

**HANDBOOK  
FOR THE LEAD TEACHER OF  
CWRS CYMRAEG CYMDEITHAS MADOG**

**August 2004 version**

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### **Introduction**

The Lead Teacher of a given Cwrs Cymraeg Cymdeithas Madog (CCCM) is chosen because he or she is an experienced and respected teacher with good organizational and people skills and a personality suitable for emceeding large group sessions. This individual is typically someone who has taught on several past CCCM courses and is therefore a familiar face to many coursegoers. The aim of this handbook is to describe the various responsibilities of the lead teacher and offer practical suggestions about carrying out certain tasks. This handbook roughly follows the order in which events take place, but note that a number of the items (such as evening activities) require planning well in advance of the course.

While many responsibilities of the lead teacher are discussed in this manual, most of them involve the collaboration of the other tutors. One of the lead teacher's most important tasks is therefore to make sure that duties are distributed more or less evenly among the various tutors, according to their needs, abilities and interests, and to ensure that those duties are carried out in a timely, cooperative, and professional manner.

## 1. Selection of tutors

Typically, there are seven tutors on Cwrs Cymraeg Cymdeithas Madog (henceforth CCCM), including the lead teacher. Three of these are brought from Wales and four from North America.

The lead teacher and the Curriculum Coordinator (henceforth CC) together select the teaching staff for the upcoming course. Typically, the CC ([curriculum@madog.org](mailto:curriculum@madog.org)) selects the North American tutors, and the lead teacher selects those to be brought from Wales. The lead teacher and the CC should consult each other on the list of individuals being considered, and they should come to an agreement on a slate of tutors. The lead teacher will then contact those to be brought from Wales and the CC will contact the proposed North American tutors. The definitive slate of tutors should be established by late November so that the names of tutors can be announced in publicity articles and on the CCCM website by appropriate representatives of CCCM. It is recommended that reserve candidates be identified in advance (one from Wales and one from North America), in case an emergency forces a tutor to withdraw.

Several considerations are important in selecting tutors:

- There should be a tutor with musical experience who will serve as the choir director and coordinate music. In advance of the course, this tutor will need to select two or three pieces for the choir to sing. During the week of the course, this tutor will lead singing at various times. Typically these have included some of the following: a song or two to close morning plenary sessions; a pub night or other musical evening activity; group singalongs in late evening for those interested; a chapel service on the final Sunday morning of the course. This tutor will also meet on a daily basis with the choir to rehearse pieces to be performed at the Noson Lawen. He or she should be able to play the piano or find someone who can and who is willing to do so as needed.
- There should be a tutor who is knowledgeable enough about Welsh folk dancing to lead a twmpath dawn. This tutor will need to bring along cassettes or CDs of folk music appropriate for dancing.
- In a typical year, some of the tutors are asked to give a presentation or deliver a lecture in English at one of the afternoon plenary sessions, dealing with some aspect of Welsh culture, history, or politics. (See discussion below on Afternoon plenary sessions).
- It is desirable, when possible, for the teaching team to include people from both North Wales and South Wales.

The CC will send a welcome letter with general information about the course to each tutor via snail mail. The lead teacher may be asked to review the letter before it is sent out to the other tutors. This letter indicates the amount of the stipend each tutor will receive from CCCM. Typically the tutors brought from Wales are paid in cash during the week of the course and the North American tutors are paid by check. If a different method of payment is desired the lead teacher should discuss this in advance with the board liaison ([liaison@madog.org](mailto:liaison@madog.org)). (The Board liaison is a member of the board who is available to the local organizers to answer questions and provide guidance as they organize the course. This person also approves teacher travel expenditures and keeps the local organizers informed of their travel plans).

The lead teacher assigns each tutor to teach a particular class. The CC will then mail each tutor (for classes 1-5) a copy of the CCCM curriculum booklet for his or her class. Each tutor will need to supplement the course booklet with additional activities of his or her choice (e.g. gwrando a deall exercises, texts for reading, etc.) The tutors for classes 5+ and 6 will need to develop their own materials. Typically, materials for class 6 are organized around a theme, to be selected by the class 6 tutor and approved by the lead teacher and the CC.

