

CAMWS Vice President's Report, 2016-2017
Plains Region
Submitted by Marcia Lindgren, University of Iowa

Although there are some gaps in reportage once again (as noted below), it is still possible to draw some conclusions about the health of classical studies in the Plains Region. On a positive note, the state classical association of Missouri has been revived after a ten-year period of dormancy and plans are underway not only to keep it active but to improve its effectiveness. In Iowa, although there is only one comprehensive Latin program (from level 1 through Advanced Placement), a fledgling program is gaining traction. On the other hand, in Missouri and Oklahoma there are important concerns about teacher certification, recruitment, and retention. Also of concern is the loss of tenure-track lines at in Nebraska (Creighton University) and Iowa (Grinnell College). Finally, I invite all members of CAMWS to consider the factors affecting the future of our profession, as voiced by John Hansen (University of Oklahoma) in the conclusion to his report, including troubled state economies, rising student debt, changing approaches to careers, competition with other subjects, cultural bias against Latin (and reading), and even our own less-than-effective defense of Latin.

The overall number of Latin programs at the high school level is down slightly. 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, bringing the total number of programs to 34—still the highest by far in the Plains Region. High school programs in Nebraska and Missouri are holding steady at 10 and 13 each. Activities for students at the secondary level continue to center around local events, state organizations, and the Junior Classical League.

At the post-secondary level the news is mixed. The number of colleges and universities offering Latin, Greek, or both remains unchanged—at least for now. Especially vibrant programs are reported at Luther College (Iowa) and the University of Nebraska at Lincoln, where there are 60 classics majors and 34 minors. Enrollments in Greek and Latin are down at the University of Iowa, but is impossible to know if this is part of a broader trend, since reporting of actual course enrollments for other post-secondary institutions in the region was spotty. Fortunately, college students continue to participate in Eta Sigma Phi and take advantage of many opportunities to study abroad.

State of Iowa
Reported by Monessa Cummins, Grinnell College

High Schools

At **Xavier Catholic High School** in Cedar Rapids, Katherine Gales has replaced Justin Kramer, who passed away unexpectedly in September. Katherine reports: “Here at Xavier, we are pleased to offer Latin I (currently a class of 14) and Latin II (currently a class of 13). I anticipate

larger classes next year. At this time, the administration has chosen not to offer Latin III, but I am confident that we will have Latin III somewhere in our future as our program grows. Students here enjoy the Oxford Latin Course, along with dynamic Word Power explorations, projects incorporating technology and the community, and the study of traditional Latin prayers and blessings. We were recently visited by Father Chris Podjasky, who delivers the Mass in the Extraordinary Form three times a week at St. Wenceslaus. Father Chris taught us a great deal about understanding and participating in the Latin mass. Our students of Latin are some of the brightest in the school, and we hope that Latin can continue to be a force for excitement and enrichment in our school community.”

Dan Stoa of **Valley High School** in West Des Moines reports that enrollments in Latin have reached capacity for a program staffed by only one teacher. Latin, one of five languages offered at Valley, currently enrolls 126 students in levels 1-AP across six class periods. In April Dan will be visiting the University of Iowa to speak to Marcia Lindgren’s pedagogy class, and this summer seven Latin students will be traveling to Greece via the travel company ACIS. Valley students continue to participate in a Latin translation contest sponsored by AMICI, the classical association of Iowa. Students in the Classical Cultures Club continue to sponsor a number of activities, including participation in the Illinois Junior Classical League, pizza paired with a classically-themed movie, and a spring barbecue.

Colleges and Universities

Not reporting: Coe College, Cornell College, and Iowa State University.

At **Grinnell College** in Grinnell one member of the department is moving to phased retirement, and the department has not been granted a replacement tenure-track position. Monessa Cummins reports that “We were granted a three-year term position, which we are in the process of filling right now. We are fortunate because several language departments have lost tenure-track lines in the last five years, and were not granted even term positions. We were granted the term position because we provide essential cross-listed courses to Art History, History, Philosophy, Political Science, and the Linguistics Concentration.” She further reports that “We just awarded three Lalonde Fellowships in Classical Studies to subsidize two students studying this summer in the seminars at the American School of Classical Studies in Athens (on sculpture and myth), and to one student attending the Conventiculum Dickinsoniense at Dickinson College, which is run by Terence Tunberg and Milena Minkova.” This year the McKibben Lecture in Classical Studies will feature Kathleen Coleman of Harvard University, who will speak on May 4th (4:15 PM in the Joe Rosenfield Center, Room 101) on the funerary altar of Q. Sulpicius Maximus.

At **Luther College** Classics continues to be a vibrant interdisciplinary major. In January of 2017, Professor Dan Davis took a group of students, who were enrolled in Classics 299: Ancient Greece, An Odyssey of Myth and History, to Crete, Athens, Cape Sounion, Delphi, Corinth,

Mycenae, Tiryns, Argos, and Olympia. Future travel in J-term courses are planned for Roman Britain in 2019 and Rome in 2021.

