

Committee for the Promotion of Latin, 2016-2017 Report

This report serves as a summary of grants and awards given as well as a summary of trends seen in reading all of the reports of the Regional VP's.

The two issues which recurred most frequently in the reports concerning program advocacy were a) communication and b) recruitment and retention of teachers.

- Communication within the Classics community continues to be an issue. Getting people to travel to conferences, even within a state – let alone as far as a regional conference – is increasingly difficult as travel stipends continue to be restricted or to disappear completely. Although in this age of digital communication it would seem that communication would be easy and frequent, without face-to-face encounters people seem to be insulated by their own issues and struggles and do not reach out for community support as they might. As one state VP asks, how do states improve communication with schools, esp. smaller, more endangered programs, which tend to be those with poor communication skills? In Oklahoma three schools will be closing their Latin programs at the end of the 2016-2017 school year, and the future of a fourth is uncertain. One program was lost this year in Nebraska, and Creighton University also seems to be struggling to maintain its program. Why are these struggles not reported, fought, and prevented? I myself would ask how we improve communication at all levels at a time of high stress and overwhelming input from social media. If we do not have the communication channels open enough to handle crises, how can we hope to use them to grow and thrive as a profession?
- Recruitment and retention of teachers. The Classics face pressures from an ever more diverse array of offerings; indeed world languages themselves face pressure even in states where languages are considered “core.” For example, computer science can be taken for a foreign language in Oklahoma in some areas; similar movements to allow coding to count for a world language are cropping up in other states as well (e.g., Florida, Kentucky, New Mexico and Texas). If subjects must compete for grant money under ESSA/SSAE – meager grants struggling to receive full funding under current budget proposals – then the Classics must make an even stronger case for their usefulness in the curriculum.¹ Moreover, finding, training, and retaining teachers become even more important in this scenario, because programs that cannot be staffed provide an easy decision for administrators trying to stretch their budgets. Many states are currently struggling to find willing teachers and to provide those people adequate opportunities to be trained and certified.²

¹ <http://capwiz.com/actfl/issues/alert/?alertid=74144626>

² Please see the report of the VP for Oklahoma, John Hanson, for one useful breakdown of the issues to watch on teacher shortage and program advocacy. Many other states also mention this struggle in the Regional VP reports.

Other highlights from the reports:

- Andrew Falkner notes that having CAMWS listed as a charitable organization in Canada might help promote our international status and increase Canadian membership.
- E. Del Chrol has the idea to increase CAMWS membership by moving to an all-Loeb online set of course materials and telling students that access to the Loeb through CAMWS is the cheapest option.
- A healthy state or local Classical organization is very important. It also is good for that Classics organization to have a connection with the state language association. Providing the most benefit to Classics teachers at state language conferences can be a tricky thing, of course. A thread of Classics presentations is often what will draw Latin teachers to that state language conference, but it is also important to encourage Classics teachers to seek sessions outside our subject area as a means to expand our overall abilities as language teachers.

Suggested CPL goals for 2017-2018 (to be discussed with the committee in Kitchener):

- Efforts to increase member communication within states and regions as well as communication among State VP's and others in leadership positions within the Classics community.
- Increasing efforts on teacher recruitment and retention through already existing advocacy efforts (e.g., NLTRW, Tirones, and state programs) and by developing new ideas for tackling this critical problem.
- Highlighting the current critical need for program advocacy as well as the many forms such advocacy can take.

Here are the grants and awards given by CPL as of 3/25/17:

Student Travel Grant

Jared Copland, Scotsdale Preparatory Academy
Jenny Luongo, St. Andrew's Episcopal School
Karen Caroe, Desert Springs Christian Academy

Bridge Initiative Grants

Robert Simmons, Monmouth College
Sherri Madden, Master's Academy
Meghan DiLuzio, Baylor University
Amy Lather, Wake Forest University
Courtney Shaw, The Blake School
Tom Keeline, Washington University
Amanda Wall, Georgia Southern University Research & Service Foundation
Luca Grillo, UNC Chapel Hill
Robin Anderson, Phoenix Country Day School

Sam Brown, Basis Tucson North
Jeremy Walker, Indiana Junior Classical League
Christine Albright, University of Georgia

N.B. Two more Bridge Initiative Grants are awaiting approval, and the Chair was notified of another pending application at the time of writing this report.

Caristia Grant

Sherri Madden, Master's Academy
Amy Leonard, Grady High School
Amy Skillicorn, Mount de Sales Academy
Josiane Vero, Trinity-Byrnes Collegiate School
Keely Lake, Wayland Academy
Christopher Brunelle, St. Olaf College

Outstanding Promotional Activity in the Schools

K-12: Ian Hochburg, St. Stephen's & St. Agnes School
College/University: Bob Holschuh Simmons, Monmouth College

Vice Presidential Awards

State: Amy Leonard
Regional: Osman Umurhan

Respectfully submitted,
Keely Lake, Ph.D.
Chair of CPL