us exciting glimpses of the Greeks and Romans as they really were.

Jenny But language study can be just as exciting. Half our English words, and many Afrikaans ones, come from Latin and we love learning new words, and seeing

xt of tape-slide show, first presented June 1984
the connection between our language and the ancient languages. We learn more about language and how it works, too.

Anita

Au début, c'était plutôt le français qui m'a aidée avec le latin, parce que je connaissais déjà un peu de français.

Plus tard, j'ai vu que le latin est vraiment la base du français. Cela m'a beaucoup aidée et a rendu le français plus intéressant, parce que j'ai découvert l'origine des mots.

L'année prochaine, quand je serai à l'université, le latin sera certainement une de mes matières.

Betsie

Als ich mit Deutsch began, war die Falle nichts Neues. Latein hat auch geholfen um meinen Wortschatz auszubreiten. Das wichtigste ist aber dass Latein mein Interesse in allen Sprachen gestimuliert hat; weil ich Deutsch so interessant finde, genisse ich es sehr.

Susan

The Western Cape Branch of the Classical Association of South Africa have annual competitions with beautiful book prizes to be won, quizzes and play competitions, and the annual reading competition, where pupils read Latin poetry.
During May and June 1984, a number of us took part in a short-term project called "The Tria Saecula project".

First of all we read and reviewed some beautiful new books on Greek and Roman topics. Each book was read by two of us, and we tried to decide what we liked most.

The Greeks were great thinkers and liked to argue and reason things out. The gods were important in their lives and ruled their thinking and their behaviour. In past centuries they were a great, intellectual nation.

The Romans were cruel, but very disciplined people, and that made me have a big admiration for them.

Part of the Romans' daily pattern was to go to a temple to pray, to go to fetch water from a fountain, and to go to the market to get food.

These books gave us new ideas. For instance, Samantha and Zaida made a travel poster from postcards and then they decided to make another poster comparing Greek and Latin script.
Samantha says:
If you want to be successful in the future, a knowledge of the past is essential and Rome is a city with a great historical heritage.

Although Latin is no longer a spoken language, we can see from the remains of the older Roman and Greek script the close relationship to our modern languages and alphabets.

Francien and Elma are interested in the rise of Christianity in the Greek and Roman world:

We found that the Romans thought of the Christians as atheists, because they did not believe in their gods.

But the chief reason for the persecution of Christians was because their honouring of Jesus as "King" was regarded as treason, and so was their refusal to honour the Emperor as God.

By 306 A.D., however, the Conversion of Constantine brought persecution to an end and put the full power of the Empire behind the religion.

Christianity was now not only a religion, but a social and cultural movement represented here symbolically by the interior of St. Peter's in Rome.

Elizabeth studied horses in antiquity. Horses occur in Greek myth, formed a part of their daily life, and were depicted in art.

Centaurs were a strange race of creatures who had human heads, arms and torsos and the bodies and legs of horses. Most of them were savage, lawless and fond of drinking.

Bellerophon's winged horse Pegasus was the offspring of Medusa and Poseidon. Bellerophon tamed Pegasus with a golden bridle given to him by the goddess Athena.
Bellerophon, mounted on Pegasus, killed the Chimaera. The Chimaera had a fire-breathing goat's head, the forequarters of a lion and the hind part of a dragon.

A two-horse team taking part in a chariot race. The races were run in a special arena called a hippodrome. This is a four-horse chariot. The Greeks also raced on horseback.

The Greeks used horses as a subject for art in many ways: children's toys, painted on vases, statues and reliefs. The representation became much more realistic as time went by.

The Romans were also very fond of horse racing. This is the Circus Maximus where chariot races were run. The track was roughly oval in shape and the horses raced round a barrier down the middle.

A four-horse chariot. Horses were run in teams of two, three, four, six or seven, though four was the most common number. The Romans used to bet on the colours of the teams.

The Romans were famous soldiers and also used horses in the army. Cavalry did not make up the main part of the army but were part of the Auxiliary Forces. Senior officers also rode horses. Here is the emperor Trajan riding at the head of a unit of auxiliary cavalrymen.