Enrollments in Latin and Greek at **The University of Iowa** (UI) appear to be down. John Finamore reports that “In addition to teaching our own students, in second-year Latin courses we continue to enroll students from Iowa State University (ISU) in on-line courses. This year we began adding ISU students in our elementary Greek courses. In this case, the students are virtually present via computer and participate in the course in real time.” The numbers for this year are given below, with 2015-16 undergraduate enrollments in parentheses.

Fall 2016

First-semester Latin: 36 (57)

Second-semester Latin: 12 (15)

Third-semester Latin: 21 at UI and 5 at ISU (28)

Fourth-semester Latin: 15 at UI and 2 at ISU (6)

Fifth-semester Latin: 4 (5)

Graduate course on Later Empire: 9

First-semester Greek: 6 at UI and 5 at ISU (8)

Third-semester Greek: 3 (11)

Graduate course on Archaic literature: 7

Graduate course on Roman Greece: 8

Spring 2017

First-semester Latin: 40 (31)

Second-semester Latin: 18 (40)

Third-semester Latin: 8 at UI and 4 at ISU (15)

Fourth-semester Latin: 19 at UI and 5 at ISU (26)

Sixth-semester Latin: 7 (10)

Graduate course Republican Literature: 9 students

Second-semester Greek: 6 at UI and 1 at ISU (5)

Fourth-semester Greek: 3 (7)

Greek Composition: 3

Graduate course on Classical and Hellenistic Greece: 7

Graduate course on Archaic Greece: 7

Finamore also reports that Eta Sigma Phi students presented a marathon reading of *Lysistrata* and *Bacchae* on the pedestrian mall in downtown Iowa City in the fall, and that Spencer Silver, president of UI’s Eta Sigma Phi chapter, is also a national officer (*megalê grammateus*). The department is offering six travel grants to majors for study abroad or participation in archeological digs this summer (<https://clas.uiowa.edu/classics/resources/news/classics-study-abroad-awards>).

State of Kansas

Reported by Cheryl L. Golden, Newman University

No report filed.

State of Missouri

Reported by Amy L. Norgard, Truman State University

In 2016, Classics in the state of Missouri has undergone some new and exciting challenges. I have outlined some of these challenges below, categorized as “Revival of the Missouri Classical Association (MOCA),” “Latin Teacher Certification Concerns,” and “Reaching the Entire State.”

Revival of the Missouri Classical Association (MOCA)

In last year’s state report from 2015, it was the case that the Missouri Classical Association (MOCA) had been dormant for the past decade. At the time, MOCA was no longer holding formal meetings, but only existed as an informational website which was occasionally kept up to date with program and Classics events. In October 2016, significant advancements were made within Missouri to revive MOCA in its capacity as a space for communication and connection between Classics programs at all academic levels. In a meeting of interested secondary and university-level instructors in Classics in Columbia, MO (including myself), the group of us made plans to revive MOCA through a state-wide email list, updated website / social media presence, a newsletter, and plans to hold a spring meeting in 2017. Essential to this endeavor have been Latin teachers Alex Terwelp and Maegan Cooper (Columbia Independent School) and Delilah Shotts (retired teacher from Lebanon High School). They initiated the meeting, and have been working hard to make our efforts come to fruition. I assisted the MOCA team in updating their contact list and creating a listserv. Since November 2016, I have been sending email reminders and notices from CAMWS through this new MOCA listserv and reaching a larger swath of the Missouri Classics community. As the CAMWS representative for the state, I take a keen interest in this endeavor, and I have been playing a key role in assisting the process of connect programs in our state. This has been a very important development for our state.

The spring workshop for MOCA is scheduled for March 4, 2017 (the first one held in 10 years), and will include a panel of undergraduate research papers and sessions on Latin pedagogy. Additionally, I will preside over an informational session about CAMWS with a Q&A about how CAMWS can better serve Classics programs in Missouri. I am looking forward to receiving feedback for CAMWS in this structured environment. The most exciting element to the revitalization of MOCA is that students are also involved. Eight of Truman State University’s Classics students attended the informational meeting in Columbia and have been working on the digital committee to revamp the MOCA webpage. Although still a work in progress, a link to the MOCA website can be found here:

<https://sites.google.com/site/missouriclassicalassociation/>. This spring 2017, we hope to publish a new edition of *Sermones*, MOCA's digital newsletter. This is a big step for Missouri toward the preservation of Classics programs and education at the state level, and will hopefully create more communication between programs at all levels so that we can support one another towards this common goal. As supplementary material in this report, I have attached the minutes from the organization meeting on October 8, 2016, and the schedule for the upcoming spring workshop on March 4, 2017.

