

## ***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.

### **Letter from the Editor**

I am honored to succeed Charles Lloyd, the founding editor of *CPL Online*, who did such an outstanding job putting *CPL Online* on a solid foundation. With this issue, the Editorial Board and the CAMWS Publications Committee recommend that the title of the journal be renamed *Teaching Classical Languages* to more clearly reflect its mission. In *Teaching Classical Languages*, I hope to carry on the tradition that Charles established to publish articles that offer innovative approaches in the instruction of classical languages, that take advantage of online publication, and that provide Latin and Greek teachers ideas that they can implement in their day to day teaching.

The three articles in this inaugural issue of *Teaching Classical Languages* meet these standards, continue to offer articles on both Latin and Greek, and follow up on important work previously published in *CPL Online*. In addition, this issue features articles by a college professor, a high school teacher, and the eLearning Director at Bolchazy-Carducci Publishers. First, Andrew Reinhard follows up on his article, "From Slate to Tablet PC," in our sister publication, *Classical Journal*. In "Social Networking in Latin Class: A How-To Guide," he shows that social networking sites need not be limited to social communities, but present opportunities for creating learning communities that extend beyond the classroom. As his example, he shows how an AP Vergil class can be enhanced through a social network. Georgia Irby-Massie, in "That Ain't Workin'; That's the Way You Do It: Teaching Greek through Popular Music," continues the tradition of Judy Hallett and John Starks, "Using Songs as Sights" (*CPL Online* 3.1). She demonstrates how music, in particular the translation of popular songs into Greek like "Monster Mash," "Here Comes the Sun," the "Twelve Days of the Dionysia," and "Mary Had a Hedgehog," can help students learn and reinforce important vocabulary and grammar, not to mention tap into the rhythm and sounds of the language. Finally, in "The 80% Rule: Greek Vocabulary in Popular Textbooks," Rachael Clark follows up on Wilfred Major's article on core vocabulary in Greek (*CPL Online* 4.1) and examines how well two popular textbooks, *From Alpha to Omega* and *Athenaze*, utilize the most frequent vocabulary as they introduce students to Greek.

All three articles also make excellent use of the benefits of online publication. Andrew Reinhard's article on social networking incorporates multiple screen shots to help teachers learn to set up a new social network site for classroom use. Georgia Irby-Massie presents all ten songs as handouts for classroom use in her appendix, as well as audio files of her students singing some of the songs to help instructors and students hear "the way you do it." And Rachael Clark presents four appendices, too long for most publications, that list core Greek vocabulary on the 50% and 80% lists chapter-by-chapter for each textbook so that instructors and students will be able to focus on the most critical vocabulary for reading Greek.

With this issue, I have incorporated a number of new features intended to make *Teaching Classical Languages* easier to consult, adding abstracts for each article as well as keywords. With this issue, moreover, *Teaching Classical Languages* moves to a new publication schedule, offering two issues per year every spring and fall. For readers who would like to receive news of the publication of a new issue, especially those who are not CAMWS members, we encourage you to subscribe to *Teaching Classical Languages*. Subscribing is easy and free, and it helps us know better whom we are serving and improves communication with interested readers when new issues are published. Finally, the Editorial Board of *Teaching Classical Languages* has approved a revised mission statement (above, p. 2) that articulates more clearly the journal's mission to advance Latin and Greek instruction at all levels. I encourage you, the reader, to send me your comments, suggestions, and most importantly, your submissions so that *Teaching Classical Languages* can continue to improve and to serve the needs of Latin and Greek instructors more effectively.

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