Roman artists often made equestrian statues like this one of Marcus Aurelius.
Susan

Danie studied the connection between the planets and their mythological names, because he is interested in astronomy.

Danie

Mercury was the messenger of the gods. The planet Mercury, being nearest the sun, takes only 88 days to orbit the sun. It was therefore named after the fleet-footed god.

Susan

Venus was the Roman goddess of love, the most beautiful of the goddesses.

Danie

The planet Venus lies between the earth and Mercury. Also known as the morning or evening star, it is the most brilliant object in the sky. Venus is often called the sister planet of the earth because of their similarity in mass and size.

Susan

Mars, the Romans' god of war, was said to be in love with Venus. War brings fear and panic to mankind.

Danie

Because of its red colour, Mars was named after the god of war. Red is a threatening colour.

The two tiny moons of Mars, Phobos and Demos, have these names because Phobos and Demos are the Greek words for Fear and Panic.

Until very recently, it was thought that there could be life on Mars, but people no longer think so.

Susan

Jupiter or the Greek God Zeus, was called the "king of gods and men" and was the greatest of the gods, but he feared his wife Juno, here sitting next to him watching Mercury with his scales.

Danie

Next planet in order is the planet Jupiter, which is naturally the biggest planet in our solar system, with a diameter of more than 1 300 times that of the earth. Jupiter's four biggest moons are called the Galilean satellites, after their discoverer.
Jupiter used to grieve Juno by having affairs with other women, such as Io, whom Juno angrily turned into a cow.

Jupiter's moon, Io, is one of the Galilean satellites and is the only place apart from earth where active volcanoes can be found.

Callisto is another of Jupiter's satellites named after a mythological girl-friend. It has a surface even more cratered than that of our moon.

When Jupiter fell in love with Europa, he turned himself into a bull and carried Europa off to Crete.

Europa, Jupiter's moon, has a smooth surface with relatively few craters.

Ganymede is the biggest of the satellites of Jupiter, and is also vastly different from the others. It consists of a thick ice crust.

The mythological Ganymede was also different. He was a young man whom Jupiter carried away to be his cup-bearer.

The next planet, Saturn, was named after Jupiter's father. The ringed saturn is the most beautiful planet and was the last of the classical naked-eye planets. The last three planets, Uranus, Neptune and Pluto were named for three other Roman gods: Saturn's father, the god of the sea and the god of the Underworld.
Susan
Writing a story and adapting drawings from the famous Asterix-series can be fun. Kate devised an Asterix story...

Kate
The story begins one morning in the well-known Gaulish village with Impedimenta scolding Vitalstistics because they have run out of spices.

At the same moment Ekonomikrisis the Phoenician merchant lands on the beach. Chased by Impedimenta, Vitalstistics rushes to the beach.

To his horror, Ekonomikrisis has no spices because of the war in the Middle East.

Getafix remembers a way round the Cape of Storms.


Tracy
My brother Michael and I enjoyed making Latin computer games on our IBM personal computer.

Our program has four sections: biology, vocabulary, the Roman army and the Roman empire.

Michael
I think the computer can be a great help in learning the language.

Tracy
With the aid of computers, I think that Latin could be made to be more alive for school-children and hopefully stimulate a greater interest in the language.

Michael
The computer is an excellent tester, especially in testing Latin vocabulary. Our biological terms game can help even a medical student to test his memory on Greek and Latin-based words.
When Marilie read about Pompeii, she wanted to build a Roman house, and make furniture for it, even a little shrine, called a Lararium.

While I was busy with my project, one of the things that I found interesting, was the similarities between Roman and modern houses.

The Romans still influence us, after 2000 years.

Like them, we brag with central heating systems, running water, and private peristillia (that is gardens) at the back of our houses.

After I had done this project, my eyes opened for all the beautiful things that the Romans and Classics offer us, and my friend Helena borrowed another book and made little people for the house. She says:

"When I started the Roman people, I felt like one of them. Usually, when I make something, I feel part of it. And this time, especially when I made the women, I wondered how they felt about fashion".

