

CAMWS Vice President's Report, 2017-2018
Plains Region
Submitted by Marcia Lindgren, University of Iowa

I am happy to report that this year I received reports from all five Plains states. I also want to thank those who took the time to draft both an overview and a thoughtful assessment of the condition of Latin and Classics in their states. Overall, Latin and Classics appear to be holding steady, thanks to the efforts of many remarkable teachers. The recently revived state classical association of Missouri, dormant for ten years, has already held two workshop-meetings. Craig Jendza (VP-Kansas) reports that enrollments have doubled or tripled in Latin and Classics over the past four years at Kansas State University, where Latin/Classics was the third largest language by enrollment hours in 2017. There are many other success stories reported below, but there is also, as we have come to expect, a sense of unease.

State budget cuts, especially in Missouri, are fueling concerns about program viability. The recent review of low-enrollment programs in Missouri's public universities coincided with the governor's proposed budget cuts to higher education, creating a worrisome perfect storm. As a result, Missouri State is dropping its BA Classics-Latin program, and the University of Missouri-Columbia is facing the possible closure of its MA and PhD programs. Although Truman State's BA in Classics has been spared for the time being, it likely will undergo another review in just three years. The details in VP-Missouri Amy Norgard's report are well worth reading. In Kansas Latin and Classics are doing well despite state budget problems, but there are worries about the long-term sustainability of high school Latin programs. Another concern at the college level is lost tenure-track lines in Nebraska (Creighton University) and Iowa (Grinnell College). Mark Haynes (VP-Nebraska) reports that Creighton's downgrading of Classics from a department to a program, with only a single tenured philologist who is also the program coordinator, raises serious questions about long-term viability. In Missouri and Oklahoma there are continuing concerns about teacher certification, recruitment, and retention. John Hansen (VP-Oklahoma) adds another wrinkle to teacher certification in his discussion of the new Oklahoma Subject Area Test for Latin.

State of Iowa
Reported by Monessa Cummins, Grinnell College

Again this year reports came in from Valley High School in West Des Moines, the University of Iowa, Coe College and Grinnell College, but no report came from Katherine Gales at Xavier High School, although she submitted one last year. A check of Xavier's web site indicates that Ms. Gales is still teaching Latin I and II there this academic year. She also has a Twitter feed and puts study aids online for her students' benefit. So her program appears to be holding steady. There was no report again this year from Cindy Smith at Loras College. She mentioned two years ago that she had moved to "phased retirement," but I could not determine whether or not

she is still teaching. A minor in Greek and Roman Studies is still listed as available. Also not reporting this year: Cornell College, Iowa State University, and Luther College.

Dan Stoa, Valley High School, West Des Moines

Latin in West Des Moines maintains strong enrollments with 135 students in levels 1–AP. Seven students traveled to Greece with me last summer and experienced the islands of Crete, Rhodes, Mykonos, and Patmos as well as coastal Turkey with a trip to Ephesus. Students learned about traditional Greek dance in Athens besides experiencing the usual sights of the Acropolis and Plaka area. Students also enjoyed a magical trip to Delphi.

John Finamore, University of Iowa

Latin and Greek courses for 2017-18 (the 2016-17 figures are given in parentheses)

Fall 2017

First-semester Latin: 59 (36)
Second-semester Latin: 18 (12)
Third-semester Latin: 16 (26)
Fourth-semester Latin: 9 (17)
Fifth-semester Latin: 7 (4)
Graduate courses: 13 in two courses (9 in one course)

First-semester Greek: 9 (11)
Third-semester Greek: 3 (3)
Graduate course: 7 in one course (15 in two courses)

Spring 2018

First-semester Latin: 31 (40)
Second-semester Latin: 44 (18)
Third-semester Latin: 16 (12)
Fourth-semester Latin: 13 (24)
Sixth-semester Latin: 14 (7)
Graduate course: 12 in two courses (9 in one course)

Second-semester Greek: 7 (7)
Fourth-semester Greek: 3 (3)
Graduate course: 9 in one course (14 in two courses)

Graduate and undergraduate awards

[Caitlin Marley and Noah Anderson Featured in Dare to Discover Campaign](#)
[Jeremy Swist Awarded Mary White Prize for Best Article](#)

Summer 2017 funding awards for graduate students

- Sara Hales: ASCSA Summer Seminar in Greek Sculpture
- Caitlin Marley: Digital Humanities & Publishing Studio Summer Fellowship
- Peter Miller was hired as staff for the Lechaion Harbor excavation in Corinth.
- Dana Spyridakos was awarded a fellowship to study the use of Greek and Roman art in her teaching and research at Emory University
- Jeremy Swist: Graduate College Summer Fellowship
- Ed Keogh was awarded a Hugh Vollrath Ross Scholarship.

Angela Ziskowski, Coe College

Coe's Classical Studies program continues to do well in the 2017-18 academic year. In the fall, Roman History and Art and Archaeology enrolled 18 students each, first semester Latin had 9 students, and our Medical Terminology course enrolled 11 students. In the spring, beginning Greek enrolled an exceptional 24 students, Ancient Roman Law 10 students, and Greek History 20. As we only offer a minor, these are excellent numbers. Students who take Latin or Greek beyond the introductory level do so as independent study courses.

The field school in Greece (at the Lechaion Harbor and Settlement Land Project) continues to thrive. Thirteen students from Coe College and another 25 from other institutions will participate in the 2018 excavation season.

Dr. Angela Ziskowski participated with other faculty from the ACM (Associated Colleges of the Midwest) in the "Tuning the Classics" project, which presented preliminary results at the annual meetings on building a set of clear competencies for Classics programs and various means to build visibility and promote Classics at small liberal arts schools.

