

C·S·C·P Cambridge Latin Course

A LOOK BACK



The British Empire was administrated by: *… a corps of men specially selected, brought up in a rigour of bodily hardship to which no other modern people have subjected their ruling class, trained by cold baths, cricket, and the history of Greece and Rome . . .*

Philip Mason, Oxford Classics graduate and English Civil servant in India from 1928 to 1947



EARLY 20TH CENTURY

Tom had really been brighter, and had got through his lessons better, since Maggie had been there; and she had asked Mr Stelling so many questions about the Roman Empire, and whether there really ever was a man who said, in Latin, "I would not buy it for a farthing or a rotten nut," or whether that had only been turned into Latin, that Tom had actually come to a dim understanding of the fact that there had once been people upon the earth who were so fortunate as to know Latin without learning it through the medium of the Eton Grammar.

George Eliot *The Mill on the Floss* II.I

CRISES IN CLASSICS

As always back to the usual question. Why are we teaching Latin? Far too many Classics teachers still don't know. I don't in some ways regret this challenge – the outcome could be good. I like challenges; they are exciting. I'm sure this one is.

W.B. Thompson speaking at the ARLT in 1964





We should not watch helplessly, like Dido, the final departure of all that we had most valued, but should rather like Aeneas, sail to found a new home; and there was much in the old that would be better burnt!

JACT Bulletin 6 (1964)

ORIGINS OF CSCP

26th January 1965: proposal consisting of two sides of A4 plus a budget suggesting a 3 year long project funded by the Nufffield Foundation.

1st Jan 1966: The Cambridge School Classics Project officially begins under the leadership of David Morton of Nottingham's Department of Education.

Objectives, affectionately known in Cambridge as 'Morton's Fork': linguistic and non linguistic material, supporting students of Latin **and** Classical Civilisation.

RADICAL READING

Aims of the CLC, to be taught as a coherent whole

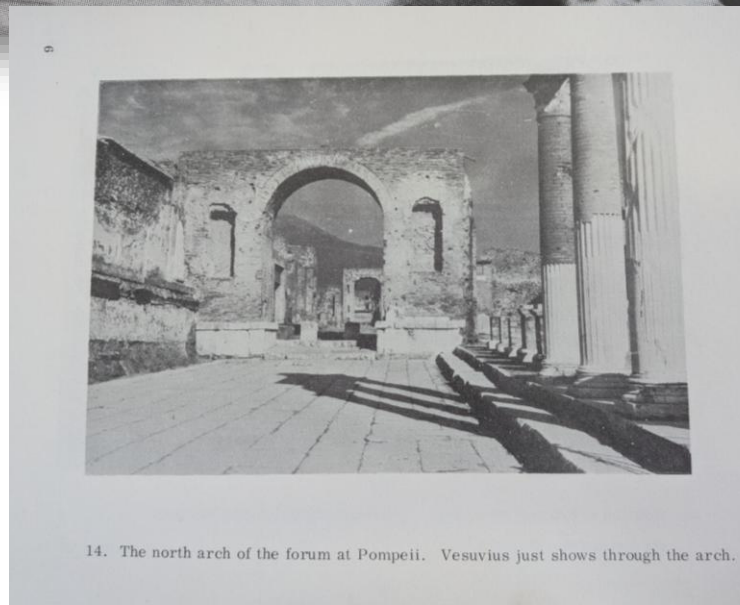
- *ability to process the information conveyed in unseen texts suitable to their level*
- *awareness of the cultural context of the use of the language*
- *appreciation of the literary conventions characteristic of the literature*

Wilkins, J. B., (1969) 'Teaching the Classical languages: towards a theory I', *Didaskalos*

In this pamphlet we have recorded for you a few glimpses of these towns, in the hope that they will help you to imagine more clearly the way of life led by Caecilus, Metella, Grumio and Clemens and the other people who appear in our stories.

"Pompeii and Herculaneum", foreward





14. The north arch of the forum at Pompeii. Vesuvius just shows through the arch.

CAMBRIDGE LATIN COURSE 1: A NEW HOPE

The first (objective) is to teach comprehension of the Latin language for reading purposes. The second is to develop from the outset an understanding of the content, style and values of Roman civilization, with particular reference to the first century AD. The course presents the language not as an end in itself, nor as an instrument of general mental training, but rather as a means of gaining access to a literature and culture from which it springs.

CLC Unit 1 Teacher's Handbook 1st Ed (1971)



Traditionalists had their worst fears confirmed when they scrutinised the textbook. Why was there no provision for English into Latin translation? Why was there so little explanation of grammar? What was this nonsense about Forms A and B? Where were complete tables of nouns and verbs and adequate supplies of exercises? If the unusual content of the stories and oddly named paralinguistic sections evoked less comment, it was because the subject matter of Latin courses had previously played a subsidiary role. The idea that language and culture were inextricably linked and that the intensive study of both was necessary for any adequate reading of literature was an idea whose time had not yet come, at least in schools.

