

Building Ties between College and High School Latin Programs

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Abstract

A description of ideas and strategies that have worked among a group of educators in Illinois to foster communication between college and high school Latin programs. Represented are two large universities with active teacher training programs and two secondary schools with well-established Latin programs. Personal connections have been crucial to forming these relationships; regular contact and institutional support have been necessary to maintain them. The models described here can be replicated by other programs.

Keywords

College-school cooperation, Latin teaching, secondary and college level; Latin teacher recruitment and training.

Introduction

It is widely agreed that college and high school Latin programs have much to offer one another and there have been many calls for collaboration. A report published by the American Philological Association in 1991 noted that “the profession [of high school teachers] needs and expects more collaboration from college-level classicists” and concluded, somewhat grimly, “recent years have shown that many college-level classicists have come to realize that we are all in this endeavor together, and that we will sink or swim together” (Davis, 30, 32). There are substantial obstacles to effective collaboration. An article on school-college articulation published in 1998 pointed out that the 3200-member APA included only 100 high-school teachers (data from 1996-7) and, conversely, the 4200 members of the ACL included just over 200 college faculty (Dickison, 139).² Regional and state organizations have been more effective in establishing contact, but there are limits to what can be accomplished through these organizations. Institutional attitudes sometimes stand in the way, or geographic constraints, or simply reluctance to devote time and energy

1 The authors would like to thank Mary Joan Masello, Rickie Crown, Alexandra Vastardis, David Sansone and the editor and anonymous readers for *Teaching Classical Languages* for generously giving their time to share information, ideas, and suggestions to improve this paper.

2 More recent numbers continue this trend: in 2008-2009, just 121 of 3,046 APA members were primary or secondary school teachers (Blistein), while just 246 of 3326 ACL members were college faculty (Little).

to pursuing the uncertain benefits of a not-well-defined type of relationship. Yet both Davis and Dickison describe the advantages of collaboration and provide examples of success stories. Davis notes, “on an individual level there are many examples of productive interaction” (29) and Dickison cites programs at the Universities of Massachusetts at Amherst, Virginia, Florida, Georgia and Maryland (142). This paper describes two other programs that have also found ways of breaking down the barriers. It began as a panel at the Illinois Classical Conference in October 2008. The contributors include two Latin program coordinators from large universities with active teacher training programs, one private and one public, and two teachers from public secondary schools with well-established Latin programs, one large (3800 students) and one small (300 students).

We feel that the best way to address the problem of lack of communication between schools and colleges is to offer concrete models of successful relationships. After years of working together, we have found that what makes institutional relationships succeed is a personal connection: making contacts, building relationships, and deliberately maintaining them. The framework of an ongoing relationship provides continuity to collaborations and offers different benefits than one-time events such as workshops or seminars. The relationships described below are certainly easier when universities and schools are nearby, as our first case illustrates, but it is possible to develop productive professional relationships that do not require either geographical proximity or a large investment of time. Our second case shows a different model, one of multiple relationships between a single college program and several secondary schools. Both cases illustrate how the different levels can complement one another and meet each other’s needs. What is absolutely necessary to the success of these collaborations is (1) regular contact, whether informal or through recurring events or programs, and (2) institutional support, specifically recognition from administrators and colleagues that these efforts are valuable, beneficial, and worth the accommodations necessary for their success (e.g., providing venues; approving requests for professional absences; or arranging for appointments, such as director of undergraduate studies or Latin program coordinator, to continue long enough for these relationships to develop). Modest funding has also been required; some of this has come from external sources (grants, gifts). Useful, but not essential, preconditions include a local or regional organization with regular meetings, people with ties to both educational levels (e.g., alumni who have gone into teaching or pre-service teachers in teacher training programs) and physical proximity of schools and colleges. As these conditions are by no means unique, we believe that these models can be replicated elsewhere.

Case #1: Northwestern University and Baker Demonstration School

The first model is a specific program that has been developed between a university and a nearby school. Northwestern University has been collaborating with Baker Demonstration School, a private preschool-8 school in the Chicago area, since 1995, when the lead Latin teacher at Baker (Rickie Crown) contacted the Director of Undergraduate Studies in the Department of Classics at Northwestern University (Jeanne Ravid). Baker was looking for part-time assistant teachers who could help the Latin teachers in the classroom. Northwestern enthusiastically began the collaboration, which is now in its thirteenth year.