Latin Teacher Certification Issues

Currently, the state of Missouri has two certification programs for the teaching of Latin: Washington University - St. Louis (WashU) and Missouri State University. Additionally, the University of Missouri (Mizzou) is in the process of revamping its dormant certification program (point person: Prof. David Schenker), and I too am continuing to work to bring a Latin teacher certification program to my home institution, Truman State University (Truman). I see a real need in the state and region for more teachers of Latin—there are fewer Latin teachers ready to replace retiring teachers, and when those teachers cannot be replaced, programs are cut. In attending CAMWS this upcoming April 2017, I hope to renew the discussion with my fellow state and regional officers regarding Latin certification in the state of Missouri; I am especially interested to explore the possibility of one or more of these certification programs putting graduate-level content online to reach a larger population of Classics teachers in Missouri and across the Midwest, especially those who may need more graduate credit hours to meet new HLC requirements. However, at this point I am in a holding pattern and do not know how to proceed: since Fall 2016, I have been in contact with Truman's Department of Education, and the Latin certification program coordinators at WashU and Mizzou regarding issues with the state-level certification exam. Since Missouri's Department of Elementary and Secondary Education (DESE) revamped their certification requirements in the past year (and switched from PRAXIS to Pearson exams), the Latin certification exam was dropped, i.e. the Pearson Latin exam was never adopted. It is my understanding that students who wish to become certified to teach Latin in Missouri must take an alternate exam on Professional Knowledge in the field of teaching - content unrelated to the field of Classics (in addition to completing a certain number of credit hours of Classics coursework at the institution). I find this to be upsetting and detrimental to the preservation of Classics in Missouri; it has also made me take pause to determine what our next steps should be here at Truman, and my colleagues at Washington University and Mizzou agree. I believe our next step will be to write a joint letter to DESE expressing our concern, and calling for the importance of adopting a true Latin content exam to create a benchmark of proficiency for our Latin educators. Such a statement will be even stronger if accompanied by a letter of support from CAMWS.

Reaching the Entire State

One of the greatest challenges I have witnessed in Missouri is that the regional divides prevent communication and connection between programs. Classics communities are localized on the east-west "poles" of the state: in St. Louis and the surrounding environs have their own Classical Club of St. Louis (<https://www.facebook.com/TheClassicalClubOfStLouis/>), which

often involves collaboration with Southern Illinois University - Edwardsville, and Kansas City has its own community. These two sides do not meet up often in a formalized capacity—but not for a lack of trying. In early January 2017, Tom Keeline (Assistant Professor of Classics at WashU) hosted a successful workshop in Active Latin pedagogy for which he received funds from CAMWS' Committee for the Promotion of Latin. The goal was to reach Classics instructors from all over the state to attend this event. Tom and myself even joined forces to get the word out about the workshop for interested parties outside the St. Louis area. About 45 people were in attendance: two of the workshop attendees hailed from Columbia, MO, one from Kirksville, MO (myself), and the remaining, vast majority were teachers and students from the St. Louis area. It was a fantastic event filled with enriching content, but the demographics of attendees still highlights an issue I see within the state: it is very difficult to connect our constituencies across the state.

I am currently in a state of brainstorming ways we can strive to make these connections. It is my hope that the revival of MOCA, held in the center of the state in Columbia, MO, will help to create a “middle ground” and promote attendance from educators from the “poles” in St. Louis and Kansas City. Additionally, I think we should pursue allying with other teaching organizations in the state, such as the Foreign Language Association of Missouri (FLAM), to reach more Missouri Latin teachers. I have been in contact with my regional representative of FLAM to explore the possibility of hosting a Classics section at the upcoming FLAM conference in Fall 2017, which annually moves to different locations across the state. Ideally, Classics educators could hold our own panels and present our own papers on topics of pedagogy, independent from the modern foreign language panels, yet still attend all sessions to communicate with and gain some progressive teaching ideas from our modern language colleagues. With the prospect of the upcoming MOCA meeting in March 2017, and the possibility of a Classics section at FLAM in Fall 2017, I am hoping that communication between programs in the state of Missouri will only improve from here.

State of Nebraska

Reported by Mark Haynes, Creighton Preparatory High School

1. How many programs in Latin and/or Greek do you have in your region at all levels, and what changes have you seen in this last year in their status?
 - Only two universities, University of Nebraska at Lincoln and Creighton University in Omaha, continue to teach both Greek and Latin as regular credit-bearing courses to undergraduates. Creighton, in its Department of Classical & Near Eastern Studies, has an undergraduate program with about ten classical language majors. The department has two full-time faculty members (one tenured and one non-tenured) as well as people who teach classics related courses from other departments. The University of Nebraska at Lincoln in its Department of Classics and Religious Studies continues to provide a program for classical language study for undergraduates with six full-time faculty

members who teach Latin and/or Greek. No university or college in the state of Nebraska offers a graduate degree in classical languages.

