

SELECTED RESOURCES
TEACHING IN THE CLASSICS
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History/Value of Classical Education

- W. Martin Bloomer, *The School of Rome: Latin Studies and the Origins of Liberal Education* (Berkeley: University of California Press, 2011).
- Peter Dodington, "Knowing Ourselves: How the Classics Strengthen Schools and Society," *American Educator*, Summer 2012, 24-29.
<http://www.aft.org/sites/default/files/periodicals/dodington.pdf>
- Stanley Fish, "A Classical Education: Back to the Future" (NYT blog, June 7, 2010):
<http://opinionator.blogs.nytimes.com/2010/06/07/a-classical-education-back-to-the-future/>
- Wolfgang Haase and Meyer Reinhold, eds., *The Classical Tradition and the Americas* (Berlin & New York: W. de Gruyter, 1994).
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- H. I. Marrou, *A History of Education in Antiquity*, trans. by G. Lamb (Madison, WI: University of Wisconsin Press, 1956).
- Eugene S. McCartney, "Was Latin Difficult for a Roman?" *Classical Journal* 23 (1927): 163-182.
<http://www.jstor.org/stable/3289441>
- Adam Nicolson, *Why Homer Matters* (New York: Henry Holt and Co., 2014).
- Meyer Reinhold, ed., *Classica Americana: The Greek and Roman Heritage in the United States* (Detroit, MI: Wayne State University Press, 1984).
- Meyer Reinhold, "The Latin Tradition in the United States," in M. Santirocco, ed., *Latinitas: The Tradition and Teaching of Latin*, *Helios* 14.2 (1987), 123-139.
- Carl J. Richard, *The Golden Age of the Classics in America: Greece, Rome and the Antebellum United States* (Cambridge, MA & London: Harvard University Press, 2009).
- Juanita Feros Ruys, John O. Ward, and Melanie Heyworth, eds., *The Classics in the Medieval and Renaissance Classroom: The Role of Ancient Texts in the Arts Curriculum as Revealed by Surviving Manuscripts and Early Printed Books*, *Disputatio* 20 (Turnhout: Brepols Publishers, 2013).
- Tracy Lee Simmons, *Climbing Parnassus: A New Apologia for Greek and Latin* (Wilmington, DE: ISI Books, 2002).
- James Turner, *Philology: The Forgotten Origins of the Modern Humanities* (Princeton, NJ: Princeton University Press, 2014).

The Classical Tradition, the Humanities, and the Liberal Arts

David Brooks, "History for Dollars," *NYT*, June 7, 2010:

<http://www.nytimes.com/2010/06/08/opinion/08brooks.html>

Victor Davis Hanson and John Heath, *Who Killed Homer? The Demise of Classical Education and the Recovery of Greek Wisdom* (New York: Free Press, 1998).

Victor Davis Hanson, John Heath, and Bruce S. Thornton, *Bonfire of the Humanities: Rescuing the Classics in an Impoverished Age* (Wilmington, DE: ISI Books, 2001).

Anthony Grafton, "Britain: The Disgrace of the Universities," *NYRB*, March 9, 2010:

<http://www.nybooks.com/blogs/nyrblog/2010/mar/09/britain-the-disgrace-of-the-universities/>

D.D. Guttenplan, "In Britain, a Return to the Idea of the Liberal Arts," *NYT*, May 12, 2013:

<http://www.nytimes.com/2013/05/13/world/europe/in-britain-a-return-to-the-idea-of-the-liberal-arts.html?ref=global-home&r=0>

Bruce A. Kimball, *Orators and Philosophers: A History of the Idea of Liberal Education* (New York: Teachers College, Columbia University, 1986). Expanded edition, College Board, 1995.

Bruce A. Kimball, *The Liberal Arts Tradition: A Documentary History* (Lanham, MD: University Press of America, 2010). (Sourcebook)

Martha C. Nussbaum, *Not for Profit: Why Democracy Needs the Humanities* (Princeton University Press, 2010).

Michael S. Roth, *Beyond the University: Why Liberal Education Matters* (New York & London: Yale University Press, 2014).

James Turner, *Philology: The Forgotten Origins of the Modern Humanities* (Princeton, NJ: Princeton University Press, 2014).