Pat Story, 'The development of the Cambridge Latin Course' in Morwood *The Teaching of Classics*

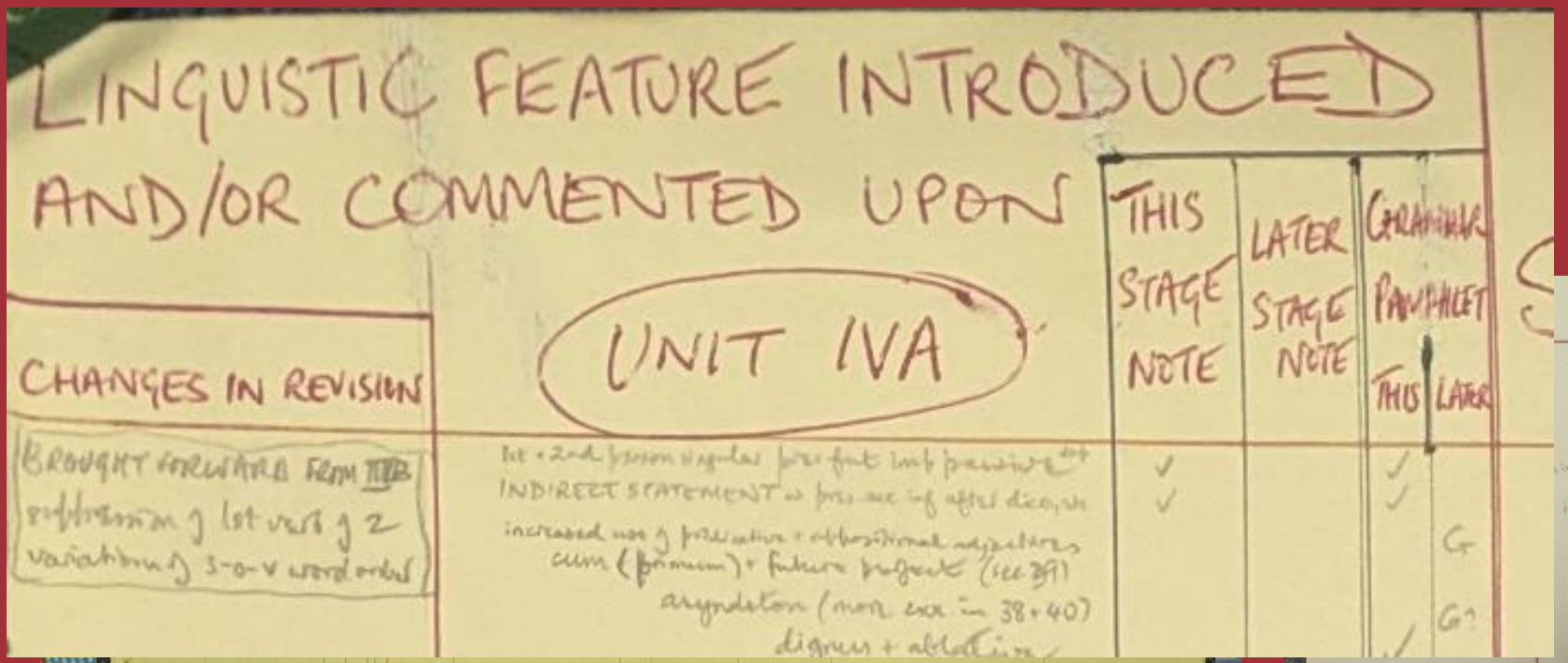


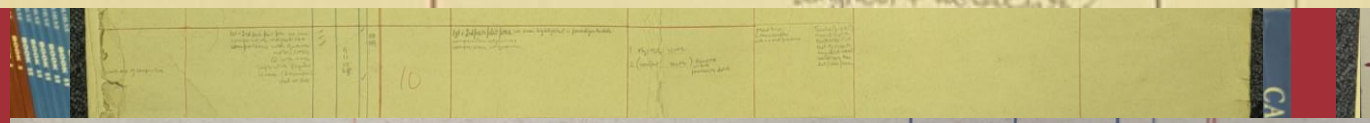
CLC 2 AND 3: THE EMPIRE STRIKES BACK

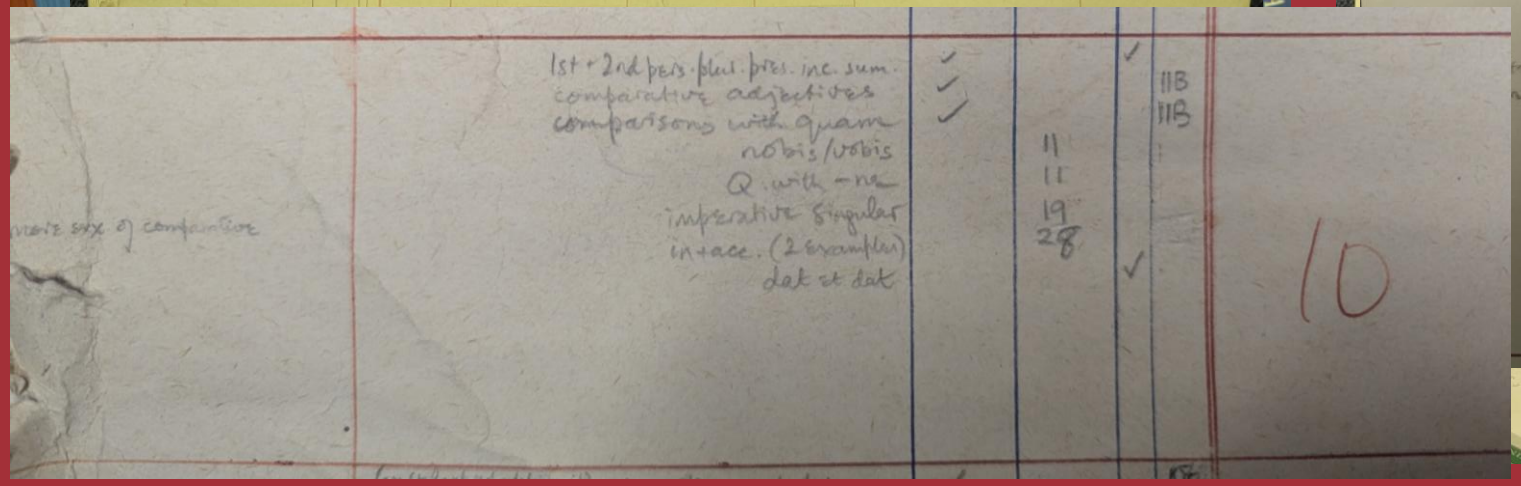
Those of us who were privileged to know Robin will remember his jovial good humour, his friendliness and his brilliant, but unassuming, intellectual gifts. It is very fitting that he has a lasting memorial to his outstanding work for teachers and students in the Cambridge Latin Course.