- The University of Nebraska at Omaha is in its third year of teaching Latin as a language credit course.
- Grace University in Omaha teaches New Testament Greek.
- Ten high schools and a home school group continue to offer Latin in Nebraska: Omaha Central, Omaha Creighton Preparatory School, Omaha Westside Dist. 66, Brownell-Talbot School, Marion High School, Millard North High School, Bellevue West High School, Bellevue East High School, Lincoln Lutheran High School in Lincoln, Utica Lutheran High School in Utica, and a home school group called Mother of Divine Grace. Only two of these programs employ two Latin teachers: Omaha Creighton Preparatory School and Omaha Westside Dist. 66.
- Only one junior high school, Brownell Talbot School, offers Latin in Nebraska.
- There are also some scattered home school students that teach Latin at the grade school level through online courses, but it is impossible to verify exact numbers.

Although the Millard Public School District did eliminate Latin from the curriculum of Millard West High school after the retirement of a long-time Latin teacher, the Millard School District does continue to offer Latin at Millard North High School with one full-time Latin teacher. On the positive side for high school Latin in Omaha, Omaha Central has achieved more stability in its Latin program with an enthusiastic young Latin teacher who is in his second year with high numbers of students.

The University of Nebraska at Lincoln is enjoying a rebirth of enthusiasm for classical studies in an already robust program of undergraduate Classics majors. Through an emphasis on strong teaching, an active Classics Club, and special outreach events like the one described below, the department has increased its undergraduate Latin and/or Greek majors by 200% within just one year. It presently has 60 classics majors along with 34 minors.

Creighton University lost two tenured professors of Greek and Latin late this past academic year. They hired only one full-time lecturer position to replace them. The Department of Classical & Near Eastern Studies is still waiting on the university administration for a decision on hiring. In the meantime, most of the classical language courses are taught by just two full-time faculty members.

The University of Nebraska at Omaha is now in its third year of offering a limited program of Latin studies through the auspices of the Medieval and Renaissance program for language credit from the foreign language department for two years of study in Latin.

2. What achievements, projects, or outreach events have occurred to promote Latin and the classics in your area? Who should receive the credit?

- The Department of Classics and Religious Studies at the University of Nebraska at Lincoln hosted a re-creation of an ancient battle on October 30, 2016. About 150 university undergraduates participated in this annual event that continues to increase in its popularity. The person most responsible for this project is Sarah Murray, assistant professor of Classics and Religious Studies.
 - Martha Habash, the Chair of the Department of Classical and Near Eastern Studies at Creighton University, again deserves recognition for her diligence in promoting activities for students of classical languages at Creighton University and in the high schools in the Omaha area. Through her sponsorship of the classics honor society, Eta Sigma Phi, on January 24th, 2017 Creighton University held its 8th annual Mock Certamen for Latin students in the Omaha area. About 75 Latin students from levels one through four participated. In addition to Martha, the person most responsible for the success of this event was Ashley Weed, the president of Eta Sigma Phi.
 - The Nebraska Junior Classical League will hold its annual state convention and competition on April 22, 2017 at Bellevue East High School. It will be arranged by several area high school teachers and the student officers of the Nebraska Junior Classical League board under the leadership of Elizabeth Beman, the NJCL state chair and the Latin teacher at Bellevue East High School. The certamen preliminaries for this event will be held at Omaha Westside High School on February 24th, 2017. Carolyn Harvey, a Latin teacher at Westside, will be the primary host of the event.
3. What dangers (if any) do you see to programs in your area in the next year?
- Although there would seem to be no severe threats to any existing programs at the high school or university level, the possible reduction in tenured staff at Creighton University is a concern since the teaching loads of those who remain are increased while the course offerings must be reduced.

State of Oklahoma

Reported by John Hansen, University of Oklahoma

This past year has been a difficult one for Latin in Oklahoma. Three schools (Heritage Hall, Shawnee, and Booker T. Washington) all announced that they would close their Latin programs by the end of the 2016 - 17 school year. A fourth high school (Edmond North) did not replace a retiring teacher, which leaves the future of its program uncertain. Additional resignations in May are very possible. Because we are down to *one* prospective teacher (who passed the OSAT this past summer) and because principals will probably not seek replacements out-of-state, the news for next year could be even worse.

High Schools

The breakdown below reflects our numbers at the end of the current school year. Following the retirement of long-time teacher Stephanie Molchan, Judy Mayfield and Kaitlynn Sims (Edmond Memorial and Santa Fe, respectively) are working as a team to cover classes at Edmond North, which has enabled the program at that high school to stay open for the time being. Moore High was the *only* Oklahoma school willing to replace its departing teacher (Staci Duello) and continue its Latin program.