History of Latin

William Brockliss, "Latin and Power: Warnings and Opportunities from the Long History of the Language," *Teaching Classical Languages* 5.2 (2013): 123-140.

http://tcl.camws.org/sites/default/files/Brockliss_0.pdf

Joseph Farrell, *Latin Language and Latin Culture from Ancient to Modern Times* (Cambridge & New York: Cambridge University Press, 2001).

Tore Janson, *A Natural History of Latin*, trans. from the Swedish and adapted for English-speaking readers (Oxford & New York: Oxford University Press, 2004).

Jürgen Leonhardt, *Latin: Story of a World Language*, trans. by Kenneth Kronenberg (Cambridge, MA & London: The Belknap Press of Harvard University Press, 2013).

Nicholas Ostler, *Ad Infinitum: A Biography of Latin* (New York: Walker and Company, 2007).

Leonard R. Palmer, *The Latin Language*, 3rd impression with corrections (London: Faber and Faber, 1961).

Joseph B. Solodow, *Latin Alive: The Survival of Latin in English and the Romance Languages* (Cambridge: Cambridge University Press, 2010).

Françoise Waquet, *Latin, or the Empire of a Sign: From the Sixteenth to the Twentieth Centuries*, trans. by John Howe (London & New York: Verso, 2001).

State of the Profession and Trends, Here and Abroad

- John Bulwer, ed., *Classics Teaching in Europe* (London: Duckworth, 2006).
- Lorna Hardwick and Stephen Harrison, eds., *Classics in the Modern World: A 'Democratic Turn'?* (Oxford: Oxford University Press, 2013).
- Charlotte Higgins, "By Academia or Tweet, the Classics for All," *The Guardian*, April 29, 2009: <http://www.guardian.co.uk/commentisfree/2009/apr/29/latin-greek-class>
- Kenneth F. Kitchell, Jr., "Promotion of the Classics in the United States: New Initiatives for a New Millennium" in Lister (2008).
- Bob Lister, ed., *Meeting the Challenge: International Perspectives on the Teaching of Latin* (Cambridge: Cambridge University Press, 2008).
- James Morwood, "Small Latin and Less Greek: Oxford Adjusts to Changing Circumstances," in *Oxford Classics: Teaching and Learning 1800–2000*, ed. by Christopher Stray (London: Duckworth Publishing, 2007), 239–249.
- David Taylor, "Inspection and Introspection: Classics Teaching in England over Four Decades" in Lister (2008).

What Can I Do with My Classics Degree?

Job listings and placement services:

- American Classical League (ACL): <https://www.aclclassics.org/jobs>
- Society for Classical Studies (SCS):
<https://placement.apaclassics.org/advertisements-2014-2015>
<https://placement.apaclassics.org/>

"Alternative Employment for PhDs and Advanced Graduate Students in Classical Studies/Archaeology," a panel organized by the Joint APA/AIA Committee on Placement and held at the Joint Annual Meeting in Seattle on January 5, 2013: <https://placement.apaclassics.org/alternative-employment>

Zac Bissonnette, "Your college major may not be as important as you think," *NYT*, November 3, 2010: <http://thechoice.blogs.nytimes.com/2010/11/03/major/>

Richard M. Bolles, *What Color is Your Parachute? A Practical Guide for Job-Hunters and Career Changers* (Berkeley: Ten Speed Press, revised annually).

Katharine Brooks, "Classics majors find their future in the past: What can you do with a Classics major?" *Psychology Today*, March 3, 2010: <http://www.psychologytoday.com/blog/career-transitions/201003/classics-majors-find-their-future-in-the-past>

Katharine Brooks, "Branding and marketing the classics major," *Psychology Today*, March 4, 2010: <http://www.psychologytoday.com/node/39072>

Meghan DeMeria, "Majoring in classics gives students an edge," *USA Today*, May 7, 2012: <http://www.usatodayeducate.com/staging/index.php/campuslife/opinion-majoring-in-the-classics-gives-students-an-edge>

Kenneth F. Kitchell, Jr., *Careers for Classicists in Today's World* (APA, 2012): http://apaclassics.org/index.php/education/careers_for_classicists

J. Jennings Moss, "Revenge of the Liberal Arts Major," *Upstart Business Journal*, May 14, 2012:

<http://www.portfolio.com/views/blogs/daily-brief/2012/05/14/survey-on-millennial-hiring-highlights-power-of-liberal-arts>

The Versatile PhD (website): <http://versatilephd.com/>

Julia Miller Vick and Jennifer S. Furlong, *The Academic Job Search Handbook*, 4th ed. (Philadelphia, PA: University of Pennsylvania Press, 2008).

