

# TEACHING CLASSICAL LANGUAGES

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OF THE MIDDLE WEST AND SOUTH

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## FEATURES

*Latina Loquenda: a Regional Spoken Latin Program*

Alicia Lopez

## ARTICLES

*Are You Smarter than a Sixth-Former? Verse Composition and Linguistic Proficiency in Victorian Classical Exams*

Thomas J. Keeline

*Cornelia Vindicata: The Progressive Latin Curriculum at the University of Chicago Laboratory Schools under Mima Maxey (1885-1965) and Marjorie Fay (1893-1977)*

Evan Dutmer

*The DNA of Latin Conjugation or Latin Conjugation in a Single 'Smart' Principal Part or Regularity Hiding in Plain Sight*

Robert Fradkin



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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. 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.

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## EDITOR'S NOTE

YASUKO TAOKA

Welcome to issue 12.1 of *Teaching Classical Languages*. In this issue, in addition to our regular fare—scholarly articles on the teaching and learning of ancient languages—we will also include a feature story, highlighting the student voice. In this installment, Alicia Lopez, now a junior at the University of Pennsylvania, shares how she pioneered a spoken Latin student group at her high school and offers tips on how others can do the same.

Features such as this are valuable in injecting new and fresh perspectives to the ongoing conversation on language teaching, and *TCL* welcomes the submission of features stories. Features may include first person narratives, interviews, opinion pieces, and other writing that lies beyond the traditional purview of scholarly articles.

The core of *TCL* remains its articles on language pedagogy, and in this issue we offer two articles (Dutmer and Keeline) on the history of language learning with implications on today's pedagogy. The third contribution (Fradkin), in a linguistic vein, presents an alternative to our usual verb classification system which may aid students in recognizing and conjugating verb forms.

August 2021