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## 2. Insurance and travel

In addition to the costs of international travel, Cymdeithas Madog covers the costs of the premium for insurance to cover travel, personal effects, and accidents, for each of the tutors from Wales. It is purchased, usually by the lead teacher at the same time as the airline tickets. The purpose is to provide coverage for them for cancellation, delays en route, loss or delay of their baggage and personal effects and any medical treatment required as a result of an emergency medical situation or an accident. Cymdeithas Madog reimburses these expenses for a minimum stay of twelve (12) nights and a maximum stay of seventeen (17) nights. If any tutor wishes to stay in North America longer than seventeen nights, and wants insurance, he/she must cover the difference in premium beyond the seventeen day period covered by Cymdeithas Madog.

The lead teacher should work with the tutors being brought from Wales to arrange their travel itineraries. Expenses need to be approved by the Board Liaison ([liaison@madog.org](mailto:liaison@madog.org)) before tickets are purchased. The Liaison also needs to be apprised of the details of tutor travel plans (e.g. flight numbers and times, hotel reservations etc.), and of the name and phone number of an emergency contact person for each tutor before their travel to the course begins.

**Important note:** In order to avoid any potential problems with US Immigration upon arrival in the United States, when tutors are asked the purpose of their visit they may say that they are attending a Celtic/Welsh conference, but **not** that they will be teaching at such a conference. Cymdeithas Madog has explored the possibility of acquiring work permits for its tutors from Wales, but learned that this raises such complications and expenses that it is far better to simply avoid the problem altogether.

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## 3. Course Schedule

A timetable for the course will be developed by the CC in conjunction with the local organizer. The lead teacher will be asked for his or her approval, advice, and feedback on the schedule as it develops.

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#### 4. Prizes and gifts

The lead teacher will need to purchase prizes in Wales for the Eisteddfod winners. Typically we have given an engraved slate to the first-place winner at each of the three levels of competition. The slate should bear the Cymdeithas Madog logo and the name of the particular course (see Appendix for sample). The slates typically cost £13 or £14 each. For second and third-place winners at each level, possible gifts include a tea towel, a Welsh date-book or diary, or a small book (such as *The Pocket Guide to Welsh Literature*, *The Pocket Guide to Celtic Wales*, *The Pocket Guide to the History of Wales*, or books in the series *Pigion Bach* published by Gwasg Carreg Gwalch, which introduce *Y Mabinogion* or the work of a writer or poet such as Waldo Williams). The prizes for second and third place winners should not total more than about £20. In total, with three prizes at each of three levels, a total of nine prizes will be needed (for example, three slates and six books). It may be preferable to mail the slates to the local organizers in advance to prevent breakage in the handling of suitcases.

The lead teacher should arrange small prizes for the quiz winners if there is to be a Quiz Night. These prizes should not be expensive. Possible prizes include any small, inexpensive items such as balloons bearing a Welsh slogan, pencils and erasers (preferably bearing Welsh slogans or emblems), or refrigerator magnets from Wales.

The lead teacher should be sure to save receipts for all prizes to be awarded in order to seek reimbursement from the treasurer of Cymdeithas Madog ([treasurer@madog.org](mailto:treasurer@madog.org)).

In some years, the tutors (especially those coming from Wales) have been invited to stay in the private homes of the local organizers for one, two or even three nights before the course begins, especially when lodgings on the host campus are not yet ready upon their arrival. The hospitality extended by the local organizers has often included trips to local attractions. In such cases, the tutors have usually wished to offer small gifts of appreciation to their hosts. The lead teacher has often taken the initiative to plan in advance for such gifts and to share the cost with any other tutors who are similarly housed in private homes or treated to other special hospitality.

The position of the Board of Cymdeithas Madog is that any gifts given by the tutors should be purely voluntary and should be a private matter between the tutors and their local hosts. Tutors not receiving special hospitality should feel under no obligation to give any gifts, and the local organizers should not expect to receive any such gifts.

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## 5. Tour of facilities

On the Saturday or the Sunday morning before the course, the local organizer(s) will take the lead teacher and the CC on a tour of the classrooms, lecture halls for plenary sessions, auditorium or amphitheatre for the Noson Lawen and Eisteddfod, computer room for the course newspaper, and any other relevant facilities. If desired, all of the tutors may be invited along for this tour. At this time, a classroom is assigned to each tutor based on the size of the room and the number of students currently assigned to him/her, audiovisual needs, etc.