Menachem Wecker, "Med Schools Disavow Classics Programs' Claim as Road to M.D.'s," *U.S. News and World Report*, December 7, 2011: <http://www.usnews.com/education/best-graduate-schools/top-medical-schools/articles/2011/12/07/med-schools-disavow-classics-programs-claim-as-road-to-mds>

Graduate School

List of graduate programs in Classics (post-baccalaureate, MA, MAT, other MA, and PhD) in the U.S. and Canada: <http://apaclassics.org/education/list-of-graduate-programs-classics>

Applying to Graduate School: Tips, Timeline, and Tools of the Trade (Committee on Institutional Cooperation [CIC]), undated): <https://www.cic.net/docs/default-source/diversity/gradschoolguide.pdf>

Kenneth F. Kitchell, Jr., "Graduate Work in the Classics," *Careers for Classicists in Today's World* (APA, 2012): http://apaclassics.org/index.php/education/careers_for_classicists

Gilbert W. Lawall, "Graduate Latin Teacher Preparation Programs," in *Latin for the 21st Century: From Concept to Classroom* (Glenview, IL: Scott Foresman-Addison Wesley, 1998), 216-226.

Mark Morford, "Graduate Education in Classics," in *Latin for the 21st Century: From Concept to Classroom* (Glenview, IL: Scott Foresman-Addison Wesley, 1998), 194-206.

Teacher Preparation and Certification

Report on State Certification for Teachers of Latin (APA, 2004):

<http://apaclassics.org/education/archived-report-state-certification-requirements-teachers-of-latin-2004>

Sally Davis et al., "Preparation and Training for Teachers of Latin," *Classical Journal* 86 (1991): 262-267. <http://www.jstor.org/stable/3297431>

Elizabeth Keitel, ed., "Teacher Training Programs: Meeting the Challenges of a New Century," *Classical World* 102.3 (2009): 311-329. Three articles:

- Ronnie Ancona, "Latin Teacher Certification: Training Future Secondary School Teachers," *Classical World* 102.3 (2009): 311-315. <http://www.jstor.org/stable/40599852>
- Victoria Pagan, "Latin Secondary Education: Costs and Benefits," *Classical World* 102.3 (2009): 316-322. <http://www.jstor.org/stable/40599853>
- Judith P. Hallett and Lillian E. Doherty, "Latin Teacher Training Initiatives at the University of Maryland, College Park," *Classical World* 102.3 (2009): 323-329. <http://www.jstor.org/stable/40599854>

- Gilbert W. Lawall, "Graduate Latin Teacher Preparation Programs," in *Latin for the 21st Century: From Concept to Classroom* (Glenview, IL: Scott Foresman-Addison Wesley, 1998), 216-226.
- Ginny Lindzey, "Teacher Prep: New Ideas, New Approach," *CAMWS Newsletter* 14.3 (2005), 9-12. <https://camws.org/News/newsletter/nwsltr14.3.pdf>
- National Standards for Latin Teacher Preparation (ACL/APA, 2010):
<https://www.aclassics.org/uploads/assets/files/LatTeachPrep2010Stand.pdf>
- "Perspectives on the New Standards for Latin Teacher Preparation," Special Section of *Teaching Classical Languages* 1.2 (2010): 156-195.
http://tcl.camws.org/sites/default/files/TCL_I_ii_156-195_Perspectives.pdf

RESOURCES FOR TEACHING GREEK AND LATIN

See John Gruber-Miller's indispensable annotated bibliography, updated annually:
http://www.cornellcollege.edu/classical_studies/pedagogy/bibliography.shtml