Finally, Dr. Dan Davis of Luther College will be the spring guest lecturer in April, speaking on shipwrecks in the Black Sea.

Monessa Cummins, Grinnell College

This year Dustin Dixon, an alum of Boston University and a specialist in Greek Drama, joined our department as a three-year term replacement for a discontinued tenure-track line. Our department is concentrating on bolstering enrollments in anticipation of applying next year for re-instatement of the tenure-track line.

Our enrollments are excellent in all our 200-level civilization courses, ca. 20–25 in Ancient Philosophy, History of Ancient Greece, Introduction to Indo-European, Greek Archaeology and Art, and 10 enrolled in a 300-level course, cross-listed with Philosophy, in Greek Ethical Thought. Enrollment was down in Latin I in the fall (8), but 6 continued into Latin II. Greek enrollments are good (for us) this year: 7 in Greek I and 8 in Greek II. We are working on building language enrollments through outreach of various kinds, but language study is a tough sell at an institution with no language requirement.

The number of majors fluctuates between 3-6 a year; we are off our low of 1 in 2014.

Monessa Cummins received a grant from our Institute of Global Engagement to team-teach a 300-level course next year on ancient Greek sculpture and the issue of ownership of ancient art. Students will travel to the British Museum and to Athens, Aigina, Bassai, and Olympia during spring break next year.

Monessa Cummins also participated with other faculty from the ACM (Associated Colleges of the Midwest) in the "Tuning the Classics" project which presented preliminary results at the annual meetings on building a set of clear competencies for Classics programs and various means to build visibility and promote Classics at small liberal arts schools. The initial workshop in August was very useful in building relationships with Dan Davis at Luther, Angela Ziskowski at Coe, and John Gruber-Miller at Cornell, not to mention other ACM participants.

State of Kansas

Reported by Craig Jendza, University of Kansas

Overview

Classics and Latin in Kansas remains fairly robust. Some problems have been caused by state of Kansas budget shortfalls though exemplary teachers in Kansas provide models to remedy the effects of these issues.

Status of Latin, Greek and Classics in Kansas

Since CAMWS did not receive reports about Kansas for the last two years, I begin this report by addressing the general status of Latin, Greek, and Classics in Kansas.

The only university in Kansas that offers graduate level study in Classics is the University of Kansas (KU), which has an MA in Classics, with two tracks in classical languages and classical archaeology. Similarly, KU is the only university in Kansas to offer a BA in Classics, with two tracks in classical languages and classical antiquity. Recently, KU introduced a combination BA/MA program, with the goal of students receiving both a BA and MA in Classics in five years.

Other universities throughout the state with courses in Latin and Classics include Kansas State University (KSU), Wichita State University, and Benedictine College. KSU offers a full Latin sequence, with a minor in Classical Studies. Wichita State University offers an introductory and intermediate sequence of Latin. Benedictine College offers a full sequence of Latin and Greek, with minors in Latin and Classics. A handful of universities teach Latin sporadically based on student interest (e.g., Washburn University).

A number of smaller colleges, primarily those whose missions are religious in nature, offer New Testament Greek (e.g., Barclay College, Central Christian, Friends University, Kansas Christian College, Manhattan Christian College, MidAmerican Nazarene University, Sterling College,

Tabor College). Most of these universities offer two-semester sequences of Biblical Greek, though some offer four semesters of more advanced study.

Many other universities do not offer Latin, Greek, or Classics at all. This includes larger state universities (e.g., Emporia State University, Pittsburg State University), smaller private institutions (e.g., Baker University, Newman University, Ottawa University, Bethany College, Bethel College, Donnelly College, Hesston College, Kansas Wesleyan College, McPherson College, National American University) and community colleges (e.g., Johnson County Community College and others).

At the high school level, Latin is offered at a number of high schools, primarily in the northeast corner of the state near Topeka, Lawrence, and Kansas City. The Kansas Junior Classical League (KJCL) regularly has approximately ten schools participating each year. The main event is the KJCL Convention, which draws approximately 250 students every April. At the convention, students participate in a costume contest, sight-reading, oratory, heptathlon, an art competition, and of course, the quiz bowl Certamen. Outside the convention, KJCL hosts smaller events throughout the year that normally draw 60-70 students, including an ultimate discus event, coin cleaning, and breakout rooms.

The University of Kansas hosts the Oliver Phillips Latin Colloquium in September, an annual daylong conference for high school and university Latin teachers. The theme for the Phillips Colloquium in September 2017 was “online and hybrid Latin” and featured talks by Mark Damen (Utah State University) as well as Kansas high school and university Latinists. The Phillips Colloquium and the KJCL function as opportunities for collaboration in the Kansas Classics community every April and September.

CAMWS Membership

As this is my first year as state Vice-President, I have not made much attempt at broadening CAMWS membership or expanding interest in CAMWS scholarships beyond its current state, though I aim to do more in this regard next year.

Problems and Challenges

The main issue currently facing Latin and Classics education in Kansas is the state budget of Kansas. Almost all Latin in Kansas is taught at public institutions, either at high schools or state universities, and statewide budgets affect the sustainability of local Latin programs. For the most part, the programs remain steady, though there have been a few concerning developments. For example, the Latin programs at the two public schools in Lawrence KS are now taught by a single teacher, Zachary Puckett, whose daily commutes between the two crosstown locations support Latin at both schools. Other teachers report being worried about the long-term sustainability of their programs or the potential of being converted to part-time faculty.