Public = 17 (*down two*)

Parochial/Private = 15 (*down one*)

Charter = 2 (*same*)

Home School Networks = 2 (*same*)

Our last count of Greek programs—The Academy, Casady, and Harding—was in 2015. This year we lost our only International Baccalaureate Latin (along with veteran teacher Jacquie Carr-Lonian), which had been offered at Tulsa’s Booker T. Washington. Although the current number of AP programs is down two from 2015, eleven schools still support it: Casady, Cascia Hall, Edmond Santa Fe, Holland Hall, Norman High, Regent Preparatory, Southmoore, Westmoore, and all three Putnam City schools. The work these teachers do with Caesar and Virgil in classes that are usually mixed-level is remarkable. Other Oklahoma Latin teachers were honored for their achievements this past year. Dawn Duffy-Relf was named Teacher of the Year at Putnam City High School, and so modest was she about her award that I learned the news from her school librarian! Rachel Dowell (Bishop McGuinness) was nominated early as the OFLTA Teacher of the Year for the 2017-18 school year.

Oklahoma Junior Classical League membership continues to be lower than in previous years (the 2015 – 16 total was 463), but those who participate stay very active. In March, 892 Oklahoma students from 25 schools (one was OU) took the National Latin Exam. That total number is up significantly from 2015, although the number of perfect papers (5) remains the same. On April 1 and 2, Julie Grissom welcomed OKJCL to Southmoore High School for the annual state convention. (No further data is available.) From July 25 to the 29, 25 students and 6 sponsors journeyed to Bloomington, Indiana for the National JCL Convention. This number is consistent with that of earlier years. Bishop McGuinness student Veronica Shrantz placed seventh in the Traditional Scrapbook national competition. OKJCL chapter and member numbers for 2016-17 are uncertain: as of 1/24/17, the JCL website did not display figures for *any* state. In October 2016, however, Rachel Dowell reported that her chapter had already enrolled over 100 members, and that other chapters were also looking healthy. OKJCL has maintained its statewide activities throughout the academic year, including a certamen meet at Bishop McGuinness on October 20 (McGuinness, Casady, Edmond North, and Edmond Santa Fe took part) and the second annual Fall Forum at Edison Preparatory (Alva Smith) on November 12.

Attendance at OU Classics Day, held on November 30, was up: 430 students from 16 schools. This year, Cheryl Walker-Esbaugh organized the event in the Memorial Union, its new location at the heart of university campus. As always, the Latin teachers that continue to offer these

extracurricular opportunities to their students deserve thanks and praise. Particular among these are the energetic and dedicated OKJCL sponsors: Rachel Dowell, Briana Titus (Casady), and Sarah Whipple (Jenks).

There were fewer local professional development offerings for Latin teachers this past year. In recent years, the Classical Language representative to board of the Oklahoma Foreign Language Teachers' Association has routinely arranged Latin and Greek programming for that group's biannual meetings. In March, I stepped down from that position and it remains vacant. Despite only one Latin presentation (Rachel Dowell shared ideas for using spoken Latin on the first day of class), our attendance was good at the spring OFLTA meeting, held on April 9 at Bishop McGuinness: 9 teachers. Numbers were down (6 teachers) for the fall meeting, held at John Marshall High School on September 24. Without dedicated programming, we will continue to see low turnout at OFLTA events.

Colleges and Universities

The number of Oklahoma colleges and universities offering Latin, Greek, or both remains the same. Even in the face of low enrollment, these institutions are fighting to keep these languages going.

Latin only = 3

Greek only = 6

Latin and Greek = 5

The 'Latin and Greek' total, however, will soon be down by one. Josephs Faulds, long-time professor at Northeastern State University, will retire this May. Although his official position is Professor of English, Dr. Faulds' classical training enabled him to offer both Greek and Latin soon after he was hired by NSU. For 28 years, his Latin classes have 'made' each semester; for almost 27, the Greek ones have as well. It is unlikely that NSU will be able to hire a successor with similar abilities. Darian De Bolt, professor of Philosophy and Ancient Greek at the University of Central Oklahoma, will also retire this summer, although he assures me that UCO plans to hire someone able to continue the Greek language courses. When Paul Epstein retired from Oklahoma State University's History Department this past May, it looked as though Greek and Latin there were gone for good. Fortunately, Foreign Languages and Literatures has hired Dr. Rachael Cullick to teach both. When enrollment numbers at Oklahoma City University were too low this past fall to offer separate courses in Hebrew and Greek, Professors Sharon Betsworth and Lisa Wolfe combined the two languages into one "Introduction to Biblical Languages" course! Dr. Betsworth reports that this spring semester the two languages are back on track with their own separate classes. Dr. James Shelton at Oral Roberts University adds that six of his Greek students are presently transcribing ancient manuscripts for the Scholars Initiative of the Museum of the Bible.

On September 30, the University of Oklahoma Department of Classics and Letters welcomed Dr. Kathleen Coleman (Harvard) to deliver the inaugural lecture of a proposed annual series named in honor of Dr. Katherine Rader—OU alumna, longtime professor at Oklahoma Baptist University, and generous benefactor of the Classics Department. Latin enrollment numbers at OU are up slightly (170) while Greek numbers remain the same (20).