DESCRIPTION OF THE PROGRAM

Northwestern has sent students to Baker nearly every year. When the Latin Work-Study position is vacant (it may be held repeatedly), an advertisement goes out in May. Students apply on their own initiative; no one is pressured into taking part in the program. No formal training is required, but only juniors and seniors who have already had two years of Latin in college or shown equivalent proficiency are accepted. They are carefully selected by the Director of Latin Instruction (Francesca Tataranni, now the main contact for Baker), with faculty assistance (Daniel Garrison and Jeanne Ravid). Selection criteria include intellectual and personal skills, as well as the motivation and commitment for this kind of experience. Tataranni personally takes the successful applicant to Baker for an introduction to the school and the teachers, to make sure that the student knows exactly what the job is and whom (s)he will be working with. Student assistants receive an hourly wage from Baker, paid out of a special fund from a generous donation.³ Transportation costs are minimal, since Baker is only ten minutes from Northwestern by train, but students are responsible for these. The faculty do not receive special compensation or release time but are able to include this program in their annual report of professional activities. Tataranni donates her time and skills because she believes that this experience is invaluable for Northwestern undergraduates.

The student teaching assistant works part-time, two or three times per week, for a couple of hours in the morning. The primary responsibilities are to work with sixth, seventh, or eighth grade students before and during class, to collaborate with the other Latin teachers in planning and running classes, and to perform basic administrative tasks. The Baker teachers try to arrange a common “department” planning time which they use to mentor and orient the teaching assistants to the program and their role in the classroom. If students are particularly skilled, they also contribute to the design of new materials and lesson plans. On two occasions there have been ten-week periods in the winter during which the teaching assistant served as a substitute for one of the teaching associates. In addition to the tasks described above, the responsibilities of the assistant during this period included leading a small pull-out class, a group of four or five students who need special attention (new students, students who need to be followed more closely, etc.).

During the 2008-2009 academic year no Northwestern student applied who fit the criteria for the position, so Baker reached out to Loyola University of Chicago for that year’s teaching assistant. Loyola applicants were also considered for the 2009-10 school year.

A number of recent changes at Baker Demonstration School have cast some questions about whether and how the Latin Work-Study program will continue. The generous supporting donation has run out and will not immediately be renewed. In addition, Baker’s teaching staff has undergone significant changes. The new lead Latin teacher at Baker (Alexandra Vastardis) is interested in continuing the relationship, but to what extent has not been determined yet.

BENEFITS OF THE COLLABORATION

The relationship has had advantages for both sides. For Northwestern Latin students, the collaboration has been a very valuable extra-curricular activity. It provides an opportunity for undergraduate and graduate students to get hands-on experience teaching Latin in middle school. This kind of supervised practical experience is consistently rated as one of the most beneficial aspects of teacher training programs. In a study of foreign language teachers in Georgia, student teaching

³ The donor, Garth Graham, M.D., is an alumnus of Baker and a strong supporter of Latin. His mother was a Latin teacher.

“was mentioned most often as the most helpful component of teacher training... Generally, respondents felt a need for more time spent in front of K-12 students, beginning early in their academic careers and perhaps ending with a full year in an authentic K-12 classroom setting. Future teachers need more hands-on activities and contact with experienced teachers through extended observations, group planning periods, and mentoring” (Cooper, 43)⁴ The Northwestern-Baker program exemplifies the kind of internship also called for in Schulz to improve foreign language teacher training (518).⁵ In addition, familiarity with local curriculum standards is one of the *Standards for Latin Teacher Preparation* recently approved by the ACL and APA (Standard 2.a). One of the best ways to accomplish this is through exposure to local programs.

Although the students who teach at Baker do not receive credit from Northwestern, they do put this experience on their resumes and many have received letters of recommendation from Crown and Tataranni. The program has been particularly helpful for recruiting and training new Latin teachers, since it is ideally suited for students who are interested in the field of education and want to explore it further. It has been successful in producing teachers. Three students who served as teaching assistants at Baker Demonstration School during their undergraduate career at Northwestern have completed or will soon complete an M.S.Ed. program and are now teaching Latin in the Chicago area.⁶ One was actually intending to become a lawyer but changed her mind as a result of her teaching experience at Baker.

Baker has benefited because the university students have turned out to be terrific teachers. They have helped Baker’s teachers develop curricular and extra-curricular activities which have proved extremely successful.

Northwestern also coordinates events to promote Latin teaching at the pre-college level among its own Latin students. There are, for example, round table discussions about career prospects in Latin teaching. Instructors from local schools are invited to Northwestern to talk about their experience as Latin teachers, discuss the current job market, and explain training requirements and qualifications. In addition to learning about apprenticeship opportunities, undergraduates are also introduced to M.A.T. and M.S.Ed. programs at Northwestern and other American institutions. Northwestern uses its connection with Baker to help create and support a kind of networking which can concretely benefit students and teachers at different levels of Latin instruction.

4 Latin teachers were among those surveyed. Cooper also notes that “*ACTFL/NCATE Program Standards* (2002) state that foreign language teacher development programs need to promote the development of foreign language proficiency as a primary goal, to include field experiences prior to student teaching that incorporate experiences in foreign language classrooms, and to offer candidates opportunities to participate in study abroad programs and/or intensive immersion experiences in a target language community” (44). These findings were recently confirmed in a study of Italian teachers (Antenos-Conforti, 551.)