Success Stories

While there are budget problems in the state, not all is negative. I would like to highlight two success stories from the past year or two, one at the university level and one at the high school level. Ben McCloskey (KSU) reports that over the past four years he has doubled or tripled enrollments in Latin and Classics at the university, from 383 credit hours (2013) to 818 credit hours (2017). As a point of comparison, Latin/Classics was the third largest language at KSU by enrollment hours in 2017. Enrollments is not the only marker of the program's success: KSU approved a new minor in Classical Studies (2016), and was able to support four teaching assistants for the Medical Terminology course and two adjunct-taught courses (2017). McCloskey attributes the program growth to his constant and ubiquitous recruitment efforts: collaborating with student advisors, meeting with department chairs from related disciplines, giving talks at student clubs and organizations, participating in first year seminars and the Primary Text Certificate program, etc. A large part of McCloskey's recruitment strategy attacks a basic problem that is by no means unique to his university: by his estimation, about half the faculty and students he met were unaware that KSU even offered Latin. McCloskey's outreach attempts serve a number of functions: informing students and those who guide them (faculty, advisors) about Latin, relaying the benefits of studying Latin, and affirming that Latin can offer a supportive and friendly liberal arts experience at a large state university.

The second success story comes from Lee Dixon, the Latin teacher at Shawnee Mission South in Overland Park, KS. Dixon, noting a lack of student engagement with the traditional grammar-translation textbook approach, has been developing his own introductory Latin curriculum for the past two years. Dixon favors an active approach to learning Latin; when I observed his classroom in February 2018, students in Latin I and II were actively speaking, writing, listening and reading Latin (e.g. a skit about a Roman family conducted entirely in Latin; "snap drills" - a series of oral Latin compositions that reinforce a particular grammatical concept; and "micrologs" - an activity where students listen to and write sentences in Latin that accompany a series of illustrations). The quality of student engagement in the classroom was high, as demonstrated by the fact that students were constantly *thinking* in Latin.

These instructors are dedicated to their programs and to developing Latin and Classics, and they have expended monumental effort in achieving these goals. Given the problems facing our field, I think that any increase in student awareness of Latin and student engagement in Latin will help Classics move forward. The best part about McCloskey and Dixon's efforts are that they can be adopted piecemeal by any Latin or Classics instructor. One can take action to build one's program, for example, by reaching out to the student advising center to explain new course offerings in Latin or Classics, or by incorporating an active exercise like snap drills into a Latin classroom. These methods, which make Classics more engaging and fun, are instrumental in our attempts to improve Classics for the future.

State of Missouri

Reported by Amy L. Norgard, Truman State University

The year 2017 has been a very challenging one for Classics in the state of Missouri. Below is a further explication of the program reviews currently underway in higher-ed programs across the state (including a discussion of the possible closure of the MA and PhD programs at the University of Missouri-Columbia), a brief discussion about the state of teacher certification, and news on the revival of the Missouri Classical Association. As the compiler of this review, I apologize that this report is being submitted past the due date.

Budgetary Challenges and Public University Program Reviews

In summer 2017, the Missouri Department of Higher Education (MDHE) initiated a review of low-enrollment programs throughout the public university system in Missouri. The last MDHE review took place in 2010, and the timing of this most recent review coincided with Governor Eric Greitens' proposed budget cuts to higher education. According to MDHE, "low-enrollment" programs translates to fewer than 10 graduates per year at the undergraduate level who have declared a 1st major with the program in question, or 5 graduates as the master's level. As a result of these criteria, many Classics programs from Missouri public institutions of higher education were called upon to write program justifications – including the University of Missouri-Columbia, Missouri State University, and Truman State University. I have appended the justification that Truman submitted as a sample of the type of information MDHE was seeking (such as evidence of productivity, and evidence that the program in question is integral to the institution's mission statement).

The results of these reviews have been devastating. Based on the recommendations of the MDHE reviews, Missouri State is dropping its BA Classics-Latin, and the upper administration at Missouri-Columbia is currently considering the closure of the Classics MA and PhD programs. Truman's BA Classics program was deemed safe, with the likelihood for another review within the next three years. A letter campaign is currently underway to provide evidence of support for Missouri's Classics program, promoted largely by CAMWS. Dr. Anatole Mori, Chair of Classics at Missouri-Columbia, has been integral to mounting a program defense and is hopeful for a positive outcome of this review. As Dr. Mori explained to me, the program defense will include proposed structural changes to the degree requirements; consolidation of degrees (such as no longer offering a separate master's track for both Latin and Greek); boosting enrollments by having more courses in which both undergraduate and graduate students are enrolled (with requirements commensurate with the student's level); and voluntarily eliminating other low-performing features of the program, such as the Ancient Studies minor for undergraduates. Furthermore, Missouri-Columbia has already been taking strides toward improving their enrollments: in Fall 2017, the newly-created Department of Ancient Mediterranean Studies was launched, which now houses both Classics and Classical Archaeology under the same roof. Largely as a result of this consolidation, the graduate pool at Missouri-Columbia is at 20 students as of February 2018. By consolidating their programs within this new department, Classics at Missouri-Columbia has demonstrated its dedication to program longevity and flexibility in the eyes of budgetary constraints and changing trends in student populations. Unfortunately, the MDHE review did not take into consideration this

program consolidation when making their recommendation, and thus marked the program as a candidate for elimination. Ultimately, however, decisions about keeping the program rests with the administration and Graduate College at Missouri-Columbia. So, with the current strides being made with Missouri's recent program consolidation, and with the proposal for further emendations to the degree and program requirements, and with the outpouring of letters supporting Classics at Missouri, I agree with Dr. Mori that there is reason to be hopeful.