Daan was our photographer for this project. The continuity narrators you heard were David, Jenny, Susan and Kate, that's me. We now want to tell you about what the Classics do in the USA for children from the inner cities, who sometimes come from culturally deprived homes.

Travelling teachers visit primary school classes once a day for twenty minutes and tell pupils, in Latin, all about the classical world.

The pupils sing songs and look at pictures. They learn about Roman life, and about the Greek Gods. They love to think they are speaking Latin, even when they simply repeat what the teacher says.
Kate

Some schools improve pupils' vocabularies by comparing Latin, Spanish and English words.

Susan

These pupils' lives are enriched in many ways. All are better equipped to fill their place in society.

Kate

The gifted among them are enabled really to reach their full potential, for their horizons have been broadened and their cultural awareness stretched back in time. To conclude:

All

The Classics offer culture
As live as live can be
It thrilled the ancient Romans,
And now it's thrilling me!
APPENDIX B: Review article from Akroterion 29, 3, Sept. 1984

NEW BOOKS FOR SCHOOL LIBRARIES: REVIEWS BY A PANEL OF EXPERTS, AGED 13 TO 17

During 1982, while on study leave in England, the late Suretha Bruwer collected a large array of exciting new classics books for juveniles and teaching packets. These were presented to the Latin Department, University of Stellenbosch, by her executors. During April and May of this year a group of about twenty pupils from five local (mostly Afrikaans-speaking) schools were called in to review the books and teaching packets. Most of them were completely unfamiliar with the Classics in any form. This activity sparked off others and the pupils embarked on different projects, based on their reading, which culminated in the making of a tape-slide show, entitled "Classics for the gifted" which was shown at a conference on the education of the gifted, held at Stellenbosch in June 1984.

The books, pamphlets and teaching packets under discussion are not aimed solely at Latin pupils, but can give any pupil a lively view of the Greek and Roman world. The value of these reviews lies perhaps most in the reflection of the impact the various aspects of the Classics make on young minds, and in the honesty of their response.

Below follows a list of these publications, with some of the reviews produced by the "panel of experts", edited by S Erasmus and J M Claassen. The reviewers were:

Bloemhof Girls' High School, Stellenbosch: Ciska Coertzen (Std 6), Annelle Gouws (Std 6), Francine Giliomee (Std 9), Sinette Heys (Std 6), Carla Hofmann (Std 6), Zaida Murray (Std 6), Gillian van Wijk (Std 6), Elizabeth van Wyk (Std 6)

De Kuilen High School, Kuils' River: Emilie Nel (Std 7)

Paul Roos Gymnasium, Stellenbosch: Michael Rood (Std 6), David Stevenson (Std 9)

Rhenish Girls' High School, Stellenbosch: Samantha Copeling (Std 9), Kate Henderson (Std 9)

Stellenbosch High School: Marilie Bohlman (Std 8), Jeanne du Toit (Std 8).

1. TEACHING PACKETS

1.1 Cambridge School Classics Project: Foundation Courses

The Greek world

Folder II. Gods of Mount Olympus. Set of cards plus teacher's pamphlet.
Folder III. Greek religion. Set of cards plus teacher's pamphlet.

On Folder III, Zaida reports: "Group activity, suitable for age group 8-12, an interesting, compact packet, containing all necessary facts. Teacher's handbook is included. Good photographs and pictures captivate your imagination and make you dream that you are part of the ancient Greeks and their religion. Ciska adds: "The question cards
are good too".

Folder IV. Athens, Sparta and Persia. Set of cards plus teacher's pamphlet.

Ciska finds this packet suitable for age group 12 plus. She likes the photographs and continues: "The information and questions could be used for class projects or plays".

Folder V. Greek festivals. Set of cards plus teacher's pamphlet.

Elizabeth pronounces this packet, on Greek sports and festivals suitable for group activity, ages 11 to 14. She finds the cards with photographs and drawings interesting as they teach one more about Greek life. Elizabeth used this packet herself as one of her sources for a project entitled "Horses in Antiquity".

**The Roman world**


Teacher's handbooks 1 and 2.

