

New Trends, New Challenges: Teaching Latin in Secondary School upon Earning an M.A. or  
Ph.D.

The aim of this panel is to raise awareness about both the opportunities and the difficulties that holders of a graduate degree (M.A. or Ph.D.) encounter when they want to switch to teaching at the high school (and/ or middle school) level. Three instructors will share their experience of making the transition; yet they also call for changes to be made at the educational as well as at the administrative level. Points to be discussed include questions such as: How could the M.A. degree of the future look like? Could it have the teacher certification included? What may hiring institutions consider as they are faced with an increasing pool of more qualified teacher-candidates such as those with a degree other than the B.A. (T.)?

Designed to initiate this important discussion, this proposed panel (90 minutes) will start with an Introduction, which provides a brief survey (10 minutes) of the latest data pertaining to job offers and job seekers in the field of Classics. This survey will be presented by the panel's moderator.

Paper #1 (15 minutes), entitled *Doceo, ergo sum: translating the skills of the graduate student into a successful teacher* will provide an example of how and why a Classics M.A. graduate went about to obtain the teacher certification for teaching at the high school level.

Paper #2 (15 minutes), entitled *The Babysitter, the ABD, and the Absent Minded Professor*, will be based on the 15-year experience of the holder of a Ph.D. who has been teaching at the Middle School, High School, and College/ University level. This paper will focus on what needs to be addressed by the classical studies community in order to strengthen the teacher preparation for those who may teach at one or more of these levels.

Paper #3 (15 minutes), entitled *High School Teaching, A Vocation for Classics Ph.Ds*, will discuss some of the barriers that those who wish to make the transition may experience as well as the benefits and trade-offs to this kind of post-Ph.D. career.

The Response (15 minutes) to the preceding four contributions will be provided by a faculty member of a graduate program in Classics on the challenges (as well as opportunities) of teaching in the graduate curriculum and the practicalities to be considered when preparing graduates for teaching in the secondary school system.

The response will also kick off the concluding general discussion (20 minutes) among as well as between the panelists and the audience.