



Amicitiae immortales,
mortales inimicitiae de-
bent esse—Livy 40.46

Amicitia

Historic Joint Meeting of AMICI and ICC a Huge Success

On October 10-12, on a beautiful fall weekend, AMICI and the Illinois Classical Conference held its first ever joint meeting in the Quad Cities. The conference opened Saturday morning with a panel on “Building Ties Between College and High School Latin Programs” and concluded Sunday morning with another panel on “Current Issues in Secondary Latin Education.” In between, there were opportunities for meeting new people from each organization, renewing old friendships, learning more about the ancient world and Latin teaching, and establishing relationships that will go beyond state boundaries.

AMICI members were in strong attendance, presenting papers (see the list of papers presented by AMICI members in the related article), chairing sessions, and networking at meals and breaks between sessions. At the AMICI annual meeting Saturday afternoon, Amanda Woodruff was formally nominated and elected as the new AMICI high school consul. Congratulations to Amanda! After the election, people had an opportunity to catch up on what is happening



Carin Green (left) listens to Francesca Tataranni about building ties between college and high school Latin programs

at schools across Iowa.

The ties between Iowa and Illinois have been enhanced by several key members who have ties to both organizations. Emil Kramer, ICC Vice-President, has been a member of AMICI since 2003. Nick Dobson, now Assistant Professor of Classics at Monmouth College, taught for several years at Cornell College. And Mark Thorne, now at Wheaton

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Loras College Course on Democracy and Global Diversity Rooted in the Classical World

For several years now Loras College has offered a course called Democracy and Global Diversity as part of our General Education program. Creators of the course envisioned that it would support our Mission Statement in ways that other courses could not. It would focus on particular subject matter, as most courses do, but would also address matters of good citizenship on both a local and global level. The course, as designed at first, not only

focused on issues of democratic principles, it employed pedagogies (such as analysis of primary texts, individual and group presentations, student-led discussions, etc.) that might lead students to display the “dispositions” that we hope Loras College graduates embody. Our Mission Statement proposes that we shape students into lifelong active learners, reflective thinkers, responsible contributors, and ethical

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Your Future is Our Future:

The seventh National Latin Teacher Recruitment Week is March 2-6. Talk to your students about the abundance of good jobs available if they decide to teach Latin and the ancient world. To find a wealth of materials to share with your students, visit www.promotelatin.org

ACL and APA Form Task Force on Latin Teacher Preparation

As more and more students nationwide are studying Latin and as more and more college students realize the advantages in teaching K-12 Latin, it has become imperative to develop national standards for Latin teacher preparation. The two national professional associations for classics teachers and scholars, the American Classical League and the American Philological Association, have joined efforts to secure the next generation of well-prepared Latin teachers. As part of this effort, in 2008 the two associations created a joint task force to develop a description of what a qualified Latin teacher should know and be able to do at the beginning of his or her career. The Midwest is represented on this task force by John Gruber-Miller, AMICI Secretary-Treasurer and Professor of Classics

Clear, readily implemented standards for teacher training and development will make it easier for schools and universities to know what students need on their road to becoming Latin teachers. Legislators, state boards of education, and others involved in certifying teachers will find it easier to know what is and is not relevant to a qualified Latin teacher's training. Accrediting agencies will be better able to judge whether or not a teacher training program offers the range of courses and experiences necessary to prepare a teacher for the Latin classroom. Such Latin-specific stan-

dards will address the current critical shortage of Latin teachers by making it easier to create rigorous, efficient programs of training and preparation.

The Task Force, led by Lee Percy, APA Vice-President for Education, and Sherwin Little, President of the American Classical League, set forth three main standards applicable to such teachers: 1) Content Knowledge; 2) Pedagogical Knowledge, Skills, and Understanding; and 3) Professional Development, Life-Long Learning, and Outreach. Each main standard is divided into two or more subordinate standards, and some of these are further divided. Each standard or subordinate standard, moreover, is followed by a supporting explanation giving justification for the standard and offering examples of how it may be realized in a teacher's practice. By articulating the standards in this way, the authors hope to make it easy for those interested in a specific area of teacher training to find the appropriate standard.

From February 10-July 15, the Joint Task Force will make the draft of the Standards for Latin Teacher Preparation available online for Latin teachers, school administrators, and Classicists to read and to offer feedback. Keep your eyes on the AMICI website for the link coming your way soon.

"Clear, readily implemented standards for Latin teacher training and development will make it easier for schools and universities to know what students need on their road to becoming Latin teachers."

The Three Standards for Latin Teacher Preparation

Standard 1: Content Knowledge, Skills, and Understanding

Beginning Latin teachers demonstrate a knowledge of Latin, proficiency in the language skills necessary for teaching it, knowledge of Roman culture, and awareness of the importance of the Latin language and Greco-Roman civilization in later cultures.

Standard 2: Pedagogical Knowledge, Skills, and Understanding

Beginning Latin teachers demonstrate knowledge of the major approaches and methods used in the teaching of Latin and Roman culture. They understand the importance of assessment and are aware of a variety of approaches to it. They are familiar with national, state, and local curriculum standards. They acquire the skills and understanding necessary

to put these approaches, methods, and standards into practice as they help their students develop connections and comparisons among languages and cultures. They begin the process of developing a well-thought-out, coherent understanding of the nature of teaching and learning.

Standard 3: Professional Development, Life-long Learning and Outreach

Beginning teachers know that the classroom is only a part of a Latin teacher's professional life. They have begun to continue their intellectual development as life-long learners of Latin. They take advantage of opportunities beyond the classroom for professional development. They make their programs and the excitement of classical antiquity known to a wider community beyond the classroom.