5 “The various collaborating units must also increase the amount of high quality, supervised field experiences for prospective teachers. Teachers have consistently rated such practical experiences among their most valuable preparatory experiences. They could include full-or part-time, paid internships or practica for a minimum of 1 year, where candidates for FL teacher certification can observe, practice, and develop effective teaching skills with the guidance and under the supervision of experienced professional educators. Such paid internships could serve to enhance the learning for pupils, relieve teachers of some of their routine duties, and provide valuable insights and skills practice for the teacher to be.”

6 Nava Cohen teaches Latin in grades K-6 at Decatur Classical School in Chicago; Alexandra Vastardis is now the lead Latin teacher at Baker Demonstration School; and Mina Marien is finishing her M.S.Ed. at Northwestern while working as an associate teacher at Baker.

The Northwestern-Baker program has worked because of an ongoing commitment by faculty and teachers on both sides, effective screening to ensure the right match between assistants and Baker teachers and students, the close proximity of the two schools, the financial support of a generous donor, and strong support from colleagues and administrators at both institutions.

Case #2: University of Illinois at Urbana-Champaign and Illinois K-12 Latin Programs

The second model is of multiple relationships between a single college program and a number of schools located in different areas. These all started with personal connections created through contacts with alumni, meetings of the Illinois Classical Conference, or other area events. Part of the reason for pursuing these was a new teacher training option created in April 2005 to allow graduate students to add certification to the M.A. in Latin or Classics, M.A.T, or Ph.D. degrees.

This was an important addition to the existing B.A. in the Teaching of Latin (B.A.T.) because all of the Latin teachers the department was producing were coming out of the graduate program. There is in fact not a single record of a student completing a B.A.T. in Latin in the Foreign Language Certification Database, which goes back to the 1990's. On the other hand, three M.A. students have graduated with certification since the new program started in 2005, three others have elected to go into teaching without certification, another has started a publishing company for Latin teaching materials, [Prelum Press](#), two students are currently in the certification program and another will be starting this year. It is likely that the M.A. will continue to be the preferred degree for teaching. Only one of the three undergraduates who are currently planning to become Latin teachers is considering a B.A.T.

The advantages of a master's degree are substantial. Students are much better prepared in the subject. Most M.A.T. candidates at Illinois actually switch to the more demanding M.A. in Latin, which includes a translation exam based on a reading list (all of the graduates mentioned above completed an M.A. in either Latin or Classics). As teachers, they are much less likely to have difficulties teaching all levels of Latin right from the beginning—one of the “grab bag” of problems identified by Davis (15). They also receive far more supervised, preservice teaching experience, since they teach for two and a half years before their practicum. Courses taught include mythology, Latin 101 and Latin 102, and sometimes Greek or Roman civilization and Latin 103 or 104. Teachers-in-training are given priority in the assignment of Latin teaching and are financially supported through their [certification requirements](#), which typically add a third year to a master's degree.⁷

DESCRIPTION OF THE PROGRAMS

The University of Illinois Classics department has developed relationships with a number of Latin programs. As at Northwestern, these are separate from arrangements made by the Foreign Language Teacher Education Program (which handles certification), although they complement it and certainly enrich the education of preservice teachers. Classics does not, for example, admit students to the certification program or arrange for certified tutoring, early field experiences or

⁷ Students must be in residence to apply to the certification program, which adds eight additional courses, 50 hours certified tutoring, 96 hours of early field experience, and a 10-week practicum.

practicum placements. It does work closely with this program, sending members to serve on its admissions and advisory committees, advising graduate students in the program, consulting about students already in the program, and inviting representatives to take part in NLTRW events. And it is grateful for early field experience opportunities and practicum placements that make the Latin certification program possible. At University Laboratory High School (“Uni”), The High School of St. Thomas More, and Danville High School, teachers (Krisanna Zusman, Eleni Sophronis, and Sharon Hall, respectively) have generously shared their knowledge and experience with teachers-in-training. Students preparing to enter the teacher education program have also completed required early field experiences in Latin at Uni and St. Thomas More.

University Laboratory High School

The university has always had a close relationship with its affiliated high school, University Laboratory High School, a publicly funded competitive enrollment school on the university campus. The current Latin teacher (Zusman) is an Illinois Classics alumna, and Classics faculty pay regular visits to her Latin classes. This practice was started by the previous teacher (Mark Drevlow) who organized a “Latin Day” in March 2005 in connection with National Latin Teacher Recruitment Week. Illinois faculty (Latin Program Coordinator Ariana Traill and professors Maryline Parca and Eric Hostetter) spoke to an assembled group of over one hundred Latin students, including students from Danville High School and Home Hi (now [Campus Middle School for Girls](#), a private school located on the university campus). Presentations included Hostetter’s slides, stories and memorable quotes (“Archaeology is destruction!”) about excavating on the Palatine Hill in Rome; Parca’s explanations of how and why Romans inscribed documents in stone, including inscriptions with easy enough Latin for beginners to read; Traill’s talk about “Latin as a Career”; and her presentation on Roman clothing and daily life. Students who volunteered for the latter were dressed as a slave, a soldier, a matron and a Roman bride (in this case, a transvestite bride, in the tradition of Plautus’ *Casina*), while Traill explained what each item was, how it would have been made, and what life might have been like for the person who wore it. The Home Hi students presented Latin skits and the event concluded with chariot races in the school gymnasium. Traill’s clothing and daily life presentation has since become an annual event, and she is working to involve teachers-in-training in future visits and to develop programs of this type further afield.⁸