I am interested in seeing the long-term results of Missouri's consolidation and future plans for cutbacks; it could become a model for other Classics programs in the state to follow as the threat of budget cuts continues into the next year. We here at Truman have been considering consolidation of Spanish and French stand-alone majors into a common "Modern Languages Major," for example; Classics has been asked to join the languages consolidation, but as of now we have no plans to do so. Nevertheless, we are looking to Missouri-Columbia for further evidence of how a stand-alone Classics program can survive in the current budgetary climate. With a proposal from Governor Greitens to cut public university funding an additional 7.7% by the end of this fiscal year, it does not look as though these budgetary issues are going away any time soon. We in Missouri need to be prepared to make changes to our programs in order to save them – much like Missouri-Columbia has done and is currently doing.

Teacher Training in Missouri

In last year's report, I indicated that there are only two programs that offer Latin certification in the state of Missouri: Missouri State and Washington University at St. Louis. This fact is still true, however with Missouri State recently eliminating their Classics-Latin major, I am concerned that the certification program may be targeted next. There has not been any change in the certification requirements since I last reported that Missouri's Department of Elementary and Secondary Education (DESE) has left Latin certification out of its revised matrices and that it has adopted no content exam for Latin. Nevertheless, there are currently two students enrolled in these certification programs – one at Missouri State and one at Wash U. I am still bewildered as to how DESE does not officially recognize the requirements for existing certification program and candidates; yet my contact in education at Wash U, Dr. Ron Banfield, assures me that it is still possible for candidates to earn the certification, despite the lack of criteria articulation.

The Society for Classical Studies (SCS) recently contacted me to add information about Missouri certification to their nation-wide report about the current state of certification training. They have produced a very large document with all of the states reporting about their teacher training requirements; although, as far as I know, this was just information gathering and I am not sure what next steps are to be taken from here. It is good to see that the SCS is taking an interest in the preservation of Classics at the state level, and about which I have been in contact with the newly-appointed Missouri representative for SCS, Dr. Tom Keeline, Asst. Professor of Classics at Wash U. We both agree that clarifying the paths for certification in Missouri is

imperative to keeping Classics students in Missouri so that they can be poised to take over Latin teaching positions at the high school level as they are vacated.

Continuing the Revival of Classics through the Missouri Classical Association (MOCA)

At the time of my last report in February of 2017, the revival of MOCA was in its nascent stages and we were preparing to host the first MOCA conference in 10 years. I am very happy to report that MOCA has since held two workshop-meetings at the Columbia Independent School in Columbia, MO. We have had an amazing response to the revival of MOCA, with participants and attendees from across the state and from secondary and higher education; we held a successful undergraduate and graduate research panel as well. I have appended the schedule from our Fall 2017 meeting, which featured keynote addresses on differentiation by local Latin teacher Jim Meyer of Rock Bridge High School and Special Education teacher Sarah Primmer of the Columbia Independent School. I have been co-planning the Fall 2018 MOCA meeting with Mr. Alex Terwelp of Columbia Independent School and Dr. Anatole Mori of Missouri-Columbia; it will be hosted by the Department of Ancient Mediterranean Studies on the campus of Missouri-Columbia in Fall 2018.

Furthermore, in October I was invited to attend the meeting of the Illinois Classical Conference where I was able to experience the inner-workings of a more established state-level Classics organization. I came back from that experience with some ideas about how to recruit for Missouri's future meetings, and plans for potential collaboration between our state organizations. It was also refreshing to see that even an established state organization encounters challenges with attracting attendees from all corners of the state – a problem that Missouri still faces.

Additional Information, In Brief

- Dr. Tom Keeline applied for and received a CAMWS grant to begin producing an oral Latin podcast that will feature speakers of oral Latin and that is oriented around oral Latin in the classroom and academics. He anticipates his podcast will take Latin podcasting into new areas, and I think it could potentially create an opportunity for dialogue between Classics programs within the state.
- Washington University reports that, although tuition remission is still in play, this year their stipend funding is at its worst-ever level for Master's and PhD level students in Classics. Budgetary cuts demanded by the Graduate College at Wash U are cited as the culprit.
- Dr. Amy Norgard (myself) from Truman State University was awarded a Missouri Campus Compact Mini-grant for funding a service project in which undergraduate Classics students teach Latin to local fourth grade students.
- The Missouri Junior Classical League plans to meet for its annual convention on April 20-21 in Columbia, MO.

Attachments (see conclusion of Plains Region report):

-Truman State University's Response to the MDHE Review

-Program for the Fall 2017 Meeting of the Missouri Classical Association (MOCA)

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. 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 lecturer) 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 fourth year of teaching Latin as a language credit course.
 - Grace University in Omaha teaches New Testament Greek this year, but will be closing its doors permanently as an educational institution at the end of this academic year.
 - 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, Marian 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.

Both the University of Nebraska in Lincoln and Creighton University in Omaha continue to offer Latin and Greek to undergraduates. The University of Nebraska at Lincoln continues to enjoy a robust program of undergraduate classics majors. The department has six full-time Latin and /or Greek teachers with five tenured professors and one lecturer. The changing status of the classics department at Creighton University is a cause for concern which is addressed later in this report.

The permanent closing of Grace University came as no surprise given its decline in the number of students enrolled over the last few years.

Marian high school in Omaha is no longer allowing incoming freshmen to sign up for Latin. The administration of the all-girls Catholic school made a decision last year to offer Chinese instead of Latin. The Latin teacher at the school also teaches theology so that, as the number of Latin students drop each year, he will teach more theology classes.

Creighton Prep will be hiring a new full-time Latin teacher this spring as one of its two full-time Latin instructors will be retiring at the end of this academic year.