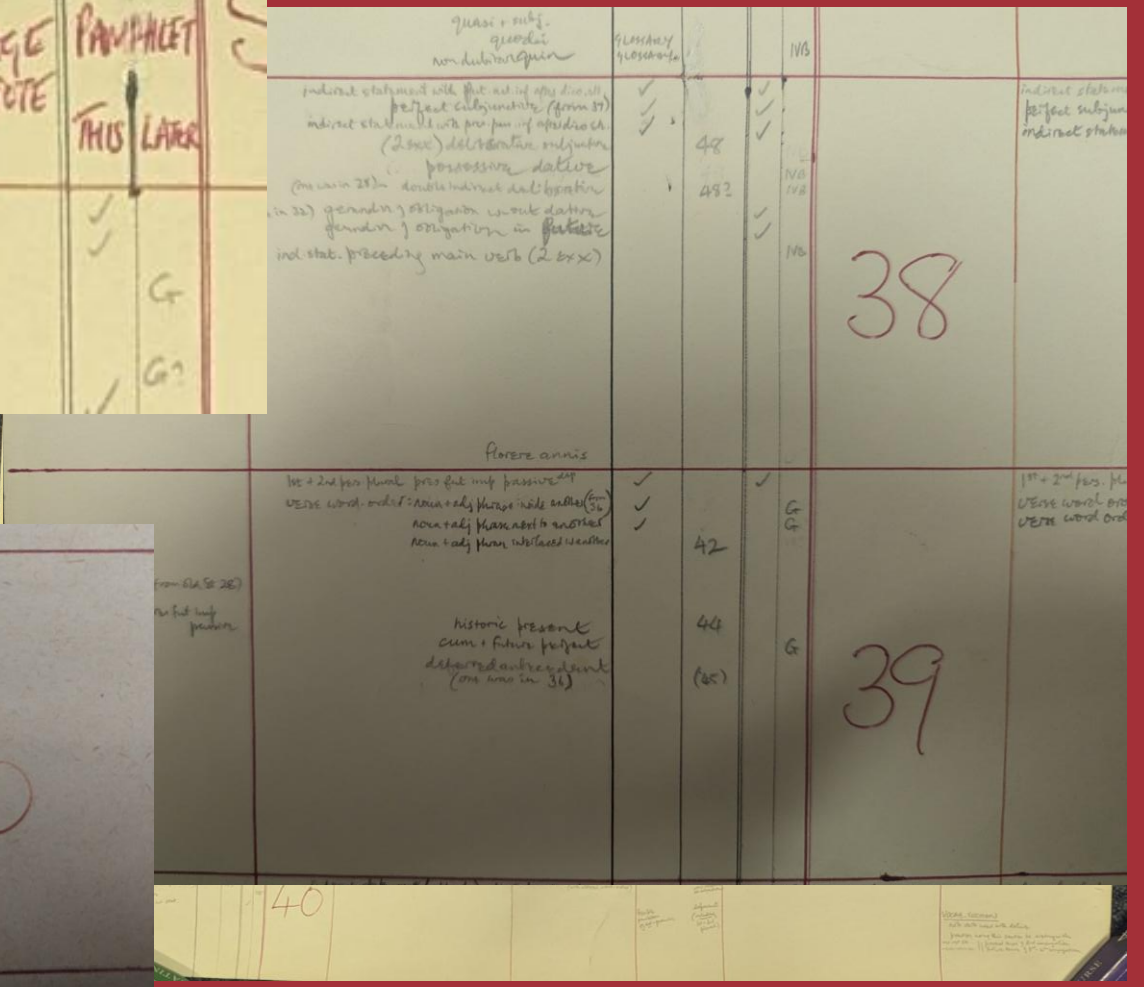
Pat Story,

Robin Griffin – An appreciation, CSCP Blog


LINGUISTIC FEATURE INTRODUCED
AND/OR COMMENTED UPON
UNIT IVA
CHANGES IN REVISION
THIS STAGE NOTE
LATER STAGE NOTE
GRAMMAR PAMPHLET
THIS
LATER
BROUGHT FORWARD FROM IIB
1st + 2nd person singular pres. fut. imp. passive
INDIRECT STATEMENT w. pres. inf. after dico, etc.
increased use of pres. active + abbreviated adjectives
cum (primum) + future perfect (see 39)
G
38




1st + 2nd pers. plur. pres. inc. sum.
comparative adjectives
comparisons with quam
nobis/vobis
Q. with -ne
imperative singular
in + acc. (2 examples)
dat. et dat.
IIB
IIB
10


IVB
florere annis
1st + 2nd pers. plur. pres. fut. imp. passive
cum + future perfect
G
42
44
39
40

North American
CAMBRIDGE
CLASSICS
PROJECT

NEWSLETTER

No. 1, April 1988

Inaugural Meeting of the North American Cambridge Classics Project

On June 19, 1987, the North American Cambridge Classics Project convened for its inaugural meeting at Georgetown University in Washington, D.C. The North American Cambridge Classics Project is a group of *Cambridge Latin Course* teachers and other interested individuals who are responsible for the revision of the North American Third Edition of the *C.L.C.* and for all future ancillary publications for the course. In addition, the group writes peripheral materials such as the *Newsletter*, the *Cambridge Latin* Examinations and various handouts, all of which are disseminated by the newly-created Resource Center. The Resource Center not



