

Editor's Introduction

John Gruber-Miller

Perhaps the most crucial issue facing our profession in the early years of the 21st century is how to recruit and train new Latin teachers as those who were hired thirty some years ago and have done such an admirable job teaching our young people now make their way toward retirement. The National Committee for Latin and Greek recognized this dilemma over eight years ago and instituted National Latin Teacher Recruitment Week during the first week of March each year. Yet recruiting teachers is only half the challenge. These intrepid tiros (and those who train and mentor them) need standards so that they are ready to deliver excellence in and out of the classroom. In response to this challenge, the American Classical League and the American Philological Association Joint Task Force on Latin Teacher Training and Certification has unveiled *Standards for Latin Teacher Preparation* (available at <http://www.aclassics.org/pdf/LatTeachPrep2010Stand.pdf>). Given the importance of this publication, *Teaching Classical Languages* wanted both to make *Standards for Latin Teacher Preparation* more widely known and to initiate thoughtful discussion about it. This issue, therefore, features a special section: "Perspectives on the New Standards for Latin Teacher Preparation." Seven different contributors from a variety of different backgrounds and experience were invited to offer their personal take on the *Standards*. Their perspectives and experience as teachers and teacher trainers should help begin the conversation about Latin teacher preparation. The conversation can continue online at *TCL*. After each perspective, there is an opportunity, thanks to the technical wizardry of CAMWS webmaster Andrew Reinhard, to add your comments and reflections about the perspectives on *Standards for Latin Teacher Preparation*.

The two lead articles in this issue continue *Teaching Classical Languages'* commitment to presenting successfully tested solutions to ongoing challenges, both in and out of the classroom. Our first article poses a pair of intertwined questions facing teachers of Latin and Greek: how do we help our students understand the different purposes of literal translation and literary translation and how do we help our students make poetry that is 2000 years old accessible and relevant to them today. Marcia Lindgren, Life Blumberg, and Joshua Langseth offer an innovative project for intermediate Latin students to help them do just that in "From Literal to Literary: A Translation Project for Latin Poetry Classes." Their project, classroom tested, offers a primer on translation theory and practice and a step-by-step guide for successfully leading students through the process of writing their own poetic translations of the poetry of Catullus or other Latin poets.

Many long for collaboration between college and high school Latin teachers, but few have had such success as the authors of our second article, Ariana Traill, Francesca Tataranni, Laurie Jolicoeur, and Krisanna Zusman. In "Building Ties between College and High School Latin Programs," high school teachers and college professors in Chicago and central Illinois demonstrate how two different models of collaboration can work in nurturing links between university and high school Latin programs. In Chicago, Northwestern University and the Baker Demonstration School have paired up to develop a successful collaboration that is mutually beneficial for both institutions while in central Illinois the University of Illinois reaches out to multiple schools and teachers to create opportunities for dialogue and mutual support. Both programs offer proven ways for prepar-

ing future Latin teachers and making Standard 3 (outreach and professional development) of the new *Standards for Latin Teacher Preparation* a reality.

Finally, *Teaching Classical Languages* has taken a huge step forward in formatting and preparing copy for publication by utilizing a new publishing tool, Adobe InDesign CS5. Although this issue may not appear much different than the last, the new infrastructure will undoubtedly help the journal maintain a quality look that will appeal to the eye and make the journal better able to accommodate different formats, fonts, images, audio, and video. We hope you enjoy this issue and look forward to your feedback.

Teaching Classical Languages Mission Statement

Teaching Classical Languages is the only peer-reviewed electronic journal dedicated to the teaching and learning of Latin and ancient Greek. It addresses the interests of all Latin and Greek teachers, graduate students, coordinators, and administrators. Teaching Classical Languages welcome articles offering innovative practice and methods, advocating new theoretical approaches, or reporting on empirical research in teaching and learning Latin and Greek. As an electronic journal, Teaching Classical Languages has a unique global outreach. It offers authors and readers a multimedia format that more fully illustrates the topics discussed, and provides hypermedia links to related information and websites. Articles not only contribute to successful Latin and Greek pedagogy, but draw on relevant literature in language education, applied linguistics, and second language acquisition for an ongoing dialogue with modern language educators.

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