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

- The Creighton University classics honor society, Eta Sigma Phi, on January 20th, 2018 held its 9th annual Mock Certaman for Latin students in the Omaha area. About 50 Latin students from four different high schools participated. The person most responsible for the success of this event was Hannah Pulverenti, the president of Eta Sigma Phi at Creighton University.
- The Nebraska Junior Classical League held a Winter Welcome event for high school Latin students on December 2nd 2017. It was designed as a day of fun and games for Latin enthusiasts. It was hosted by Bellevue East High School, and several area high schools and home school groups participated. The person most responsible was Elizabeth Beman, the current NJCL state chair.
- The Nebraska Junior Classical League plans to host its annual state convention and competition on April 29, 2018 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.

3. What dangers (if any) do you see to programs in your area in the next year?

- Although there would seem to be no grave threats to the existence of programs in the higher institutions of Nebraska, there continues to be a concern for the trimming back of programs by reducing the number of faculty members and a shifting of emphasis. This is particularly a concern at Creighton University where the Classics Department at Creighton has been downgraded from a department to a program and moved to being a program housed in the Fine Arts department. That means that the department chair of classics is now a program coordinator. As the program coordinator, Martha Habash is the only tenured philologist at Creighton University. They have made a commitment to hire an adjunct on a year-to-year basis to help her cover the Greek and Latin classes offered, but without a tenure-track professorship, it will be difficult for her to sustain the program on her own.

- The decision by Marian High School is indeed regrettable, but much more complicated than it might appear. The current Latin teacher himself asked us not to protest the decision.

State of Oklahoma

Reported by John Hansen, University of Oklahoma

Latin education in Oklahoma has held its ground this year. What could have been a disaster—the loss of at least 10 secondary-level teachers at the end of last school year—was averted when an equal number of teachers stepped in to succeed them. This is remarkable. Since the number of prospective Latin teachers from OU has been low, Oklahoma must often rely on teachers from other states to fill vacant positions. Fortunately, that seems to have happened. The news is not as positive for the state’s college-level programs, three of which closed.

High Schools

Oklahoma technically lost no secondary Latin programs this year. Three programs that have been difficult to verify (Christian Heritage, Crossings, and ECHO Homeschool Extension) have been removed from my directory, which accounts for the lower total number—now 33.

Public = 17* (*same*)

Parochial/Private = 13 (*down two*)

Charter = 2 (*same*)

Home School Networks = 1 (*down one*)

**Last year’s count did not include the two public school programs (Booker T Washington and Shawnee) that were closing at the end of the 2016-17 school year.*

Although many of our young teachers said good-bye to the classroom, two former Latin teachers (Jacquie Carr-Lonian and Terry Whenry) rejoined us. A large number of the open positions were in private/parochial schools, which—for various reasons—are easier for principals to fill than those in public ones. A few Latin programs have actually grown. Regent Preparatory in Tulsa added a teacher, and Anne Bradford reports that *each* Classical Conversations home group (there are more than four throughout the state) offers Latin. The number of Greek programs—three—seems to be constant. AP Latin is also growing. The schools on last year’s report were Casady, Cascia Hall, Edmond Santa Fe, Holland Hall, Norman High, Regent Preparatory, Southmoore, Westmoore, all three Putnam City high schools; four of these have reconfirmed, and perhaps all still offer AP. I neglected to include Bishop McGuinness and Jenks (*mea culpa!*) in last year’s list. Edmond Memorial, Edmond North, Heritage Hall, Norman North, and Edison Preparatory all report they will have AP Latin students next year. That could bring the total to 18 schools—more than half of the programs in the state! As always, we must congratulate the teachers that manage to juggle this very demanding curriculum with all their

other responsibilities. Former Muskogee teacher Melony Carey convinced Advanced Placement and the University of Tulsa to host an AP Latin Workshop this summer; it will be held on that university's campus from July 9 to 12. One of our hard-working AP teachers, Erin Davis, was chosen as Teacher of the Year for Norman High School and will now compete at the district level. Well done!

Membership in Oklahoma Junior Classical League is still healthy, thanks to the enthusiasm and hard work of its state sponsors, Rachel Dowell (McGuinness), Briana Titus (Casady), and Sarah Whipple (Jenks). There were 518 members at the time of last year's state convention. As of February 13, 2018, 495 members are already registered in 14 different chapters. (NJCL no longer provides this or national convention results on its website, so we rely on information from our state sponsors.) Last March, 865 Oklahoma students took the National Latin Exam, representing 28 separate institutions, including OU; there were 2 perfect papers. On March 24 and 25, Julie Grissom hosted the Spring OKJCL Convention at Southmoore, with 180 delegates from 11 schools. Oklahoma participated in the National Junior Classical League Convention, held this year at Troy University in Alabama, from July 24 to 29, with 19 students, 3 sponsors, and 2 Senior Classical League chaperones, a slightly smaller delegation than in 2016. Bishop McGuinness, Edmond North, Edmond Santa Fe, Jenks, and Norman North were especially active chapters. Their students participated in activities throughout the year, including a Certamen meet at McGuinness (10/30/17), the third annual Fall Forum at Jenks (11/11/17, 50 students), and a follow-up Certamen at Norman North (1/12/18). Cheryl Walker-Esbaugh organized the 28th annual OU Classics Day at the Memorial Union on Wednesday, November 15; it drew 418 students from 16 schools. At the event, OKJCL raised funds for the Infant Crisis Center.