Methodologies and Theories of Language Acquisition in Historical Context

- Paul Distler, *Teach the Latin, I Pray You* (reprint, Bolchazy-Carducci, 2001).
- Charles R. Hancock and C. Edward Scebold, "Defining Moments in Foreign and Second-Language Education During the Last Half of the Twentieth Century," in D. Birchbichler and R. Terry, eds., *Reflecting on the Past to Shape the Future* (Lincolnwood, IL: National Textbook, 2000), 1-17.
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- Glenn M. Knudsvig and Deborah Pennell Ross, "The Linguistic Perspective," in Richard A. LaFleur, ed., *Latin for the 21st Century: From Concept to Classroom* (Glenview, IL: Scott Foresman-Addison Wesley, 1998), 25-35.
- Judith Lynn Sebesta, "*Aliquid semper novi*: New Challenges, New Approaches," in Richard A. LaFleur, ed., *Latin for the 21st Century: From Concept to Classroom* (Glenview, IL: Scott Foresman-Addison Wesley, 1998), 15-24.
- H. H. Stern, *Fundamental Concepts of Language Teaching* (Oxford & New York: Oxford University Press, 1983).

National Standards for Language Learning

- National Standards for Foreign Language Learning (ACTFL, 1996):
https://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLExecsumm_rev.pdf
- New World-Readiness Standards for Learning Languages (ACTFL, 2014):

- <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>
National Standards for Classical Language Learning (ACL/APA, 1997):
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- John Gruber-Miller, "Communication, Context, and Community: Integrating the Standards in the Greek and Latin Classroom," in John Gruber-Miller, ed., *When Dead Tongues Speak: Teaching Beginning Greek and Latin* (New York: Oxford University Press, 2006), 9-23.
- Sally S. Magnan, Dianna Murphy, and Narek Sahakyan, *Goals of Collegiate Learners and the Standards for Foreign Language Learning, Modern Language Journal* 98 (2014): Supplement.

Issues in Classical Language Pedagogy

Reading

- Andrew M. Devine and Laurence D. Stephens, *Latin Word Order: Structured Meaning and Information* (Oxford: Oxford University Press, 2006).
- Wells S. Hansen, "Teaching Latin Word Order for Reading Competence," *Classical Journal* 95.2 (1999–2000): 173-180. <http://www.jstor.org/stable/3298312>
- Rebecca Harrison, "A Structural Arrangement of Text to Facilitate Reading," *Classical Journal* 102.3 (2007): 291-303. <http://www.jstor.org/stable/30037991>
- Rebecca Harrison, "Exercises for Developing Prediction Skills in Reading Latin Sentences," *Teaching Classical Languages* 2.1 (2010): 1-30.
http://tcl.camws.org/sites/default/files/TCL_2.1_1-30_Harrison.pdf
- B. Dexter Hoyos, "Decoding or Sight-reading? Problems with Understanding Latin," *Classical Outlook* 70 (1993): 126-130.
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- Daniel V. McCaffrey, "Reading Latin Efficiently and the Need for Cognitive Strategies," in John Gruber-Miller, ed., *When Dead Tongues Speak: Teaching Beginning Greek and Latin* (New York: Oxford University Press, 2006) 113-133.
- Daniel V. McCaffrey, "When Reading Latin, Read as the Romans Did," *CO* 86.2 (2009): 62-66.
- Donka Markus, "New Wine in Old Skins: Visual Codes for Teaching Sentence-structure in Latin," *Classical Outlook* 76.3 (1999): 89-93.
- Donka Markus and Deborah Pennell Ross, "Reading Proficiency in Latin through Expectations and Visualization," *Classical World* 98.1 (2004): 79-93.
<http://www.jstor.org/stable/4352905>

Speaking and Listening

- Robert J. Ball and J. D. Ellsworth, "The Emperor's New Clothes: Hyperreality and the Study of Latin," *Modern Language Journal* 80 (1996): 77-84. <http://www.jstor.org/stable/329060>
With responses by M.G. Abbott and S. Davis following on pp. 85-86.

