

Latin in Our High Schools
sponsored by the Committee for the Promotion of Latin
and the College Board

Latin teachers have a long tradition of feeling beleaguered. We can see an example as early as 1894, in the introduction to *Latin at Sight*: “At no time, probably, in the history of classical controversy have the criticisms upon classical studies and their value as educational means been more numerous—shall we say more unfriendly?—than now.”¹ Reasons cited include the demand for practical results, the increased importance of the sciences and modern languages, and the challenging nature of the study of Greek and Latin.

Many of the same considerations still conspire against us, and they are exacerbated by our current economic conditions. Like teachers in general, Latin teachers are finding their positions eliminated.

Consequently it’s more important than ever that we take advantage of all opportunities to encourage our students in their studies and to find ways to reward them. This panel of experienced educators at both the secondary and college levels will discuss some of these opportunities.

¹ Post, Edwin. *Latin at Sight*. Boston, 1894.

The CAMWS Translation Contest

One of the most direct ways in which CAMWS reaches out to secondary schools is by means of its Translation Contest. For many years, this contest has given high school students a chance to compete in order to show off the skills they have acquired in rendering Latin prose and poetry into effective English. In the course of my presentation, The presenter, a member of the Steering Committee on Awards and Scholarships, will recount the history of the Exam; the way in which the Exam material is determined, presented, and assessed; and the benefits that can and do accrue to the students who take the Exam.

Julius Caesar for Twenty-First Century Students

During 2008 and 2009 the A.P. Latin program has seen dramatic changes, beginning with the unforeseen cancellation of the Latin Literature exam. A national Faculty Colloquium was convened to allow college and university Latinists to determine the skills and knowledge that would render the A.P. Latin course comparable to a college course, and they overwhelmingly asked for increased proficiency in reading Latin prose. In this session the Chair of the A.P. Latin Development Committee will explain how the Committee decided to include Caesar in the curriculum. She will also discuss the selections from Caesar's works that will be on the new syllabus and explain the considerations that led to their inclusion.

“Ilion falling, Rome arising...”

When selections from Caesar become part of the A.P. Latin syllabus, the current Vergil selections will be modified as well, in order to allow teachers to move through the material with their students at a less hectic and more reflective pace. The Chief Reader for A. P. Latin will describe the process and rationale that led to the newly created Vergil syllabus. She will suggest possible strategies for reading the pair, Vergil and Caesar, with students in some ways that will allow and encourage students to reflect upon the works in relationship with one another in sophisticated ways.

The Nitty-Gritty of Preparing for the Latin AP Exam

Preparing students for the Latin AP exam presents challenges for the teacher and requires careful planning and decision making. What should be always included? What could be covered in different ways? These topics are the subject of this presentation. This award-winning teacher, who is also an experienced AP instructor and AP reader, will share some of the difficult decisions that one has to face during this process and discuss some strategies for designing a successful and rewarding class.