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## 6. Preliminary tutor meeting

The lead teacher generally calls a meeting of the tutors on the Saturday or Sunday before the course begins. The CC should be invited to this meeting as well. At least 1.5 hours should be set aside for this meeting. The following topics are among those discussed:

- Identify the *tiwtor ar gael* who will be in charge of “study hall” or the language clinic. This can be a different tutor each day;
- Select the topics for the three levels of competition for the Eisteddfod if these were not already selected in advance, and assign a different tutor to adjudicate each of the three levels. Tutors should not adjudicate the level in which their own class will compete (i.e. the tutor who will teach dosbarth 1 may adjudicate the level 2 or 3 competition but not the level 1 competition).
- Identify a tutor who will be in charge of the Bwrdd Cymraeg at lunchtime each day. The Bwrdd Cymraeg is a designated table in the dining hall at which students who wish to speak only Welsh during the lunch period may sit to eat together. Typically a different tutor is assigned this task for each day of the course. The Bwrdd Cymraeg is identified by some visual symbol, usually a small Welsh flag placed in the center of the table.
- Review the preliminary placements of students into levels, changing these placements when deemed appropriate.

Generally tutors also have supper together during the week of the course in order to have a chance to interact about issues that arise. The lead teacher will facilitate such discussions.

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## 7. Morning plenary sessions

The lead teacher conducts the morning plenary sessions. The primary purpose of these sessions is for announcements to be made. At the Monday morning session, a number of things need to happen:

- The preliminary class rosters are read off so that students on the course may learn where they have been placed. They are also given a deadline by which they should all have settled into a class where they will remain for the rest of the week. The deadline is usually sometime on Tuesday (e.g. lunchtime);
- Tutors are introduced and their classroom numbers are announced;
- The concept of the Eisteddfod is briefly explained and the topics for the three levels are announced. Also announced are the deadline by which entries are to be submitted, and the name of the tutor to whom they should be given;
- The “language clinic” is described and its location announced. It should be made clear that students can go to the tutor in charge of the clinic for help with homework, but also for any general help on language matters such as pronunciation, or even simply to practice having a conversation;
- The workshops (gweithdai) are described to the students. Typically each tutor stands up and says a few words about the workshop he or she will lead. Explain the policy on whether people should pick one workshop and stick to it all week, or may sample different ones if they choose. (This is further discussed in the section entitled “Gweithdai”).

The president of Cymdeithas Madog and the local organizers will generally also have announcements and introductions to make.

At morning plenary sessions, the lead teacher may wish to set aside a minute or two for some general language activity, e.g. “Proverb/Idiom of the day,” which can be written on the chalkboard and repeated several times by the students.

The evening activity needs to be described in some detail each morning so that students know what to expect. (For example, if a pub night is planned, it is not enough to simply announce that there will be a “pub night”; the lead teacher or other organizer of this event needs to explain what will take place, such as a trivia game or singing). If singing is to take place, remind students to bring their song sheets and/or hymnbooks.

Morning plenary sessions usually conclude with a song or two led by the tutor in charge of music. If song sheets have not already been distributed, they can be passed around at the Monday morning plenary session.

On one day in the middle of the week of the course, group photographs are taken after lunchtime. Arrangements for these photos (such as exact time and place, whether people should wear something specific such as their course t-shirt, etc.) are announced at the morning plenary session the day before the photos and again on the morning of photo day. The photographer usually makes these announcements and any subsequent announcements regarding how individuals may purchase copies of the photos if they so desire.

Towards the end of the week, an announcement must be made about the taflen werthuso, which each student either received in his or her welcome packet upon check-in, or will get from his or her tutor on or about the Friday of the course. The taflenni gwerthuso need to be filled out and returned to the CC. It is recommended that this be announced twice in order to encourage completion and return of the form. Point out that these forms are important for getting feedback in view of organizing future courses.