Other Area School Programs

The Classics department makes a point of maintaining ties with local schools, which most frequently request instructors. Classics facilitated placing then-graduate student Zusman, for example, in Home Hi, where she taught Latin while she was completing her master’s degree (before going on to a permanent position at Uni). Graduate students and alumni have taught for the last seven years at [Countryside School](#), an independent, non-profit, K-8 school offering Latin in grades four through eight (and as a mandatory class in grades four and five). Graduate students and an alumnus also covered Zusman’s Uni Latin classes during two leaves. The department adjusted the graduate students’ teaching assignments so they would be able to do this and negotiated with the

⁸ For example, in Fall 2009 she gave an after school presentation to the Classics club at St. Thomas More school, and she and alumna Latin teacher Adrielle Stapleton visited the Latin students at [Pekin Community High School](#) in connection with the Illinois Junior Classical League convention. Traill gave a presentation on “Food in the Ancient World” and Traill and Stapleton served as judges. This grew out of a contact made at an Illinois State Board of Education Passing Score conference in August, 2004, and renewed at annual meetings of the Illinois Classical Conference.

school about compensation, so that they were not penalized for taking on this assignment. The department has also handled requests for substitute Latin teachers at Uni, St. Thomas More High School and Campus Academy (an experimental program for African-American boys that ran in 2006-7). The schools have found that Classics graduate students make excellent teachers. Zusman, for example, prefers substitutes from the Classics department because they mean she can create a lesson plan that will help her students continue their progress in Latin. Not only are these instructors good Latinists and experienced teachers, but several also have experience at the pre-college level from Uni, Countryside and other schools. This means there are available substitutes who have completed the criminal background checks required by many schools, either for an early field experience, or because they have taught in a local school, or for other reasons (one current student, for example, is a member of the clergy). These arrangements would not be possible without the connection to the university and they have been easier to make because of ongoing ties. Faculty and students know Zusman and may have even visited her classes: they know what textbook she uses, the pace of the class, and what is expected of a substitute instructor.

MAKING CONTACT

The department has made a point of tapping existing connections, especially alumni who have gone into teaching. Most Classics programs have graduates who have become teachers, but those which offer B.A.T.'s or M.A.T.'s have much larger potential networks. Local events have been another way to make contact with teachers. The "Latin Day" event at Uni described above is one example. Teachers also have attended lectures and meals with visiting speakers at the university (described below). Most learn about these events through online postings or email lists, to which alumni and community members may subscribe, but Classics also contacts individual teachers about special events that may be of interest to them. Regional meetings have also been useful for creating ties. Members of the Classics department regularly attend meetings of the Illinois Classical Conference and often bring students in the teacher training program. The department sent a faculty member to an Illinois State Board of Education Passing Score Conference, in August 2004, specifically in order to make connections with high school programs. This was also part of the reason for hosting the Illinois Classical Conference in October, 2004. Faculty and students have also attended national events, such as the ACL or the NJCL.⁹

MAINTAINING TIES: SHARING MATERIALS AND EXPERTISE

The Classics department has found other ways to be a resource to Latin teachers and their students. Both local and visiting teachers have also taken advantage of the university's print resources. Illinois boasts the largest public university library in the country and the Classics department maintains an extensive collection of teaching materials. It can be useful to have all of the major Latin and Greek textbooks in one place for comparison – everything from the venerable Henle's *Latin*, published in the 1940's, to [*Latin for the New Millennium*](#), and from Latin I through advanced placement. Students in the teacher training program use the collection to familiarize themselves with commonly used texts and to test out materials in their own Latin classes. New teachers have consulted the collection to make decisions about textbook adoptions, as have a

⁹ Funding for these activities comes from multiple sources. There is a small departmental sum for faculty members or graduate students to attend conferences (slightly more, if they are presenting a paper), there are sources of funding on campus, and some conferences offer their own support.

number of home-schooling parents. Even veteran teachers drop by look at a new AP text or a reference work, or to consult with faculty about recent and upcoming publications they may know about from conferences or contacts with publishers. The department also makes its list of tutors available to teachers, students and parents in the community. This has been especially useful to home schooling parents who want their children to learn Latin but did not study it themselves. Not everything needs to be face-to-face. The Classics department regularly handles queries from teachers and community members by phone and email about the Latin language, Latin literature and Roman culture. Recent graduates who have gone into teaching have also requested access to the program's on-line archive of teaching materials for LAT 101-104, a modest collection compared with such outstanding resources as the [LatinTeach](#) site and [blog](#), or [Quia](#), but useful for textbook-specific and supplemental materials.