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- John Gruber-Miller, "Developing Speaking and Listening Skills: Practical Ways to Implement the Standards with the Oxford Latin Course," *Classical Journal* 101.1 (2005): 87-98.
<http://www.jstor.org/stable/30038634>
- Jeanne Neumann O'Neill, "Getting Started with Oral Latin," *Classical Outlook* 75 (1998): 129-135.
- Paula Saffire, "Ancient Greek in Classroom Conversation," in John Gruber-Miller, ed., *When Dead Tongues Speak: Teaching Beginning Greek and Latin* (New York: Oxford University Press, 2006), 158-189.
- Frances Stead Sellers, "Spoken Latin: A modern remedy for the nation's age-old reading problems?" *The Washington Post Magazine*, August 8, 2014:
http://www.washingtonpost.com/lifestyle/magazine/spoken-latin-a-modern-remedy-for-the-nations-age-old-reading-problems/2014/07/31/20269f54-0792-11e4-a0dd-f2b22a257353_story.html
- Jeffrey Wills, "Speaking Latin in Schools and Colleges," *Classical World* 92.1 (1998): 27-34.
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Writing

- Robert J. Ball and J. D. Ellsworth, "Against Teaching Composition in Classical Languages," *Classical Journal* 85.1 (1989): 54-62. <http://www.jstor.org/stable/3297487>
- Robert J. Ball and J. D. Ellsworth, "Flushing out the Dinosaurs: Against Teaching Composition II," *Classical Journal* 88.1 (1992): 55-65. <http://www.jstor.org/stable/3297744>
- Jeffrey Beneker, "Variations on a Theme: An Experiment in Latin Prose Composition," *CPL Online* 3.1 (2006): 1-13. <http://www.camws.org/cpl/cplonline/files/Benekercplonline.pdf>
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- Eric Dugdale, "Lingua Latina, Lingua Mea: Creative Composition in Beginning Latin," *Teaching Classical Languages* 3 (2011): 1-23. http://tcl.camws.org/sites/default/files/Dugdale_0.pdf
- Brady B. Gilleland, "Elitist Professors and the Teaching of Prose Composition," *Classical World* 84.3 (1991): 215-217. <http://www.jstor.org/stable/4350763>
- John Gruber-Miller, "Teaching Writing in Beginning Latin and Greek: Logos, Ethos, and Pathos," in John Gruber-Miller, ed., *When Dead Tongues Speak: Teaching Beginning Greek and Latin* (New York: Oxford University Press, 2006), 190-219.
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- Lee T. Percy, "Writing Latin in Schools and Colleges," *Classical World* 92.1 (1998): 35-42.
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- Anne Leslie Saunders, "The Value of Latin Prose Composition," *Classical Journal* 88.4 (1993): 385-392. <http://www.jstor.org/stable/3297586>

Learning Vocabulary and Forms

Christopher Francese, Dickinson College Commentaries. <http://dcc.dickinson.edu/>

Latin Core Vocabulary: <http://dcc.dickinson.edu/latin-vocabulary-list>

Greek Core Vocabulary: <http://dcc.dickinson.edu/greek-core-list>

Anne Mahoney, "The Forms You Really Need to Know," *Classical Outlook* 81 (2004): 101-105.

Wilfred E. Major, "It's Not the Size, It's the Frequency: The Value of Using a Core Vocabulary in Beginning and Intermediate Greek," *CPL Online* 4.1 (2008).

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John D. Muccigrosso, "Frequent Vocabulary in Latin Instruction," *Classical World* 97 (2004): 409-433. <http://www.jstor.org/stable/4352875>

Mark A. E. Williams, *Essential Latin Vocabulary: The 1,425 Most Common Words Occurring in the Actual Writings of over 200 Latin Authors* (Sophron/E. G. Inkwell, 2012).

Teaching Latin at Different Levels

Colleges and universities

John Gruber-Miller, "Toward Fluency and Accuracy: A Reading Approach to College Latin," in Richard A. LaFleur, ed., *Latin for the 21st Century: From Concept to Classroom* (Glenview, IL: Scott Foresman-Addison Wesley, 1998), 162-175.

James M. May, "The Grammar-Translation Approach to College Latin," in Richard A. LaFleur, ed., *Latin for the 21st Century: From Concept to Classroom* (Glenview, IL: Scott Foresman-Addison Wesley, 1998), 148-161.