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## 8. Afternoon plenary sessions

The afternoon plenary sessions generally last about 45 minutes. The lead teacher, in conjunction with the CC, is responsible for planning their content and organization. The afternoon plenary sessions usually take place on Monday, Tuesday, Thursday, Friday, and Saturday. (Traditionally Wednesday is the day of the course trip, as well as the day photographs are taken after lunch, so there may be no afternoon plenary session on Wednesday or on the day these events are scheduled, if different). The following are some of the possible events that may be arranged for an afternoon plenary session:

- **A getting-to-know-you activity of some kind.** This would be appropriate for the Monday afternoon session, if no such activity is planned for the Sunday night reception.
- **Lectures or presentations on some aspect of Welsh culture, history, or politics:** Possible speakers/presenters may be drawn from the pool of tutors, the local Welsh society hosting the course, members of the local community, or even the students planning to attend—that is, any person with the necessary talents, interest, and willingness to put together a lecture or a presentation. These may range from the fairly formal, academic lecture, to a highly informal presentation or an audiovisual presentation (e.g. Powerpoint or slides). Arrangements should be made for someone to introduce speakers and to give them notice five minutes before the end of their allotted time. Presenters should be made to understand that the scheduling is tight and they should plan not to go over the allotted time.
- **A question and answer session** in which students are invited to ask the tutors (usually limited to the three tutors brought from Wales) questions about current events in Welsh politics, education, the language movement, etc. Alternatively, the Q & A session may be held as an evening activity. No specific preparation is needed for this session.
- **A Gymanfa ganu or Welsh folksong fest.** Generally the tutor in charge of music would be recruited to lead this session. Since students are each provided with a songsheet, and are encouraged to purchase or bring a Welsh hymnal to the course, no additional preparation is usually necessary.
- **A ceremony of awarding certificates** is held either as the Saturday plenary session, or as a separate event after it. At the ceremony each student will receive a certificate listing the skills/topics covered in his or her class during the week. The lead teacher will read off the students' names and have them come forward to receive their certificates, though if desired, individual tutors may read the names of their own students.

There may also be a small number of announcements to be made at afternoon plenary sessions, though an attempt should be made to handle all announcements in the morning sessions in order to leave the full afternoon session free for the lecture or presentation.

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## 9. Gweithdai

During the afternoons of the CCCM, each tutor will lead a workshop on a specified topic. Students may select a workshop of their choice. The lead teacher and CC should decide in advance whether students are to be encouraged to pick one workshop and stick with it all week, or whether they are allowed/encouraged to try different workshops during the week. (Cymdeithas Madog does not currently have a policy on this matter, and both approaches have been used in the past. It should however be made clear to students what the policy is for the year in question. Some of the workshops such as the choir may require that people attend every day even when this is optional for other workshops).

The following four workshops are an essential part of every CCCM:

- **Côr.** The choir may or may not be considered a workshop, depending on whether it meets at the same time as the other workshops, but the tutor in charge of the choir should not be expected to do another workshop in addition to the choir. The advantage of holding the choir at a different time is that students who wish to be in the choir are not thereby prevented from also attending workshops. The choir rehearsals are used for learning and practicing several pieces that will be performed at the Noson Lawen at the end of the week.
- **Papur y Cwrs.** A course newspaper is assembled, photocopied, and distributed to all coursegoers by the end of the week of the course. For the newspaper, a computer room with printers and a scanner will be necessary. The people working on the newspaper will also need access to a camera (preferably a digital one). Contributions to the paper are invited not just from those who attend this workshop but also from any coursegoer who wishes to submit an article/anecdote/joke/crossword puzzle/horoscope etc. to the paper. The tutor in charge of the paper should monitor submissions for appropriateness, accuracy of Welsh if Welsh is used, etc. N.B. There are two articles which **must** appear in any issue of the course newspaper: (1) an article introducing and thanking the local organizers; (2) an article identifying the scholarship winners and thanking by name any organizations or individuals who helped subsidize scholarships in the year in question. Typically, the chair of the Scholarship Committee can be asked to write this article for the newspaper.
- **Grwp darllen i ddechreuwyd** (Beginning Reading) for interested students in levels 1, 2, 3.
- **Grwp darllen uwch** (Intermediate and Advanced Reading Group) for interested students in classes 4, 5, 5+ and 6. In some years we have separated the intermediate readers (levels 4 and 5) from the advanced readers (levels 5+ and 6).

In addition to the four essential workshops, there should be several workshops on other topics depending on the interests and abilities of the tutors. Some of these workshops must be conducted in English in order to be accessible to interested students of any level. Possible topics include (but are not limited to):

- Welsh language software for learners
- Welsh poetry
- Welsh pronunciation and/or speaking practice
- Welsh websites
- Folk dancing
- Welsh literature in English translation
- Welsh or Celtic mythology
- Folksinging (for those not electing to be in the choir)
- Welsh politics
- How to write cynghanedd
- Word-building (the use of prefixes, roots, and suffixes to expand one's vocabulary)

It is the responsibility of the lead teacher, in consultation with the CC and the individual tutors, to identify topics and leaders for the workshops.