Visiting Speakers

Another way Classics maintains ties with area teachers is through its visiting speaker series. See Appendix I for a list of recent speakers. In addition to its regular program of talks on the languages, literature and history of the ancient world, this series includes at least one lecture each year on a topic related to the teaching of Classics.¹⁰ Teachers are regularly invited to speak, and efforts are made to schedule these talks at convenient times, to notify area teachers about them in advance, and to give them an opportunity to meet with the speakers informally for coffee, lunch or dinner.

Classics faculty all take an active interest in teaching. Different faculty members have taken responsibility for inviting, hosting and identifying funding for speakers on pedagogic topics. Most of these visits have come from personal connections formed at conferences or institutions where faculty have studied, worked or visited. Speakers from secondary schools sometimes must arrange permission to take a professional absence, but area teachers have often managed to attend departmental events before or after school hours or during preparatory periods.

Teaching Methods Class and NLTRW Week

The department also maintains ties with high school teachers through two important recurring events: a teaching methods course (CLCV 550, "Introduction to the Teaching of Classics", a required course for all Classics graduate students) and a pizza lunch held every other year during National Latin Teacher Recruitment Week. Department alumni teaching in the area have given presentations to the methods class on such topics as *in foro et in culina*, focusing on cultivating the support of the "forum" of professional colleagues (including school counselors, administrators, and non-Classics teachers) and methods of fostering the even more important relationship *in culina*—with their students (Jolicoeur—see Appendix II for a more extensive description of this inspiring presentation); and the challenges faced by a first-year teacher of Latin (Stapleton).

¹⁰ Speakers receive travel costs, meals, and a small honorarium. These events have been funded from multiple sources: NLTRW Mini-grants, a departmental lecture series attached to a named chair (the Oldfather Lectures), Eta Sigma Phi, the Classics department, the School of Literatures, Cultures and Linguistics, and the departments of Linguistics, East Asian Languages and Cultures, and Spanish, Italian and Portuguese. The issues surrounding Latin and Greek teaching are often of interest to other language programs, which can make them willing to support this type of speaker. Most events have had more than one source of funding. In some cases, a speaker has combined visits with another school (e.g., Barbara Hill also spoke at Northwestern University), which has helped with costs.

A unique aspect of this class is the mock job interview, which takes the place of a final exam, where students are questioned about topics covered in class, as well as their own teaching practices and beliefs. Those interested in secondary school positions meet with a committee composed of an area teacher (Zusman) and the course instructors. The participation of an actual secondary instructor makes these interviews much more realistic. In addition to posing questions on a variety of topics (see Appendix III for a list of questions), Zusman gives students post-interview feedback on which answers she thought were most effective and where they might improve, to help give them a sense of their strengths and weaknesses. To facilitate Zusman's invaluable participation, interviews are scheduled so that she is not required to miss any of her own classes and held within ten minutes' walk of her school so that transportation time is minimal.

Both Zusman and Jolicoeur have also played an essential part in NLTRW events, held every other year, with the generous support of the [NLTRW committee](#) and the department of the Classics. Instead of regular classes, the students in LAT 101-104 (115 students on average) attend a pizza lunch where they hear Latin teachers describe what they love about their jobs and why others should consider going into the field. The lunch format has proved effective, since classes are held at 11:00, 12:00 and 1:00. Attendance is required as it would be for a regular class but students are told in advance that there will be pizza and drinks. Classics faculty, graduate instructors, and advanced undergraduates regularly drop by to eat, listen, socialize and help out. A number get into the spirit of the event and put on Roman costumes. A photo of a faculty member in a centurion costume even made it into the local paper (*The News-Gazette*, Mar. 6, 2007).

Presentations are short: not more than ten minutes each, with time for questions. Presenters in the past have included faculty, the Latin Program Coordinator, the Director of Foreign Language Teacher Education (Linda Hemminger), and area Latin teachers Zusman, Jolicoeur, and Sophronis. It is unquestionably the teachers who have had the greatest impact. No one is more persuasive, credible or effective in promoting the profession than a Latin teacher who loves his or her job. These teachers have made Latin teaching seem exciting, rewarding and worthwhile.¹¹ Students who have been persuaded by these presentations mention the availability of jobs, a wide choice of areas to live, and the high academic standards of schools with Latin programs as reasons they find particularly compelling. After the formal presentations, the students have the last twenty minutes of the period to meet with the speakers. At this point, copies of promotional brochures from the National Committee for Latin and Greek are made available and students with follow-up questions are invited to talk to their graduate instructor and the Program Coordinator. These meetings are where they usually bring specific questions and describe their own situation, to gauge how well the job might suit them. What the pizza lunch does is to put the idea into their heads.