Annelle found the cards most stimulating "because they are short and sweet". She misses a list of books for further reading, but adds the comment: "I especially liked the places where people out of those times were speaking, because they were most real". An added bonus to her is that the information on the Roman occupation of Gaul is useful for people who want a background on Asterix. She rates the packet as suitable for ages 9 to 13. Emilie recommends one book from Unit II, "The Villa" as suitable for 14 years and older. She found it most informative, "especially the part on the villa". She adds "the book on myths was my favourite. I liked Daedalus and Icarus. I can recommend this teaching packet to anyone who wants to know more about the Roman world".

Other teaching packets are:

1.2 Classical Studies 13-16:


1.3 History First:


2. SERIES COVERING LITERARY AND HISTORICAL TOPICS

2.1 "Inside the Ancient World":


Of this book on slavery Ciska reports that pupils of 13 or over will find that it gives a general view of the life and treatment of different types of slaves. Contemporary sources are quoted, which
gives one an idea of how slavery was seen in previous centuries.
Zaida adds that the book is informative on aspects of slavery, not
only in ancient Rome, but all over the world


Sharwood-Smith, J.: *The bride from the sea*. London: Macmillan Educa-
tion, 1973, pp. 95.

Emilie reports: "I found the 'Bride from the sea' most interesting,
and so did one of my teachers. It draws attention to the charm of Greek
myths and is suitable for anyone interested in mythology, from 12 years
upwards. There are interesting explanations on the differences between
myths or legends and folk tales".


Kate finds the last named book suitable for group work, or individuals
from 15 upwards. The well-planned book is helpful to Latin scholars
as it gives them the background they need in order to place historical
events in perspective. She likes the quotations from ancient poets
and writers. The book could be read in an afternoon, but more careful
reading would take longer.

Further titles in the same series are:

1976.

Williams, R.D.: *Aeneas and the Roman hero*. London: Macmillan Education,

This last book is particularly useful in providing background for Ma-
triculants reading Virgil and several of the panel recommended it
highly.

2.2 Aspects of Roman Life:

This series of slender volumes on a single topic each proved particular-
ly popular with younger readers, and encouraged several into venturing
into practical projects such as Mariha's model of a Pompeian house.


Gillian found the book suitable for younger pupils, and Carla agreed
that the illustrations aid one's understanding of the text. Gillian
likes the fact that it tells a story. "You can learn something about
the sport and entertainment of the Romans long ago". Carla adds
"You can see what the difference is between the sport they used to
have and the sport we have".

Repr. 1982.

Carla judges that Afrikaans-speaking pupils of 14 onwards can use the book. "I like to learn about the ways the Roman soldiers fought. It is also interesting to know what the recruit had to do in his unit and what the training consisted of: e.g. they had to carry between 30 and 40 kg on the march.


Marilie says of this book: "It stimulates the reader to go further in the subject. For 12-14 year old pupils the "Things to do" at the end of each chapter should be used. In this way, they come nearer to the Roman family and lifestyle. The book gives just enough information to connect "today" with "Roman times" so that children understand it better". Elizabeth finds the questions included at the end of each chapter helpful.


Marilie says: "Although this book is most suitable for 12-14 year olds, I found it very helpful with my project. It covers all the most important aspects. By comparing the Roman houses and styles with today's ways of building, one understands the whole set-up better. Simple Latin words used in the place of, or with English ones, are also interesting and fun". (Marilie has no Latin, but was inspired by the books to make a model of a Pompeian house, and got a friend to make miniature "inmates" for the house.)


Ciska: "This book has absolutely terrific photographs and plans of ancient towns although it has a limited explanation of different aspects, so that one has to read some more books to get a better view of the subject". Gillian agrees: "If you want to know more about the subject this book is not enough". Gillian is also doubtful about the usefulness of questions and projects at the end of chapters, if one wants to read for mere enjoyment.


Gillian is equally critical of the questions and "things to do" at the end of chapters, but finds the contents interesting and the pictures lovely. She suggests that a full-colour edition would be brighter. The maps are interesting and informative and Carla agrees that they make it easier to know exactly where things happened.