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## 10. Gweithgareddau'r Nos

In conjunction with the CC, the lead teacher identifies an evening activity for each night of the course (Monday through Saturday) except the day of the afternoon-evening trip to a point of interest in the area (traditionally Wednesday, though subject to change as needed). A different tutor will be in charge of each of the evening activities (except the Reception and a Q & A session). Some typical evening activities have included:

- **Reception.** The course opens on Sunday night with a reception arranged by the local organizers, often in conjunction with a local Welsh society. Refreshments are served (such as wine and cheese). At this event, the lead teacher and the president of Cymdeithas Madog usually say a few words of welcome, introduce the teaching team, and make any preliminary announcements.
- **Twmpath dawn/Folk dancing.** Since this has been a good icebreaker in past years, it works well early in the week. It could be followed up by a half hour of singing.
- **Cwis/Quiz.** A trivia quiz, or other types of games which students play in teams. Often held in a local pub or restaurant.
- **Gymanfa Ganu, Singalong, or Karaoke** if not held as an afternoon plenary session. It may be held in a local pub or restaurant.
- **Film night.** If a film night is to be scheduled, the lead teacher will select an appropriate and fairly recent movie in Welsh with English subtitles, and arrange with the CC or other appointed board member for the conversion of the videotape to the American format. The movie will need to be selected well in advance of the course (i.e. in January or so) to leave time for mailing the videocassette to the designee in North America and for having the format converted. In many years, the film selected has been the new film released by S4C over Christmastime. Through the help of people like Cefin Campbell, in past years we have been able to get permission to use this film for free, and have even been able to arrange for a special subtitled version. It may also be helpful for the lead teacher to prepare a handout giving background information, a vocabulary list, etc. to be distributed to the students.
- **A Question and Answer session** may be done either as an evening activity, or as an afternoon plenary session (q.v.).

On Saturday night either the Noson Lawen, the Eisteddfod, or both are held. If these two events are separated, one is to be held on Friday night and the other on Saturday. Typically a banquet is held on Friday or Saturday night as well. The banquet is usually emceed by the Board of Cymdeithas Madog rather than by the lead teacher.

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## 11. Eisteddfod

The lead teacher is in charge of organizing the Eisteddfod to be held on the Friday or Saturday evening of the course. The CCCM Eisteddfod offers three levels of competition:

- Level 1 Competition, for students in class levels 1 and 2. The topic at this level in previous courses has usually been to write a postcard or an email home from the course.
- Level 2 Competition, for students in classes 3, 4 and 5. The topic should reflect the course name or the geographical setting of the course in some way. For example, in 2002 the CCCM course name was “Y Cwrs ar y Paith,” and the writing competition at level 2 was to write a diary of Laura Ingalls Wilder of “Little House on the Prairie” fame.
- Level 3 Competition, for students in classes 5+ and 6. The topic should reflect the course name or geographical setting and be fairly open-ended. Topics in recent years have included “Y Paith,” “Y Bont,” “Y Llongddrylliad,” and “Cymdogion.” Typically students have been allowed to write either poetry or prose, as they choose, although the lead teacher may specify one or the other if desired. Since the 2003 course, we have selected and announced the topic for competition level 3 well in advance of the course (in April), in order to give students at this level more time to work on their entries and to encourage more of them to participate.

At the preliminary tutors’ meeting, the topics for the three levels are selected. (However, see note above regarding the topic for the level 3 competition). These topics are announced at the Monday morning plenary session. The lead teacher should be prepared to give a bit of explanation about how an eisteddfod works (e.g. on the use of a ffugenw or nom de plume) and may wish to specify lengths of entries with a minimum number of words for the competitions at levels 2 and 3. (Entries for the level 3 competition have had a minimum length of 350 words). At this time the deadline should also be announced along with the name of the tutor who will collect entries.