BENEFITS OF THESE COLLABORATIONS

The NLTRW presentations at Illinois have produced results: three students who had not considered Latin as a career have decided that they want to become teachers as a result of these events. One entered the M.A.T. program in fall 2009; the other two have taken the initial steps of declaring majors in Latin and meeting with the Program Coordinator to learn about options for

¹¹ For example, in March 2009 Zusman talked about taking her class to Rome. She showed pictures of the places they had visited and described what they did. She emphasized that her school strongly encourages these trips and that her experiences were entirely positive: "trips to Italy are a perk of being a Latin teacher." Jolicoeur then spoke about why she went into Latin teaching ("I wanted to do something that everybody else wasn't. I wanted to be different!"), what she finds rewarding about her work, and reasons it might be an attractive choice for others.

teaching. Two current Latin majors who have been preparing to go into Latin teaching since they entered the university both attended the 2009 event, even though they were no longer in LAT 101-104, and used the opportunity to chat with the teachers and ask about their schools. This is exactly the kind of networking encouraged by Standard 3 of the *Standards for Latin Teacher Preparation*: beginning Latin teachers begin to network with other Latin teachers. These events also give graduate students a chance to explore options that are not often discussed in research-based programs. This kind of advice can be crucial when students are making career decisions. One of the many benefits of participation in the Illinois Classical Conference has been an expanding list of teachers willing to be contacted with questions (and more are always welcome). A number of current students and recent alumni have made use of this list.

Advice from experienced teachers on how to prepare for a career in teaching has been particularly valuable because it is outside the expertise of many college faculty. Is it better to have a B.A.T. or an M.A.T.? Is certification really essential for a Latin teacher? Certification programs tend to emphasize their own value, but it is important for students to hear other views. Since many potential teachers turn first to their college instructors for advice, it is crucial for a department to stay in touch with teachers at different types of schools. To give one example: one teacher (Jolicoeur) explained during a visit why an endorsement in a second area is valuable. Since then, the department's Program Coordinator (Traill) has made a point of encouraging students interested in Latin teaching to pursue coursework in a second area. She has learned that responsibilities in a private school can include everything from coaching sports to helping with fundraising; many positions entail more recruitment and program building than the teachers expected when they first went into the field; AP classes can be "add-ons" to a full curriculum; teaching culture is often essential ("If you think they're there for the grammar, you're nuts!" explained one experienced Latin teacher); and teachers may have to use a textbook they did not select and do not even like. Faculty and students can certainly learn some of the realities of secondary teaching from the [LatinTeach](#) list. What personal connections offer are the opportunity to get to know one another well enough for their advice to be tailored to the situation and the individual. Advice from alumni, in particular, can be very specific to the institution: they know its strengths (and shortcomings) better than anyone.

Secondary teachers have also given excellent advice about getting jobs. Many faculty and students know about the [National Latin and Greek Teacher Placement Service](#) hosted by the American Classical League and some recruitment services for independent schools, but they may not realize that schools sometimes decide to start a program if they know a qualified instructor is available, and so it can be worthwhile to send a resume, even if the school has not advertised a position.¹² Just to be able to call teachers with questions has been an enormous help. It is important for students to know that they do not need to rely on one person for all their information, and they often feel more comfortable about following advice from a person they have met.¹³

12 Jolicoeur explained this during a phone conversation, and it actually happened for an Illinois graduate in summer 2008. Public School District 186 in Springfield, Illinois, started Latin programs in Lanphier and Southeast High Schools because they learned that Bill Hunt had just graduated with certification and was interested in working in the area.

13 For example, another M.A. graduate had reservations about accepting an offer from a school that had recently lost four faculty members. After talking with Jolicoeur, however, she felt much more confident about the position, which she eventually accepted.

The Classics program as a whole has benefited from visits by teachers. Although specialists in language learning are becoming increasingly common in modern language department, this is not often the case in Classics.¹⁴ Pedagogy is not always a high priority in Ph.D. programs and many faculty members do not have formal training in it. Students in certification programs receive some exposure to formal methods and approaches, but these courses are typically taught by modern language faculty with little or no knowledge of Latin. This is why the expertise of the teachers who visit is so greatly needed and appreciated. They offer models of effective teaching and new techniques, and they help initiate conversations about teaching. These lectures are valuable to anyone who teaches Latin. One teacher has even suggested that attending university conferences or lectures on Latin pedagogy might be an excellent way to fulfill requirements needed for teachers to maintain certification. Although the conference hosted by the [Illinois Council on the Teaching of Foreign Languages](#) offers valuable tools and connections to help a teacher grow as a professional, it lacks content that is specific to teaching a language that by nature requires a slightly different approach.

