

Pixelia Press: Caesar's *BG VII*

For the past two years, students in fourth-year Latin at Stanford Online High School have, as collaborative co-editors, created Latin readers with on-page vocabulary and commentary, first for the *Passion of Perpetua* (2021) and then for Isotta Nogarola's *Defense of Eve* (2022). Both were presented (by the students) at CAMWS in those years with support of Tom Hendrickson, OHS Latin instructor and the Pixelia project creator, and both were under the banner of the *Experrecta* series, which seeks to promote the inclusion of more women into the Latin curriculum and to include students in the production of pedagogical resources. The *Experrecta* series will continue in the future, but for this year we have opted to return to the Late Republic: Caesar's *Gallic Wars* Book VII. This lengthy and often difficult section of Caesar's epic account has generally been overlooked in modern times, especially in the high school classroom, in favor of more familiar territory like the misadventures of the Helvetii in Book I, the invasion of Britain in Book IV, or the unfortunate missteps of the Roman legates Sabinus and Cotta in Book V. There are very few useful commentaries available for Book VII, especially those intended to help intermediate Latin students, and those that are available are expensive or difficult to obtain. This year we will begin to remedy the situation, choosing to tackle the first of three eventual divisions. Part 1 will cover the first 28 chapters of Book VII, ending with the violent and climactic conclusion of the battle at Avaricum and covering roughly 3300 words.

The proposed workshop will, in format, be very much the same as we have done in previous years. We note that we should probably do this workshop online versus in-person, regardless of the easing of the pandemic (or not!). There are some thorny legal hurdles involving

traveling with and hosting minors. We have presented virtually the last two times, and it has worked well and has been much simpler for all involved. In the first portion of the workshop, the instructor(s) will explain the topic, goals, and methods of Pixelia volumes as a whole and give an overview of the progression of the project thus far, followed by a question-and-answer period. Then several individual students who took part in the project will give short overviews outlining their experience and what they learned from it, followed by another question-and-answer period. Workshop attendees can expect to get a better sense of the nuts and bolts of these projects and how they fit into the curriculum. They might also get some concrete ideas for how to develop and carry out the publication of a Latin edition together with a group of students in their own classes.

Students might seem to be an unlikely resource in the creation of educational materials. After all, these texts are meant *for* students—surely that means that they cannot be *by* students? And yet, with the proper scaffolding, students can perform the fundamental work necessary for the creation of a pedagogical edition: namely, the creation of a glossary that includes all Latin words from a text, and the creation of a commentary that explains whatever parts of the Latin text are in need of explanation. In our own projects, each student has been responsible for a (roughly) 400-word passage of the text. It is entirely within their capability to, over the course of a semester, draw up a comprehensive and correct glossary and a helpful commentary. In doing so, students learn valuable philological skills and gain a more nuanced understanding of both Latin and textual editing. Each student then serves as a peer-reviewer for another student's passage, and the instructor provides a final edit of the whole.