Also included in this series, are:


FOLDER

with a set of cards to supplement the books in the above series Aspects of Roman life, and to encourage further study on the topics on Roman towns, houses and family life. The cards provide source material in translation from Roman writers, illustrations, instructions for making models and questions to test comprehension contained in the source sheets. See page 84 also for comment on this folder.

2.3 The Open University Press has a series to be employed in conjunction with B.B.C. broadcasts, called "Arts: A second level course". This
series seems to be aimed at college level students, but our panel found them most stimulating too.


Gillian says: "One can learn so much if one just looks at the pictures and photographs. One can remember more easily if one sees something illustrated, than if one just reads... The pictures are big and clearly set out. An enjoyable book for 13 years and older".

2.4 Cambridge Introduction to the History of Mankind:

Michael advocates this book for pupils 10-16 or older, who want to know about what type of people the Romans were. He says it is "about the Roman people themselves, their system of government and how they became such a vast and great empire. The book achieves its purpose in giving one a basic knowledge of the Romans". His statement is borne out by Ciska's amazed comment: "The way the Romans lived is so different that you would find it very difficult to believe that they really lived so primitive".


Ciska and Gillian both found this book difficult and recommend it for older pupils (14-17). Ciska says: "There are so many facts that you never can remember it all. The pictures are beautiful". Gillian finds the pictures self-explanatory but she finds the explanation of the plans of the building difficult to understand at her level.

2.5 Cambridge Introduction to the History of Art

According to Marie the apparent aim of this book is to discuss various art forms, how they developed and problems the artists had to deal with. It reads easily and is suitable for pupils from 16 years onwards, particularly those with some background in art. She says: "The author did not just give facts, but she explains where and/or why things changed, or were used. The beautiful pictures helped me to understand exactly what the author meant. The book has an index, a list of books recommended for further reading, notes on artists and a glossary". Gillian, at standard 6 level, also found that the pictures helped her to understand the authors' explanations.

2.6 Classical Studies
Corsar, P. Kenneth et al: Discovering the Greeks. London: Edward

2.7 Time Traveller Books:


Sinette found this colourfully illustrated booklet suitable for individual reading for ages 8-10. She found it an "interesting and enjoyable book that gives a good, clear picture of how the Romans lived. It also tells you about the story of Rome and how the city was built. It is also interesting to see how the people dressed and all the things they sold in the market". Elizabeth agrees "The book is interesting for younger children, but not really for children over 11 years".

2.8 Other:


Samantha reports that it took her 58 minutes to read and review this book, with its apparent aim "To gain knowledge while having fun". She thinks that it is suitable for standard 4 upwards, for group or individual use. She admits to having learnt much herself in the short while she took to read the book. She likes its concentration and the way important points are summarised. She suggests: "Read short sections to the class. Then divide them into teams and let them do the quiz at the end of that section".

3. TRANSLATIONS FROM GREEK AND ROMAN AUTHORS


Emilie, who probably had never met with Greek literature before, writes: "I found the plays very interesting and quite humorous. The one about women and politics is a very modern subject. I always thought that in those times the men were very much against anything that had to do with women's liberty. I think that Aristophanes was very far-seeing at that time. Even nowadays people can enjoy his plays, because they are still relevant". She recommends the book for ages 15 and on.


Samantha finds the book suitable for pupils from standard 9 upwards, adding this advice: "Do not pay too much attention to the long names and concentrate more on the actual happenings of Alexander's life". Gillian (Std 6) protests that "this book is suitable for anyone that can read English quite well". Samantha's further comment is "the book is not for easy reading and I therefore suggest that you be in a relaxed and thoughtful mood when you read it. I like history because I feel that it is linked to the present, and has influenced the present. This story about Alexander the Great explains why many things and places are what they are today". She reports taking "1 hour and 12 minutes" to review the book.


Ciska took "2 days" to review the extracts from Livy, but reports bravely: "It is an interesting book for just reading as well as for research, (although it will take you a long time to find what exactly you're looking for.) The English is not too difficult, and the glossary explains all the difficult words. The maps also give a better understanding of the work. "Carla's second opinion is that "more illustrations" would have made the book more interesting, but she adds: "I like the way in which they wrote the book - it is a sort of story". Suitable for age 14 and upwards.