OU's 'Teaching of Latin' class, scheduled for Spring 2017, did not make when fewer than 5 students planned to enroll. Because it is unlikely that the necessary number of students will be available in a given semester to make possible the 'Teaching of Latin' class, Classics and Letters will work closely with the College of Education to ensure that all prospective Latin teachers enrolled in teacher training through that college will have the opportunity to take a World Language pedagogy course—with adaptations appropriate for Classical Languages. By shifting our department's focus from Alternate (the route most Oklahoma Latin teachers have taken in recent decades) to Standard Certification through the College of Education, we will make it more likely for OU to be accredited for Latin teacher training through the Oklahoma Commission for Teacher Preparation and the Council for the Accreditation of Educator Preparation. At present, *no* university in Oklahoma is accredited for the preparation of Latin teachers.

<https://www.ok.gov/octp/documents/TEACHER%20PREPARATION%20INVENTORY%202008-2009%20.pdf>

Fortunately, two OU undergraduates are now enrolled in the official degree program through the College of Education. Of the more than 10 students that took 'Teaching of Latin' when it was offered in the spring of 2015, three are currently employed as teachers here in the state; one more has passed the OSAT and expressed interest in obtaining a position.

Conclusion

With only *one* candidate in our job pool and several eminent resignations, it is inevitable that Latin programs in Oklahoma schools will close. This is a particularly bad situation for public schools; once an elective subject disappears from that setting, scheduling, bureaucracy, and other factors make it very difficult to resurrect. Dual-language (or at least dual-subject area) teachers would be a great help in keeping Latin in our schools. Such teachers do exist, although they are not common.

American schools and the teaching profession have changed greatly since the late 1960s. The recruitment and retention of excellent teachers in almost any circumstance is a challenge. Additional factors have come together to make it even more difficult to keep Latin teachers and their programs in Oklahoma schools. Most of these also impact the teaching profession in general; one affects all World Languages, and two are specific to Latin. With all these things against us, there is no question that Latin in Oklahoma is on the 'endangered' list.

The Troubled Economy of Oklahoma

This year, Oklahoma will face another large budget hole: \$870 million. Average teacher salary here remains fourth from the bottom, behind that of Arizona, Mississippi, and South Dakota. Thus far, neither voters (State Question 779) nor legislators can find a way to improve this. Is it any surprise that it is difficult to recruit new teachers here? This will be a problem for years to come, as it pushes our promising young people to other states. Over the holiday break, for example, I ran into Patrick Winterrowd, a Ponca City native and OU Classics graduate. He had just finished two M.A. degrees from Florida State University and was very happy as a first year high school Latin teacher. In Virginia. Some new Oklahoma teachers leave the profession entirely—as many as 17% in the first year, according to the Oklahoma Education Coalition.

<http://newsok.com/article/5532051>

http://www.nea.org/assets/docs/2016_NEA_Rankings_And_Estimates.pdf

<http://www.newson6.com/story/32862952/educate-oklahoma-teachers-leaving-oklahoma>

Student Debt

Most states—not just Oklahoma—have consistently cut their support of public higher education over the course of two decades. Tuition and fee increases have created massive student debt. The average amount in 2014 for an undergraduate education was close to \$30,000. Many local teachers carry even higher amounts. A new teacher that walks into an Oklahoma public school classroom saddled with this kind of burden is a financial time bomb. (The high cost of education is related to an additional problem for World Languages and Classics: many college students worried about mounting bills do not feel they can spend expensive class time on traditional Humanities.) <http://www.usnews.com/news/articles/2014/11/13/average-student-loan-debt-hits-30-000>

A New Approach to Careers

A public school used to be fortunate enough to hold on to an outstanding teacher for much of his or her career. Young people today, however, do not plan to stay in one job for the duration of their working lives. In each new workplace they are eager to gain skills, make an impact, and then move on to something new. There is nothing inherently wrong about this, but it means that schools see increased turnover of their employees, especially since as many as 20% of teachers leave the profession entirely within the first five years (given the first-year 17% loss mentioned above, this percentage is probably even higher here in Oklahoma). To meet this situation would require larger numbers of potential Latin teachers than is possible.

<http://www.gallup.com/businessjournal/191459/millennials-job-hopping-generation.aspx>

<https://nces.ed.gov/pubs2015/2015337.pdf>

Competition with Other Subjects, Computer Science in particular

Although the state of Oklahoma has legally defined World Languages as a core subject, Latin teachers know that many counselors are eager to promote other classes over ours. A look at the high school graduation check-sheets created by the Oklahoma State Department of Education shows that, even on the College Preparatory-Work Ready track, 2 years of Computer Science classes may substitute for 2 years of a World Language; on the Core Curriculum check-sheets, there are no World Language requirements at all. Recent national education legislation has even shifted the focus away from ‘core subjects.’ The ‘Every Student Succeeds Act,’ which supersedes ‘No Child Left Behind’ and was signed into law by President Obama in December of 2015, promotes a ‘well-rounded education’ instead. It increases the core of 9 subjects to a whopping 17—English, reading or language arts; writing; science; technology; engineering; mathematics; foreign languages; civics and government; economics; arts; history; geography; computer science; music; career and technical education; health; physical education—plus “any other subject as determined by the State or local educational agency.” States themselves will have the responsibility of defining and funding this ‘well-rounded’ curriculum. Desha Dawson, Director of World Languages at the OSDE, has already expressed concern over the ability of languages to prevail in this scramble for recognition. <http://sde.ok.gov/sde/achieving-classroom-excellence-resources> <http://neatoday.org/2016/06/21/essa-well-rounded-education/>