Opportunities to experience school programs first hand have given a number of Illinois students unique experiences and skills. The ACL/APA *Standards* call for “awareness of the three primary approaches to teaching Latin in the U.S. today” (2.a), but it can be difficult to convince new instructors that all approaches work, particularly instructors who have learned Latin themselves through only one method. The Classics department uses a grammar-based text (Keller and Russell), but students who have also taught at Uni, which uses *Ecce Romani* (Lawall), have had a chance to see how a reading-based text works. This hands-on experience has proved much more effective than anything said in a methods class. Similarly, teaching at Countryside has helped instructors develop excellent classroom management skills, create active-learning projects, and select readings that appeal to younger students’ interests. The graduate students who teach in these schools, even for a short period, enrich the program for everyone because they bring back new skills and experiences which they are able to share.

Faculty visits to schools can benefit both sides. At Illinois, public service is part of the [university’s mission](#) and outreach activities of this sort are acknowledged in annual reports and promotion decisions. Teachers have indicated that these visits help to foster their students’ curiosity in a new way and reinforce the value of studying Latin. It is helpful for students to see people other than their high school teacher who are successful in a career in Classics. Close ties to a university program can mean access to expertise in the field. Uni’s teacher, for example, took advantage of the resources and knowledge of an Illinois emeritus professor (J. K. Newman) in planning a recent trip to Italy with her students. Thanks to online communities such as [LatinTeach](#) and to outreach publications (for example, the “Ask a Classicist” feature in [Amphora](#)), there are other ways to get answers to Classics questions, but many teachers appreciate the immediacy and privacy of personal contact. They know they can ask as many follow up questions as they need. Having an ongoing relationship with a person is useful and another way to be connected to the larger community of the discipline. For alumni, it is also a way of maintaining ties to an alma mater.

Teachers have also valued having a place to send students who want to continue Latin, where they will not get lost among the numbers. The Classics department at Illinois, like most, is small enough to know its students well. Language classes, which are rarely larger than twenty, can help smooth the transition to university life and provide a way of staying connected to Latin. One teacher has even sent a high school student to take Latin 103 and 104 (her school only offered

14 “All FL departments need an individual with a specialty in language learning and acquisition” (Mason, 531).

Latin I and II). Classics faculty are always happy when students drop by who have taken Latin in high school, even if they do not want to continue (and many change their mind, especially when they learn that their high school classes can bring them within four credit hours of a minor). They encourage all of these students to keep up their Latin, formally or informally. If they cannot take a class, they can join a mailing list for events sponsored by the Classics department or Eta Sigma Phi. There are Latin-related events happening all the time at the university (visiting speakers, exhibits, films) and resources students might know about (for example, the large collections of south Italian pottery and ancient coins at the [Spurlock](#) and [Krannert Art Museums](#)). This is a good network for students to be connected to, even if they never take another Classics course.

Lastly, teachers have asked for feedback on their students and curriculum. It can be hard to know what university programs expect from a student with four years of Latin. One teacher from North Chicago who had sent two Latin students to Illinois wanted to know, “Are they sufficiently well prepared? Are they learning the right things?” A personal connection is especially useful because programs can have very different emphases and expectations. Teachers have also asked for help with course articulations.

Conclusion

Many of the programs described above implement suggestions in Davis and Dickison. We have certainly not exhausted the possibilities they list, but we want to reiterate their point that secondary teachers can do much more for colleges than produce well-trained students and colleges can benefit secondary teachers in other ways than producing more of them. Each needs the other’s expertise. For secondary teachers, this can mean lectures, workshops, or simply contacts to answer questions; for college faculty and their students, it means access to the knowledge and skills of professionals who specialize in teaching. Colleges with teacher training programs also need early field experience and practicum placements, information on the realities of high school careers, and advice on how best to prepare their students. These relationships can and should be reciprocal.¹⁵

Our solution has been to develop institutional relationships out of personal relationships. We have found that both sides are more willing to commit time and resources when there is a personal connection and the relationship is ongoing. There are particular advantages to starting with alumni, whom faculty know as former students and are already invested in supporting, and who often have positive feelings about their alma mater. Local teachers are another good place to start, a strategy both Northwestern and Illinois have used successfully. All of these relationships require regular contact, whether formal (visits, conferences, public lectures) or informal (phone calls, email). They also require institutional support: teachers may need to take a professional absence and funding is needed for visiting speakers, travel to conferences, institutional memberships, and supplies (such as the teaching resources collection at Illinois). These collaborations also need to be recognized as “part of the job” and beneficial to the institution. Continuity of personnel is helpful, since these ties are easier to maintain when people are in positions for extended periods (this is the policy at Illinois, where as the current Program Coordinator has served in that position for

15 For a more formal study, applying cultural historical activity theory to account for the success of a ten-year collaboration between a university and school in Ronneby, Sweden, see Nilsson (349-356). Nilsson also emphasizes reciprocity (“a relationship of mutual exchange of services”) (350). She concludes, “the reason the relationship is sustained can be found in the needs of the respective educational institutions, which are expressed as dilemmas and problems that both schools and universities face today” (355).

five years), but it is not essential. Both cases show that it is possible to continue a program through changes of staff if there is enough institutional support. Northwestern has continued its work with Baker through two different program coordinators, and Illinois has maintained close ties with Uni High Latin program through at least the last three teachers and program coordinators—a span of over twenty years. With Nilsson, we would describe a successful school-college relationship as “a thin string that is strong enough to survive changes in intensity in the relationship” (355). Not only are there many ways for university faculty to be a resource to high school teachers and vice versa, but these ties are a vital part of the success of both educational levels and indeed the continuation of the field.