Charles Platter, "Undergraduate Classics at the University of Georgia," in Richard A. LaFleur, ed., *Latin for the 21st Century: From Concept to Classroom* (Glenview, IL: Scott Foresman-Addison Wesley, 1998), 176-186.

Four articles by Sienkewicz, White, English, and Gruber-Miller on "Teaching Elementary Latin in Colleges and Universities Using the Inductive Method," *Classical Journal* 101.1 (2005): 65-98.

High schools

Karen Lee Singh, "Grammar-Translation and High School Latin," in Richard A. LaFleur, ed., *Latin for the 21st Century: From Concept to Classroom* (Glenview, IL: Scott Foresman-Addison Wesley, 1998), 90-104.

David J. Perry, "Using the Reading Approach in Secondary Schools," in Richard A. LaFleur, ed., *Latin for the 21st Century: From Concept to Classroom* (Glenview, IL: Scott Foresman-Addison Wesley, 1998), 105-116.

Middle schools

LeaAnn Osburn, "Latin in the Middle Grades," in Richard A. LaFleur, ed., *Latin for the 21st Century: From Concept to Classroom* (Glenview, IL: Scott Foresman-Addison Wesley, 1998), 70-89.

Rob Hardy, "Missing the Heart-Shaped Piece: How I Failed as a Middle School Latin Teacher," *Classical Journal* 100.4 (2005): 403-409. <http://www.jstor.org/stable/4132979>

Ginny Lindzey, "Principles of Learning in the Middle School Latin Classroom," *Classical Journal* 102.1 (2006): 73-80 (and three other responses to Hardy).

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Elementary schools

Marion Polsky, "Latin in the Elementary Schools," in Richard A. LaFleur, ed., *Latin for the 21st Century: From Concept to Classroom* (Glenview, IL: Scott Foresman-Addison Wesley, 1998), 59-69.

Iris Project in the UK: <http://www.irismagazine.org/>

ACL's Excellence through Classics (ETC): <http://www.etclassics.org/>

Diane Arnson Svarlien, "Children's Books on the Ancient World: A Selective Bibliography," University of Kentucky Division of Classics:

<http://www.uky.edu/AS/Classics/kidsclassics.html>

Different Ways of Teaching and Learning

Cognitive styles and individual differences

Andrea Deagon, "Cognitive Style and Learning Strategies in Latin Instruction," in John Gruber-Miller, ed., *When Dead Tongues Speak: Teaching Beginning Greek and Latin* (New York: Oxford University Press, 2006), 27-49.

Susan Cain, *Quiet: The Power of Introverts in a World That Can't Stop Talking* (New York: Broadway Books, 2012).

Students with learning difficulties

Barbara Hill, "Latin for Students with Severe Foreign Language Learning Difficulties," in John Gruber-Miller, ed., *When Dead Tongues Speak: Teaching Beginning Greek and Latin* (New York: Oxford University Press, 2006), 50-67.

Althea C. Ashe, "Latin for Special Needs Students: Meeting the Challenge of Students with Learning Disabilities," in Richard A. LaFleur, ed., *Latin for the 21st Century: From Concept to Classroom* (Glenview, IL: Scott Foresman-Addison Wesley, 1998), 237-250.

Peer teaching and collaborative learning

Kathryn Argetsinger, "Peer Teaching and Cooperative Learning in the First Year of Latin," in John Gruber-Miller, ed., *When Dead Tongues Speak: Teaching Beginning Greek and Latin* (New York: Oxford University Press, 2006), 68-85.

Mark F. Williams, "Collaborative Learning in the College Latin Classroom," *Classical Journal* 86.3 (1991): 256-261. <http://www.jstor.org/stable/3297430>

Many universities have special facilities for active, student-centered learning that takes place in small groups in a technology-rich environment. The basic principles can be applied in traditional settings as well. Some examples:

- The University of Iowa <http://tile.uiowa.edu/>
- The University of Minnesota <http://www1.umn.edu/ohr/teachlearn/alc/index.html>
- MIT <http://icampus.mit.edu/projects/teal/>
- North Carolina State University <http://www.ncsu.edu/per/scaleup.html>