Cultural Bias against Latin . . . and reading

Classical Language education (Greek, Latin, Hebrew, etc.) focuses on the skill of Interpretive Reading. Although not as central as reading, the skills of Interpretive Listening, Presentational Speaking, and Presentational Writing are also important elements of our curriculum. The Interpersonal mode (which encompasses all four of these skills) is welcome but optional. A perusal of recent professional standards and other literature prepared by the American Council on the Teaching of Foreign Languages (adhered to as policy by the Council for the Accreditation of Educator Preparation, the Oklahoma State Department of Education, and the Oklahoma Foreign Language Teachers’ Association) shows that reading is far down on its list of priorities. In the ‘Integrated Performance Assessment’ (a tool promoted by ACTFL for the assessment of language learners), for example, reading is a passive skill that should feed into more active Interpersonal and Presentational skills such as speaking and writing, rather than be an end in itself. ACTFL documents used to determine the validity of OU’s teacher-training program declare that prospective teachers will use the ‘target language in the classroom 90% of the time’ and that reliance on a textbook is ‘unacceptable’ teaching. To be fair, ACTFL policy is open to adaptation for the sake of Latin and Greek; but because these modifications are almost never written into the original policies, we must be constantly on guard: they will be used to evaluate our students, teachers, and programs. Where are our own professional organizations—CAMWS, ACL, and SCS—in this discussion? In my own work with OFLTA and other professional bodies, protecting Latin teachers from policy has become an endless, solitary game of ‘whack-a-mole.’ From my conversations with local Latin teachers, I know they have encountered similar prejudice within their schools and districts.

Latin, moreover, has encountered increasing resistance from people that view it as elitist. This past fall, the British government banned all use of Latin abbreviations from its website in favor of “plain English.” The Assessment and Qualifications Alliance in the UK has also dropped its exams for Archaeology and Classical Civilization. This prejudice may be less of a problem in the United States, but I suspect that many Latin teachers here have had to defend the relevance of their subject. This brings me to the final factor . . .

<http://www.telegraph.co.uk/news/2016/07/23/government-bans-latin-abbreviations-on-its-websites-to-avoid-con/> <https://www.theguardian.com/commentisfree/2016/oct/19/aqa-classics-classical-civilisation-a-level-exam-archaeology>

Also, see my previous CAMWS reports for more information on ACTFL Standards and the Integrated Performance Assessment.

Our own Ineffective Defense of Latin

We are guilty of our own weak response to counselors and administrators that question our role in schools. This occurs from the top down. Well-respected Classical scholar Mary Beard writes in the introduction to her essay collection Confronting the Classics that the only “good reason” to learn Latin is to be able to read it. A Guardian article quotes her also as saying that students should learn Latin because the “Romans were bloody interesting.” These are indeed good reasons, but ones that most public schools cannot afford. A different apology for Latin comes from those who argue for the language as living communication. In the grand scheme, I agree with Robert Patrick that, “Latin is not different” from other languages. If we lose sight of Latin’s special role in English-language education, however, it becomes one language out of many vying for sufficient students. In this arena, Latin can easily lose to Spanish or Chinese. It seems to me that our strongest argument for Latin is the support that it gives English, our own language. English reading and writing, no matter the current legislation, will continue to be a focus of American education, tested at many levels. At least 50% of English words come from Latin, either from direct adoption or through French. Grammar has almost disappeared from English and other World Language classrooms (ACTFL urges WL professionals to avoid it). In my experience, however, students welcome and benefit from at least *some* discussion of the mechanics of language. Most of them will have to write good English at least occasionally for a variety of careers. Latin forces students to slow down and read more carefully than languages that have less noun and verb inflection. Data from standardized tests continue to show that students of Latin and Greek score at the top. We should be working more closely with teachers of English and reading, many of whom have had no training in Latin. (Alliances with teachers of American Government and Science should follow.) There are many other educational benefits of Latin, but defense of our importance in American schools should start with its strong connection to English. <https://www.theguardian.com/media/mind-your-language/2016/aug/19/right-to-rome-the-debate-over-latin-on-the-curriculum>
[http://www.latin.org/resources/documents/Latin%20is%20Not%20Different%20\[Patrick%202011\].pdf](http://www.latin.org/resources/documents/Latin%20is%20Not%20Different%20[Patrick%202011].pdf)
<http://excessofdemocracy.com/blog/2014/4/the-best-prospective-law-students-read-homer>

Appendix 1: Flyer for the upcoming MOCA workshop

Marching Forth on March
Fourth!