N.A.C.C.P.-l to r standing: Conrad Barrett, Paul Whalen, Barbara Romaine, Stan Farrow, Bill Gleason; l to r sitting: Pat Freiert, Cynthia King, Barb Harrison, Pat Bell, Stephanie Pope, Virginia Barrett, Keith Rose, Paul Babitts, Ed Phinney, Jim Johnson.

CAMBRIDGE LATIN COURSE: EXPANDED UNIVERSE



CAMBRIDGE LATIN COURSE 4:RETURN OF THE JEDI



It hardly needs saying that the flexibility and resourcefulness that have enabled the Cambridge Latin Course to meet the challenges of the last forty years will continue to be needed in the future.

Pat Story, 'The development of the Cambridge Latin Course' in Morwood (ed) *The Teaching of Classics (2003)*

CAMBRIDGE LATIN COURSE 5

"It's good that Caecilius is hiring women"

"It's nice that Caecilius has friends"

"Metella is finally doing something in the atrium!!! YAY reading!!!"

"The stories are a lot better and more diverse and inclusive of women's voices and less making light of enslaved people."





8 amīcus fīliam salūtat.

Business Disability Forum

Disability Smart Awards 2025

Winner



C·S·C·P Classic Tales

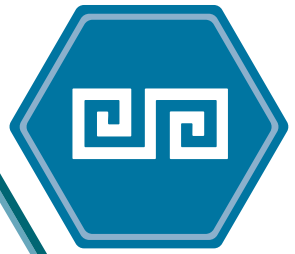


C·S·C·P Cambridge Latin Course





C·S·C·P Romans in Focus



C·S·C·P Primary Ancient Greeks



C·S·C·P Cambridge Latin Anthology



C·S·C·P Amarantus and his Neighbourhood