Francine reports concisely on the Socrates book "A very suitable book to stimulate the readers' interest in philosophers and philosophy". She finds it suitable for ages 14-18, and advises that it can be used for individual reading or reworked as a play for group study.


4. HISTORICAL NOVELS


Francine finds this story suitable for younger pupils, aged 9-14. Her comment: "The eruption of Mount Vesuvius, a volcanic mountain adjacent to the city of Pompeii, is one of the most interesting stories of Roman history. Recently half the city has been dug up and discoveries were made that helped intellectuals tremendously in their study about the Roman way of life. *The Shadow of Vesuvius* is a very convincing story, and Ellis Dillon has succeeded in painting a stunning picture of the last days of Pompeii. Apart from being a lovely book to read, it also passing teaches the young reader about Roman culture and customs. I am sure that this book will encourage young pupils to find out more about Roman history". The book took Francine 7 hours to review.


Jeanne finds the last named historical novel suitable for age group 10-14. Its apparent aim is "to try to create the way of life of the people in ancient Greece during the invasion of the Dorian tribes". Sue comments "This book manages to recreate the war atmosphere in Bronze-age Greece very convincingly. The story line is perhaps slightly too simple, but you do get an understanding of the feeling between the two groups: the invaders as expressed by the soldier, 'The beasts fattened, and men too. There were too many of us...... When there is not enough, the weak take from the strong'. And so they looked for new land, and invaded Greece. Then, the feeling of the Greek people: 'You came out of the North like a gale and trampled the corn and cut down men...... Do you know how it is to be left after such a storm? It's like when you shout against the wind...." Zaida agrees that the book is most suitable for younger readers, but adds "I learned quite a bit about warfare in early Greece". 

5. PAMPHLETS ON ASPECTS OF THE CLASSICAL WORLD

The British Museum Education service publishes many pamphlets aimed at readers at different levels. Illustrated notes for teachers cover topics such as "Christianity in Roman Britain" and refers to objects in the museum. The pupils' pamphlets were very popular with the young reviewers, and were praised for their concise information and clear illustrations.

British Museum Education Service: Dept. of Greek and Roman Antiquities:
Jenkins, Ian and Sue Bird: Greek and Roman daily life studies (Pamphlets):

Also among prof. Bruwer's papers was a series of 2-page mini-pamphlets concisely covering a variety of subjects, as follows:


6. MISCELLANEOUS

Some of the following titles were also among prof. Bruwer's books, and some have been received by the the Latin Department, U.S. during 1984. All are suitable for pupils.


Amos, H.D. & A.G.P. Lang: These were the Greeks. Amersham, Bucks: Hulton educational publications. 224 pp. (limp.)
British History Illustrated, Special Issue: *Roman Britain 55 B.C.-A.D. 409.*


Crystal, David and John Foster: *The Romans.* London: Databank, (Edward Arnold), 1981. 24 pp. (limp.)


Tingay, G.I.F. and J. Badcock: *These were the Romans.* Amersham, Bucks: Hulton Educational Publications. 193 pp. (limp.)

The ancient world in action:


**EPILOGUE BY EMILY (a non-Latin pupil)**

"I liked reading about the classical world because it is interesting, and gives me an idea of what the people did in earlier times, and their way of living each day, but the thing which interested me most was how they coped with their religion".

**ADDENDUM**

The following interesting comment on the folder, supplementary to the series *Aspects of Roman Life* (see p. 78) came in late, but we thought it worth while to add it here.

David Stevenson (Std 9) writes:

"I feel that this package is ideal for background study of Std 6 and Std 7 pupils. Many pupils are put off taking Latin up to Std 10 because of the fact that Std 6 and Std 7 are devoted entirely to grammar. These cards could be used to provide an interest in the people and way of life of Latin times and thereby create an interest in their language. It also provides an excellent introduction to the prescribed works the pupils will be dealing with later, by using extracts from the works of Catullus, Martial, Pliny and then to illustrate various aspects of Roman life. A very interesting and enjoyable package and highly informative."