

**What College Students & Professors Say:**

*"I had never considered that Shakespeare changes his rhythm, and (the scansion) made me understand more clearly the emotions he is introducing in his characters."*

-- student, Pasadena City College

*"I find I have more respect for his works and the intimidation is gone. I just really enjoyed the lecture. I feel like going to go read one of his works now."*

--student, El Camino College

*"I am more interested in reading the plays to apply the tools learned in the workshop."*

--student, El Camino College

*"I loved the explanation of embodied language and the connection made between rhythms/scansion of the written word and nuanced meaning."*

--Wendy Martin, English Chair, Claremont Graduate University

*"I think you truly enriched the students understanding and appreciation."*

-- Ron Scarlata, Drama professor, El Camino College

*"It brought Shakespeare out of my textbook and onto the stage in a physical, vocal and exciting way."*

--student, Claremont Graduate University

*"The presentation was the most popular event on the university campus last year. My students keep asking when Theatricum will be returning..."*

--Lori Anne Ferrell, Professor of Early Modern History & Literature, School of Arts & Humanities  
Claremont Graduate University

*"I liked the immersion in the time of Shakespeare and the attention to small historical details."*

-- student, Claremont Graduate University

*"The hands on, physicality of the workshop involved the class as a whole with enthusiasm."*

--student, Claremont Graduate University

*"One of the high points for me was the scene from 'A Midsummer Night's Dream'. I don't think I've ever liked an Oberon and Titania so well."*

--Darren Blaney, lecturer, Pomona College

*"What a wonderful way that [Theatricum] brought language (the text) to life – helping me to hear and feel it as music, as embodied."*

--student, Claremont Graduate University

*"The terminology, meanings and demonstrations helped me have a more clear understanding of how plays and theatre work."*

--student, Cal State University, Long Beach

*"I never realized how challenging playing a Shakespearean player was. Hearing about it from the actor's perspective was fascinating."*

--student, Claremont Graduate University

*"I enjoyed learning about the vocal palette and using tone to help get lines across to an audience."*

--student, Cal State University, Long Beach

*"It made me really appreciate Shakespeare and will never look at it the same."*

--student, Cal State University, Long Beach

*"Great job! It was so interesting, educational and fun at the same time!"*

--student, Cal State University, Long Beach

*"My view of performing Shakespeare is altered. I had not realized the nuance of meaning in the construction of the language."*

--student, Claremont Graduate University

*"I feel as if it was a great resource for understanding Shakespeare's language and hope you will consider using it for some of your future students."*

-- student, Cal State University, Long Beach

*"I liked that we were able to see visually about the stress of the sentences."*

-- student, Pasadena City College

*"I enjoyed the explanation of the beat...iambic pentameter and why Shakespeare chose to switch it up."*

--student, Pasadena City College

*"I liked when people were reading the lines from the play. It was exciting to see how Shakespeare played with words and rhythm."*

--student, Pasadena City College

*"Introducing the era in which Shakespeare lived in gave me a much broader understanding of why he wrote such great plays and pushing the envelope."*

--student, Pasadena City College