Oklahoma teachers took advantage of various opportunities for professional development. Rachel Dowell points out that these are more numerous than those for Latin teachers in other states. Our close network enables helpful communication and collaboration beyond formal workshops. The usual Oklahoma Foreign Language Teachers' Association (OFLTA) Spring Conference was preempted by a regional one, Southwest Conference on Language Teaching (SWCOLT), which was held in Oklahoma City from March 2 to 4; four Latin teachers attended. In late April, six worked with Pearson and the Oklahoma Office of Educational Quality and Accountability to make slight modifications to the new Oklahoma Subject Area Test for Latin (more on this below). On July 18 and 19, Rachel Dowell organized two work days on the OU campus devoted to the AP curriculum and OKJCL tests; eleven teachers participated. The Fall OFLTA Conference at East Central University, September 30, also attracted a healthy number, 8 teachers from across the state. Rachel Dowell and Stephanie Molchan both gave presentations. Best of all, Rachel Dowell was named OFLTA Teacher of the Year that same day. Rachel has been a gift to the discipline—her intelligence, energy, and good will have given Latin new life in the state. We are truly fortunate to have her.

Colleges

Gone are the days that multi-talented faculty, hired by Departments of English or History, are able and encouraged to teach courses in World Languages. When Dr. Brenda Honeycutt (Cameron) and Dr. Joseph Faulds (Northeastern State) retired this year, their classical language courses went with them. Tulsa Community College also dropped its online Latin classes after the passing of its longtime instructor, Bob Smith. We lost a Classical Culture colleague, Marcel Brown, when St. Gregory's suddenly closed last December. There is good news, however. The University of Central Oklahoma has hired Dr. Jerry Green to teach Biblical Greek and Classical Philosophy for its Department of Humanities and Philosophy. Dr. Rachael Cullick (Oklahoma State University) and Dr. Bruce MacQueen (University of Tulsa) report that this year they've worked with enthusiastic students enrolled in both Greek and Latin courses. Dr. Jon Arnold, Director of Classical Studies at Tulsa, adds that his department's Classical Studies Certificate Program is the second most popular in Arts & Sciences, with 13 students currently enrolled.

Here is the breakdown of college-level programs throughout the state . . .

Latin only = 1 (*down 2*)

Greek only = 6 (*same*)

Latin and Greek = 4 (*down 1*)

At the University of Oklahoma, classical language enrollments are up slightly from last year. Latin has 182 students this spring; Greek, 23. There are 28 Classics majors. An OU undergraduate and former Norman North student, Katy Felkner, has lifted Senior Classical League, a group for former JCL members, to official organization status at OU. She reports 40 (!) members from throughout the state—OU, OSU, UCO, and Oklahoma Christian—who have helped with JCL activities this past year. Katy's commitment and enthusiasm are very impressive. This summer, one student passed the Latin OSAT; this fall, two. Among 30 or so scholarship applications just submitted to OU Classics & Letters, a stunning 10 of them show students interested in teaching Latin. Although we are not able to offer a dedicated 'Teaching of Latin' course at this time, we will continue to support and work with all these prospective teachers.

CAMWS membership in Oklahoma remains low, 12 members at present. One member is an undergraduate student (Katy Felkner!), two are Catholic educators, and the rest are faculty at OU, OSU, or TU. It is especially difficult to convince high school Latin teachers to join other professional organizations in addition to the American Classical League and their local teacher unions.

Conclusion

Over the past decade, the number of Latin programs in American schools has decreased. This has occurred with all 'traditional' languages, particularly French, in contrast to Chinese and

ASL, which have exploded in popularity. For more information, see the survey conducted in 2014-15 and published in 2017 by the American Councils for International Education . . . <https://www.americancouncils.org/sites/default/files/FLE-report-June17.pdf>

[Note the bias in the title of this online article that synthesizes the American Councils' data . . . <https://qz.com/1163255/language-classes-in-the-us-are-finally-useful/>]

World Languages programs (one-quarter in the past ten years) are disappearing from Oklahoma's classrooms, as reported by Oklahoma Watch. <http://oklahomawatch.org/2017/12/31/world-language-classes-vanish-from-many-oklahoma-high-schools/>

Much of this decline is due to the lack of qualified, interested teachers entering the field. It is difficult to recruit young people in Oklahoma to teaching, it is more difficult to recruit them to World Language teaching, and it is most difficult to recruit them to Latin teaching. Although this is a nationwide problem, Oklahoma's budget crisis has made our own situation even worse. Just this week, the Oklahoma House of Representatives failed to pass a bill that would have funded an increase in pay for teachers. This past summer, the 2016 Oklahoma Teacher of the Year famously relocated to Texas for a higher salary.

One additional factor will complicate our state's search for future Latin teachers. On April 30, 2018, Oklahoma will first administer a new certification test for Latin. Although it includes some practical questions concerning second-language acquisition and pedagogy, it is primarily a high-level literature test that focuses on authors that high school teachers will rarely have the opportunity to teach. It is, I believe, much more appropriate for graduate students deep in their study of literature than for prospective secondary-level teachers. The previous OSAT for Latin had culture questions that were somewhat random, but at least it acknowledged them as relevant to the high school Latin curriculum. All culture questions have been removed from the new test. Grammar, etymology, history, mythology, daily life—all of them are gone. Test takers must be able to correctly read aloud dactylic hexameters, elegiac couplets, hendecasyllabic verse, and Ciceronian periods with almost no preparation time (ACTFL Interpretive Speaking!), and also be able to answer various questions about similar passages from poetry and oratory read aloud to them (ACFTL Interpretive Listening!). In order to accommodate this test, the University of Oklahoma cannot easily add new language courses to its Classics curriculum without eliminating other equally important ones, and the students most likely to pass the test are the ones attracted to graduate studies rather than classroom teaching. Two problematic contributors—the American Council on the Teaching of Foreign Languages (ACTFL) and Boston-area private school teachers—are behind the OSAT, all of which was written in advance by Pearson. Oklahoma Latin teachers could make only a few changes over a two-day period. ACTFL has long been hostile to any discussion of language structure, and each new version of its Standards or Can-Do Statements diminishes the role of culture (history, art, etc.), so central to the Latin classroom. The Pearson test writers are based in Boston, and they turned to nearby teachers—working in a much more rarified environment than ours—as consultants.