At the Eisteddfod, the tutors will enter the room dressed as druids, accompanied by solemn music played on the piano (particularly “Rhyfelgyrch Capten Morgan,” page 50 in *Songs of the Dragon*). (White bedsheets and towels work quite well). Usually each tutor wears or carries a sign with an amusing name on it. One of the tutors will serve as the Archdruid and will preside over the ceremony. The Archdruid may be the lead teacher or another tutor whom he or she has appointed to this position. The three tutors who served as adjudicators of the three levels of competition will announce the results, discussing the various entries and, optionally, reading a selection from some of them. Winners are invited to come forward to receive their prizes. After the “chairing” of the bard or winner of the level 3 competition, the ceremony closes as the druids process out of the hall accompanied by music.

Students entering the contest are advised to submit their written entries to a person whom the Board designates. Students are encouraged to submit their entries **in duplicate** when possible. If a student cannot submit in duplicate, the board designee will be responsible for making photocopies. Then, one copy of each entry will be given to the lead teacher (for distribution to the adjudicators) and one copy will be retained by the board of Cymdeithas Madog for publication of winning entries on the website.

The adjudicating tutors should also annotate the copies they read, making grammatical corrections, stylistic suggestions, etc. The winning student at each level will be asked to incorporate the corrections, as well as to provide an English translation, before the winning pieces are posted on the CM website.

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## **12. Noson Lawen**

The lead teacher is in charge of organizing the Noson Lawen held near the end of the week (Friday or Saturday evening). The lead teacher typically emcees the Noson Lawen. Early in the week, he or she should make an announcement (which will need to be repeated several times during the week) inviting interested students to perform (sing, dance, recite, tell jokes, play a musical instrument, perform a skit, etc.) at the Noson Lawen. Those intending to perform are asked to notify the lead teacher in advance by some specified time (such as Friday at lunch time) so that he or she can organize the program. Performers must be asked to keep their performances to no more than five minutes (or less in the case of a large number of entries). It is also understood that each class will perform a skit or provide some other kind of entertainment, also to be limited to no more than five minutes. (The class skits are the responsibility of the students, not the tutors, who may or may not participate in the skit). The Noson Lawen always concludes with a performance of two or three songs by the choir, and the singing of “Hen Wlad fy Nhadau” by the entire group. The entire program should last no more than two hours.

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## **13. End of the week report to the Board**

The lead teacher will be invited by the president to come to one of the final board meetings during the week of the course, usually on Saturday, to give an oral report of how the course went from his or her perspective. This report typically lasts 15-30 minutes and should include:

- Discussion of problems that arose with any aspect of the course;
- Commentary on things that went particularly well;
- Personnel issues (how interactions have been between teachers and the board, with local organizers and staff in charge of housing and food, etc.);
- Evaluation of the course setting and local facilities (food, classrooms, residence halls, etc.);
- The CCCM curriculum (suggestions for improvement or change, etc.);
- Making recommendations or suggestions for the future.

## **14. Approximate Timeline of the Lead Teacher's Duties**

### **Fall**

- In consultation with the Curriculum Chair, select a total of seven (7) tutors, three (3) to be brought from Wales and four (4) from North America.
- Assign each tutor to teach a level.
- Work with the tutors appointed to levels 5+ and 6 to help as needed with the curriculum to be used in those levels.
- In consultation with the CC, begin to identify topics and speakers for the lectures at the afternoon plenary sessions.
- Begin to identify topics and tutors for gweithdai (afternoon workshops).

### **January/February**

- In consultation with the Board Liaison, make travel arrangements and purchase insurance for the tutors to be brought from Wales.
- Finalize the selection of a Welsh language film for Movie Night, and make arrangements for a subtitled version, and for conversion to North American format.
- Select the topic for the level 3 competition at the Eisteddfod so that it can be published in advance on the CM website and/or other relevant CM publications.
- Finalize list of topics for afternoon lectures and for gweithdai.
- Arrange for the engraving of three (3) slates to be given as prizes to the Eisteddfod winners.
- Be in contact with the tutors to make sure that preparations are proceeding in a timely way and to answer any questions that might arise.

### **Spring**

- Schedule a preliminary tutor meeting for the Saturday or Sunday before the course begins.
- Purchase six (6) small prizes for the second and third place winners of the Eisteddfod at each of the three levels.
- Be in contact with the tutors to make sure that preparations are proceeding in a timely way and to answer any questions that might arise.

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**Appendix:** Cymdeithas Madog Logo and Course title for Eisteddfod winners' slates

# Cymdeithas Madog



Y Wobr Gyntaf  
Lefel Pump Estynedig a Chwech

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