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Appendix 1. Recent Speakers in the University of Illinois Classics Department's Visiting Speaker Series

- John Taylor, author of *Greek to GCSE*, from Tunbridge Wells School, Kent, UK, who spoke about “The Classical Languages in English Schools Today” (October 2006).
- Laurie Jolicoeur, from Lyons Township High School, LaGrange, IL, who has spoken twice about “*In Foro et in Culina: Teaching High School Latin*” (March 2007, 2009).
- Bernhard Breuing, Director of Teacher Training in Classical Languages in the district of Osnabrück, Germany, who spoke about the shortage of Latin teachers in Germany (“Greek and Latin in German High Schools Today: Problems and Perspectives” March 2008).¹⁶ As a result of this talk, the department sent an M.A. graduate to a school district in Meinerzhagen, where he taught English and Latin for the 2008-09 academic year.
- Barbara Hill spoke about research on learning differences that affect foreign language learning and the modified program she created at the University of Colorado (“Language Learning Differences: What is their impact upon foreign language learning and how do we respond?” March 2009). Hill’s talk attracted a particularly diverse audience, including teachers from area schools and students and faculty from other language departments, teacher education, and special education.
- Tom Sienkewicz, Minnie Billings Capron Professor of Classics and Departmental Chair, Monmouth College, Monmouth IL, who spoke about Latin program-building, promotion of the field, and recruitment (September 2009).

16 Recently enjoying a resurgence. See Riess and Riess.

Appendix 2: *In Foro et in Culina*: Laurie Jolicoeur's Teaching Methods Presentation

Laurie Jolicoeur has spoken to the methods class twice and given inspiring presentations both times. When she visited in March 2009, she filled the room with visual materials: Roman-themed artwork by her students, posters, games, artifacts—even an elegant matrona's tunic. She began her talk by explaining that a Latin teacher is always working *in foro et in culina*. “Your forum is your professional colleagues, your community of support. They can give you advice about testing, about trends in AP, about technical support, about teaching special needs.” A Latin teacher needs to make the interests of the school part of what he or she does, whether these are “reading theory” or “multiple intelligences.” Teachers need to build relationships in their forum: with counselors, with other departments (“Our Latin club attended a drama club performance of the *Metamorphoses*—wearing togas!”), with other teachers (“The geometry teacher knows that a *frustum* is a conic section, but he may not know that it means ‘scrap’”), with the principal (“A principal who gets it, who understands ‘Latin is the fast track to knowledge’, is a gift”), and with other educators (“Conferences are the variety in the buffet”).

The most important relationship, however, is *in culina* – with your students. Jolicoeur emphasized the importance of helping them connect (“If they don’t think Latin is relevant, there’s no point”), of treating them as clients who all want special things, whether it is to be better writers or to excel academically, of giving their other interests dignity and helping them to explore these interests through Latin. She described strategies to promote interest in Latin: having students pick their own Latin names, holding “Latin Experience Day,” when students report something they noticed outside of class that relates to Latin, putting in PA announcements for the Latin club, using hand stamps on the Ides of March that read “Beware of the obvious”, and thanking students in advance “for telling your sisters and brothers how much you like Latin”. Her talk was filled with memorable quotes: “Remember that you’re a flavor; you’re not all that Latin is.” “Latin promotes life skills.” “Defy those who think you’re only living in the past.” She helped to dispel misperceptions and answered many questions: How do you make grammar interesting? What do you do about attrition? What is most important for new teachers? How do you handle conflicts with students? In seventy-five minutes she gave them a vivid insight into what a talented and experienced teacher does in a classroom.

Appendix 3: Krisanna Zusman's Questions for University of Illinois CLCV 550 Students' Mock Interviews

Questions include:

- What do you think the difference is between teaching high school students and college students? Why do you want to teach high school students?
- What is your classroom management style?
- Do you believe it would be advantageous to work with other departments to create cross-curricular lesson plans? Which departments do you think would work best at accomplishing a successful lesson plan or unit?
- How would you supplement your Latin curriculum to include a more multi-cultural approach?
- Other, more communicative, foreign language learners have the opportunity to interact in the target language when they travel abroad. Unfortunately there is not a lot of opportunity for Latin students to do this. What do you think are the advantages of taking Latin students to somewhere like Italy, Greece, or England for a foreign language trip?
- What would you tell your students and potential students (and their parents!) about the reasons for taking Latin as a foreign language?