A few weeks ago, a new acquaintance—a woman in her seventies—asked me what I did for a living. When I told her I taught Latin, she responded, “I took Latin, many years ago at Bishop McGuinness. I’ve forgotten a lot of it, but over the years it has served me well.” My guess is that she meant, not that conversational Latin had helped her navigate through foreign airports or that ACTFL Can-Do Statements had enabled her to “suspend judgment while critically examining products, practices, and perspectives,” but that a knowledge of Latin words had helped her decipher new words in English and other languages, that practice reading complex Latin sentences had enabled her to more closely read difficult texts in her own language, and that the history, literature, and art she learned about along the way had given her insight into her own culture. Despite the difficulties we face, Latin teachers in Oklahoma still give much of themselves and maintain a positive outlook. Rachel Dowell writes, “We grow people - hopefully good people. My students are curious, funny, at times obnoxious, and often eager to learn. And while teachers don't get paid enough for what they do, we have an incredible job.”

1. Truman's Classics program is Interdisciplinary.

Classics is an interdisciplinary program with its home in the Department of Classical and Modern Languages. The major includes courses from Classics, Greek, and Latin, as well as Art, Music, Philosophy, History, and Communication. Only one Classics course is unique to the major and serves Classics majors exclusively. This one course is staffed as a voluntary overload, making this a reasonably efficient and low-cost program.

2. Truman's Classics program meets a unique need in the region and the state.

There are only three public institutions of higher education in Missouri which offer the Classics major: University of Missouri-Columbia, Missouri State University, and Truman State University. These three programs are distinct and meet unique needs in the state. UM-C emphasizes research and the training of graduate students. Missouri State offers a Classics-Latin degree with no option for studying ancient Greek. In contrast, Truman provides a comprehensive (Greek and Latin), interdisciplinary, student-centered curriculum: our Classics major program provides challenge and continuity for the highly qualified undergraduates at Missouri's only highly selective public liberal arts and sciences university.

We are committed to teaching undergraduates and meeting a need in the state for new language teachers. To that end, the Classics faculty recently designed a new minor called Foreign Language Teacher Preparation to provide initial training for students who want to explore teaching languages. As this generation of language teachers retires, the state will need to train highly qualified individuals to take their place. Truman hopes to do its part to meet that need.

Truman's Classics program also serves high school, middle school, and even elementary school students in the region. Students from Kirksville High School take Latin courses at Truman. At Truman's Joseph Baldwin Academy, Latin has been offered for all but one of the last fifteen years (2001-2015), providing middle and high school students from across Missouri the opportunity to study the Latin language. Students enrolled in the gifted student programs in Kirksville Public Schools have benefited from the expertise of Truman's advanced Latin students who perform service projects teaching Latin and Classical culture to young learners. Our current project for fourth grade students at Ray Miller Elementary was recently awarded a Missouri Campus Compact mini-grant for 2017-2018. This transformational educational experience prepares Truman students to become engaged citizens while also providing language opportunities in north Missouri, an otherwise underserved area of the state.

3. Truman's Classics program supports general education and other programs.

In a typical semester, the Classics faculty (four individuals) offers 13.5 sections of Classics, Latin, Greek, and Junior Interdisciplinary Seminar courses. All of these courses are designated Liberal Arts and Sciences (LAS) and many of them fit within Truman's general education program (Liberal Studies Program or LSP). In the three-year period under review, the Classics program generated an average of 1219 credit hours per year; 1087 of these credits (89%) resulted from courses that contribute to the LSP or BA language requirement.

Since the first MDHE “request for productivity information” in 2010, the Classics faculty has strategically increased the number of Classics offerings designed to draw large enrollments of 30-35 students (i.e. Greek Literature in Translation, Roman Literature in Translation, Greek and Roman Mythology, Greek Civilization, and Roman Civilization). Our course rotation now includes one high enrolling course for every comparatively small advanced or major course.

This chart details the Classics program’s contribution to Truman’s general education:

Language requirement for BA, BS	LATN 150-151 Elementary Latin I and II GREK 100-101 Elementary Greek I and II
Language requirement for BA	LATN 250-251 Intermediate Latin I and II GREK 200-201 Intermediate Greek I and II
Aesthetic Mode – Literature	CLAS 261 Greek Literature in Translation CLAS 262 Roman Literature in Translation
Intercultural	CLAS 205 Topics in Classical Culture CLAS 342 Greek Civilization CLAS 352 Roman Civilization CLAS 363 Women and Gender in Antiquity
Junior Interdisciplinary Seminar	JINS 316 Portrayals of Women: Ancient Greece JINS 379 The Epic Tradition
Writing Enhanced	CLAS 205 Topics in Classical Culture CLAS 363 Women and Gender in Antiquity LATN 450 Latin Prose Composition

This chart demonstrates our contribution to other major and minor programs:

English major and minor	CLAS 261, 262, CLAS 361 Greek and Roman Mythology
Folklore minor	CLAS 361
Foreign Language Teacher Prep Minor	LATN 450
Honors Scholar program	GREK 201, 300, 301, 302, 303 LATN 350, 351, 352, 353, 354, 355, 450
Italian Studies minor	CLAS 262, 362 LATN 250, 251, 350, 351, 352, 353, 354, 355, 450
Linguistics major and minor	LATN 150-151 GREK 100-101
Medieval Studies minor	LATN 251, 352 Post-Classical Latin
Romance Languages major	Latin emphasis requires 3 additional courses

Advanced courses in Greek and Latin benefit students majoring in other disciplines; they give student researchers access to important primary texts in the original languages. This is especially valuable in fields of study such as history, English/world literature, art history, philosophy, rhetoric, history of science, (vocal) music, and religion. For example, Truman’s Classics program has trained many students to read the *New Testament* in the original Greek. The three minors offered within the Classics program (Classical Studies minor, Greek minor, and Latin minor) are likewise excellent complements to major curricula in other areas.

