

Bourbon, Horses, and Latin? Aequora in Kentucky

This paper aims to relate my experience in leading Aequora sites in Kentucky to the reader. More specifically, herein will be outlined anecdotes, triumphs, and tribulations in working at two significantly different Aequora sites: one at a public elementary school and the other at a private school. My approach and methodology to teaching at each respective school, of course, varied according to the level and needs of the students, and so, too, did the efficacy of certain elements of the Aequora curriculum.

I wish to highlight how Spanish and the relation of Latin to the other romance languages played an integral role at each site, as many of the students in the Aequora classroom were proficient in Spanish, a few also in French. Moreover, I aim to stress how relevant mythology is to the youth today, a relevancy undergirded by the Percy Jackson novels, and the success I found in the Aequora classroom teaching mythology to the students. Tribulations will also be expressed. I have found that Aequora students, at times, had difficulties retaining the necessary vocabulary, and I will share how I used kinetic learning methods to remedy this issue. Also, at Ashland Elementary there was a state-wide strike held by teachers which put a halt to Aequora sessions for about a month.

Aside from the comparison of my experiences at a public and private school, triumphs and tribulations, I also focus on the administration of the Aequora program at St. Leo School during their regular school day. At the public school the Aequora program was offered before the official school day started and there were no participating teachers other than myself in the classroom.

At the private school, on the other hand, Aequora fell between the students' other regularly scheduled classes, and there were several teachers from the school, as well as, at times,

the principal, in the classroom with me. I found this to be generally beneficial for all parties. I benefited from the other teachers ability to answer spontaneous questions about topics not directly related to Classics, and the teachers were able to benefit from me insofar as they were able to see how a Latin lesson is conducted and how the students respond to it. The enthusiasm that the teachers of at the private school showed in the Aequora classroom leads me to believe in the feasibility of developing a program through which such teachers would be trained to administer the Aequora curriculum on their own, with Paideia serving as recourse should any questions or challenges arise.