

TCL

TEACHING CLASSICAL LANGUAGES

An Online Journal of the Classical Association of the Middle West and South

Articles by: Rebecca Harrison, Stephen Kershner,
Theodora B. Kopestonsky, and Christopher Trinacty



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Editor

John Gruber-Miller, Classical and Modern Languages, Cornell College
600 First St. SW, Mount Vernon, IA 52314
tcleditor@camws.org

Editorial Assistant

Keely Lake, Hot Springs, SD
vergsoc@yahoo.com

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***Teaching Classical Languages* Mission Statement**

Teaching Classical Languages (ISSN 2160-2220) 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* welcomes 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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Guidelines for submission may be found at

<http://www.tcl.camws.org/guidelines.pdf>.

Ave atque Vale

As I prepare to hand over the editorship of *Teaching Classical Languages* to Yasuko Taoka of Wayne State College, I just want to take a moment to highlight some of the accomplishments of the past five years of *Teaching Classical Languages*. Special sections on “Spoken Latin” (6.1), “The Tirones Project: Mentoring New Teachers” (7.1), and “Using Pop Music in Latin Pedagogy” (10.2), along with a Special Issue, the “Revised Standards for Classical Language Learning” (9.1), have provided readers multiple perspectives on a timely topic. Articles have covered a wide array of topics, from Erasmus to *Vicipaedia*, from beginner Latin novellas to teaching the Old and New Testaments to students of Greek and Latin simultaneously, from Movie Talks to learning (and teaching) Latin verb tenses.

The quality of submissions, moreover, continues to increase as those submitting see more high quality examples of articles focused on the scholarship of teaching and learning Latin and Greek, and authors become more comfortable utilizing quantitative and qualitative measures to support their conclusions. As regular readers of *TCL* know, the journal is intended to appeal to K-12 teachers and post-secondary instructors who are looking for ways to improve their teaching of Greek and Latin based on active experimentation and rooted in solid research. Both groups have been well represented as authors in *TCL*. Likewise, the journal actively attempts to find referees from both groups to evaluate each article (see below).

Over the past five years, 68% of submissions have been published, always through multiple revisions, 21% have been rejected, and 11% are in the Revise and Resubmit phase. Over that same time period, authors of published articles have been 50% women and 50% men. Women and men have submitted in equal proportions (50% each). Reviewers who served were 45% women and 55% men.

As my second five year term comes to an end, I want to express my gratitude to the many teachers, grad students, college faculty readers who find *Teaching Classical Languages* inspirational, stimulating, and provocative. I am deeply indebted to the generosity of those who have been willing to referee articles. I especially would like to praise my hard-working and responsive Editorial Board members and Editorial Assistants, Meghan Yamanishi and Keely Lake. Finally, I wish my successor, Yasuko Taoka, Dean of Arts and Humanities at Wayne State College in Nebraska, my best wishes for continued success with the journal.

REFEREES FOR TEACHING CLASSICAL LANGUAGES, VOLUMES 6-10

Teaching Classical Languages would like to express its appreciation to the following referees who volunteered their time and expertise to help assess submissions and improve the content of volumes 6-10.

Jessica Anderson	Wilfred Major
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