In the same way as the course offerings of the Classics program are purposefully integrated broadly across the Truman liberal arts curriculum, so the four program faculty members demonstrate their commitment to “live the liberal arts” by engaging in responsible campus citizenship and assuming leadership roles that extend well beyond the bounds of their

own discipline. For example, a member of the Classics faculty currently serves as Director of Interdisciplinary Studies, and is the second classicist to hold this position at Truman; another program member recently completed two terms as Chair of the Department of Classical and Modern Languages (2007-2013); classicists represent the Department of Classical and Modern Languages on the Faculty Senate and the Undergraduate Council; and in spring 2016, a member of the Classics faculty was honored as Truman's Educator of the Year.

4. Truman's Classics program is critical to the mission of the University.

The mission of Truman State University is to provide an exemplary undergraduate education grounded in the liberal arts and sciences in the context of a public institution of higher learning. The study of Classics -- encompassing the languages, literature, history, and culture of ancient Greek and Roman civilizations -- has been closely linked to the tradition of liberal arts since its inception. The concept of seven *artes liberales* was developed in late Roman antiquity; it combined a *quadrivium* (four-path) curriculum of arithmetic, astronomy, geometry, and music with a *trivium* (three-path) course of instruction in grammar, rhetoric, and logic. This holistic program for equipping young citizens to take up prominent positions within society assumed proficiency in both Greek and Latin languages as well as familiarity with a wide range of Greek and Latin literature, and itself looked back to the earlier Greek intellectual tradition.

This age-old, unbroken tradition of liberal arts grounded in Classics continues to this day. The top ten "National Liberal Arts Colleges" (as ranked by *US News and World Report*) all feature thriving Classics major programs. We identify Carleton College, Grinnell College, and Washington & Lee University as aspirational institutions. Like them, we strive to balance tradition with innovation, emphasizing interdisciplinarity and transformational experiences (such as service learning) in addition to philology. In this way we are strong advocates of liberal learning (Roche 2010): our curriculum encourages students to contemplate big questions, develop transferable skills (analytical, writing, speaking), and become engaged citizens.

Truman's vision statement explicitly connects liberal learning with service to society:

Educating Students for the Benefit of All: Truman will demonstrate its public liberal arts and sciences mission by developing educated citizens needed to protect our democracy and offer creative solutions to state, national and global problems.

(*Truman Blueprint for Success* 2016)

Truman's Classics program has a distinctive part to play in the realization of this vision by providing crucial historical context for considering contemporary issues of citizenship, leadership, and governmental authority. The Classics program provides the knowledge, skills and pedagogical support required to access the Greco-Roman intellectual tradition, replete as it is with description, commentary, critique, and artistic representation of (among other things) the emerging notion of democratic citizenship in ancient Greece and the lengthy political, legal, and military processes by which the Roman commonwealth developed from a regional city-state republic to a dominant world empire. These opportunities are not limited to a relative few specialists (Classics *majors* and *minors*), but are widely available to Truman students through courses purposely integrated into the curriculum.

Schedule for Fall Meeting of the Missouri Classical Association

Saturday, September 30, 2017

Morning Sessions
Columbia Independent School (Columbia, MO)
1801 N. Stadium Blvd. Columbia, Missouri 65202

9:00-9:40 *Paper Presentations - Latin Literature*

Terence's Fathers in *Adelphoe*, Roman Sumptuary Laws, and *Patria Potestas*

Sarah Crosley, Washington University in St. Louis

Pastoral and Political: The Beginnings of Vergil's Latin Bucolic Poetry

Joe Slama, Truman State University

9:40-10:20 *Paper Presentations - Pedagogy and Digital Humanities*

Bridge Vocabulary Portal: A Tool for Instructors and Students

Zakery Oglesby, Washington University in St. Louis

The Changing Faces of Classical Scholarship in ArCla

Sarah Buchanan, Library and Information Sciences, University of Missouri

Clarabelle Fields, University of Missouri

10:20-10:30 *Break*

10:30-12:00 *Keynote Speakers - Differentiation in the Classroom*

Jim Meyer, EEE Instructor and Latin Teacher, Rock Bridge High School

Sarah Primmer, Learning Coach, Columbia Independent School

Lunch

12:00-1:30 *On your own!*

Recommendations in Downtown Columbia: Flat Branch Pub and Brewing, Broadway Brewery, Shakespeare's Pizza, Main Squeeze Natural Foods Cafe, Thip Thai, India's House

Afternoon Sessions
Museum of Art and Archaeology, University of Missouri
115 Business loop 70 W. Columbia, Missouri, 65211

1:30-3:00 *Behind-the-Scenes Tour of the Museum*

Benton Kidd, PhD, Curator of Ancient Art, Museum of Art and Archaeology

3:00-4:00 *Round Table - The State of Classics in Missouri*

Maegan Cooper, Columbia Independent School
Amy Norgard, Truman State University
Alex Terwelp, Columbia Independent School