Saturday, March 4, 2017

The Missouri Classical Association

*All events to be held at the Columbia Independent School
1801 North Stadium Blvd in Columbia, MO*

Registration fee: \$15, includes lunch

10-12: MoJCL planning session or Classics student paper session

12-1:30: Lunch catered by Bleu Restaurant, included for all who register.

- Welcome to CIS: *Adam Dubé, Head of School*
- Welcome to MOCA: A brief history of MOCA
- Benefits of belonging to CAMWS: *Dr. Amy Norgard, Truman State University*
- Title TBA: Professor *Mike Barnes, MU*

1:30-2:15 Session 1: So you want to be a Latin teacher?

Alex Terwelp, Maegan Cooper, Columbia Independent School; Taylor Morris, Rolla HS

- The paths to certification
- Starting and promoting a new program
- Taking over from an established teacher

2:15-3:00 Session 2: Learning and teaching strategies. I do this. Do you?

Maegan Cooper

- What works best in the classroom?
- How to balance rigor with the need to retain students?
- How best to prepare secondary students for college classes?

3:00-3:45 Session 3: Technology in the classroom

Nancy Lacy, Pembroke Hill

3:45-4:00 Closing remarks, planning for the future

Reception in Cafeteria

REGISTRATION FORM

Please register by Friday, February 17.

Name _____ Email/ Phone _____

*Send \$15 and lesson plan for the lesson exchange to Maegan Cooper,
1801 N. Stadium Boulevard, Columbia, MO 65201*

Lesson plans can be also be sent via Google or email to cooperm@cislions.org

Appendix 2: Minutes from the MOCA Revival Meeting

Missouri Classical Association Revival Organizational Meeting
Daniel Boone Library, Columbia, MO
October 8, 2016 at 2:00 pm

Present: Dr. David Schenker and Dr. Sergio Yona, University of Missouri; Dr. Clifton Kreps and Dr. Amy Norgard, Truman State University; Dr. Jim Lowe, John Burroughs School; Alex Terwelp and Maegan Cooper, Columbia Independent School; Denise Turner, Hickman High School; Jeremiah Vincent, Lebanon High School; Delilah Shotts, retired; and five students from Truman State University: Azeeza Eagal, Clarissa Goebel, Jordan Noland, Joseph Slama, and Christina Slipke.

Current MOCA Funds: \$492.88

MOCA Newsletter: *Sermones*

Delilah Shotts began the meeting with an explanation that Alex Terwelp had expressed an interest in reviving MOCA. The meetings have lapsed since 2006 due to lack of attendance, and MOCA's only presence has been through the website. She handed out a history of MOCA meetings from 1996 - 2006 to give an idea of content covered in the past. Alex then handed out an agenda to give direction to organizing the future of MOCA.

Alex began the discussion by asking what individual needs could be best served by MOCA. The Truman University students were interested in networking with other Missouri college students and the opportunity to present papers at a conference. There was a discussion about what post secondary classics' programs exist in Missouri. Besides Truman they include University of Missouri at Columbia, Missouri State University, St. Louis University, UMKC, Washington University, Westminster, and William Jewell.

The secondary teachers expressed a need for teaching strategies. In addition to or more important than conferences, they felt they would benefit from a teacher exchange on the web that would allow them to ask questions or comment on specific topics. They also wanted MOCA to be a resource for activities around Missouri related to classics that would benefit both them and their students.

Making connections with future students as well as secondary teachers was important to the college professors. They expressed the desire to unify the effort to sustain and grow strong secondary Latin programs which, in turn, would benefit college programs. This would also increase employment chances for Missouri graduates of Latin and classics programs. David Schenker said that the classics department at MU was once again in discussion with the education department on teacher certification. Currently an MU classics graduate is not certified to teach on the secondary level. Clifton Kreps stated he needs information on the MAT. He would also like co-curricular experiences for his students. A Truman student mentioned that a classical outreach in summer would be a good experience for students. There was a brief discussion of the programs through Ascanius.

Amy Norgard said because she is now the CAMWS representative from Missouri, she needs to find out how best to serve the state in that position. She also has worked on compiling a list of Latin programs in the state. Delilah said that there is an incomplete list on the MOCA website and that she had a list that had been updated in 2004. She gave Amy a copy of that list.

The Truman students said they would undertake a blog using Word Press. They would connect it with the MOCA website or change the website. A Tech Committee was formed and consists of Alex Terwelp, Jordan Noland, and Azeeza Egal.

It was decided that a MOCA conference would be held on Saturday, March 4, 2017 in Columbia at Columbia Independent School. David Schenker and Maegan Cooper will be in charge of conference planning. There was some discussion on what topics would be addressed and whether there would be enough time to have papers to present. This will be on the same day as the MoJCL planning meeting.

Jim Lowe volunteered to undertake the next edition of *Sermones*. Delilah said she could put that on the MOCA website.