Two AMICI Members Translate VRoma into Latin

Most Latin teachers know the VRoma Project for its huge image database, the links to crucial tools for learning Latin, or the VRoma MOO, an online place where students of the ancient world can meet and roam through the famous monuments of ancient Rome. This summer The VRoma Project: A Virtual Community for Teaching and Learning Classics took advantage of a grant from the Classical Association of Atlantic States to make the MOO “speak” classical Latin.

In August, Jim Ruebel, long time AMICI member and now Dean of the Honors College at Ball State University, hosted a group of six intrepid Classicists for a week-long workshop in Muncie, Indiana. AMICI member John Gruber-Miller, along with Steve Nimis, Ann Raia, David Conti, and VRoma Director Barbara McManus, had the task of translating all the system and interface messages, help screens, buttons, menu items into classical

Latin. Now users can choose Latin as one of the languages that VRoma speaks as well as find a detailed glossary of Latin words for technology terms such as trashbin (*cista quisquiliarum*) or copy and paste (*exscribere et reponere*).

Additionally, the VRoma MOO has recently been upgraded to version 5 of the encore Learning Environment platform. This software offers major new features, making it easier than ever to “walk” the streets of Rome and interact with visitors and native inhabitants. In short, the VRoma MOO continues to be a premier learning environment for students of the ancient world to learn about ancient Rome and its history, politics, religion, and culture. To explore virtual Rome as a guest or to apply for a VRoma character, visitors should go to <http://vroma.org>.



VRoma Translation team: L to R: David Conti, John Gruber-Miller, Ann Raia, Barbara McManus, Steve Nimis, Jim Ruebel

AMICI Members Present a Variety of Papers at Joint Meeting

Billie Cotterman (University of Iowa), “*Draugus: Persian Lies in Herodotus*”

Carin Green (University of Iowa), “Mothers and Children: Adoption in the Sanctuary of Asclepius”

Madeleine Henry (Iowa State University), “Menander’s Violent *Oikos*”

Mark Thorne (Wheaton College), “Medieval

Manuscripts as a Teaching Tool in the Latin Classroom”

Marcia Lindgren, Life Blumberg, and Joshua Langseth (University of Iowa), “A Student Project for Intermediate Latin Poetry Classes: Writing a Literary Translation”

John Gruber-Miller (Cornell College), “ACL/ APA National Standards for Latin Teacher Preparation: Soliciting Your Input”

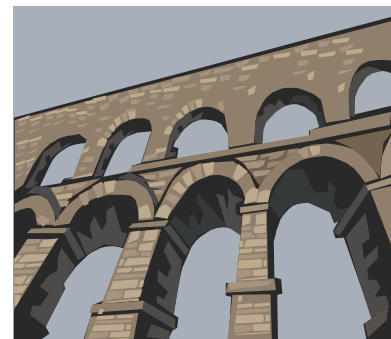
Joint Meeting a Huge Success (cont.)

(Continued from page 1)
College, was a graduate student at the University of Iowa and sabbatical replacement at Cornell College.

The joint meeting offered AMICI members a little something new that we often do not have at our meetings. The book exhibit had books on display from many

different presses. In particular, a new Latin textbook, *Latin for the New Millennium*, by Terence Tunberg and Milena Minkova, and published by Bolchazy-Carducci, was explained in a session on Latin pedagogy and available for teachers to consider for adoption. In addition to the book exhibit, Marilyn

Brusherd and Vicki Wine organized a Book Exchange and a Teachers’ Materials Exchange for teachers to swap materials and books that they wanted to share or give away. Finally, the relaxed atmosphere of the Stoney Creek Inn and Old Main at Augustana College offered pleasant venues for people to learn and share ideas.



College Board Changes AP Latin Offerings

Last spring, the College Board announced that it was changing AP Latin offerings, reducing the number of Latin offerings from two to one. Instead of offering both Vergil and the Latin Literature AP exams, after May 2009 the College Board will discontinue the Latin Literature exam. The announcement about Latin Literature exam was made at the same time that the College Board announced the discontinuation of AP French Literature, AP Italian, and AP Computer Science AB.

The College Board's position is that they view the support of world language and culture programs as "one of [their] highest priorities." They assert that in order to keep student exam fees reasonable, they "will continue to bear a considerable financial loss annually to provide schools with AP world language offerings." They also report that they will significantly increase their investment in support of world language and culture programs by providing AP teachers with downloadable embedded assessments, downloadable curriculum modules, and access to student AP Exam score reports online.

By contrast, in surveying Latin teachers, there seem to be several issues involved, (1) the announced change itself (2) the lack of professional consultation and (3) the lack of lead time for teachers, schools, and others involved in AP to prepare, should such a change be implemented.

According to Ronnie Ancona, Professor of Classics at Hunter College and long involved with the AP Latin Exams, "the Latin Literature exam (in one form or another) has a very long and valued history in the AP curriculum. If I'm not mistaken, this would be the first time in the

AP program's history that only Vergil would be given. In fact in the olden days it was considered "more advanced" than Vergil. It was 5th year and Vergil was 4th. Finally, many schools only offer the Latin Literature AP, while others count on that as a second Latin AP along with Vergil."

Rick LaFleur, Professor of Classics at University of Georgia, points out that "interest and participation in the AP Latin Literature exam has grown steadily over the years and helped to revitalize and enrich our curricula (this past year the numbers were up to ca. 3500, vs. ca. 4700 for the Vergil option); cancelling the exam now would be not only foolish and counter-intuitive (this 3500+-level of registrations will NOT miraculously migrate to the Vergil exam), but highly damaging. Limiting the Latin AP options will diminish the potential for AP classes; without the AP incentive, schools (read "administrators") will be less inclined to support expanded/expanding Latin programs; schools that push for AP (a HUGE number across the U.S.) will compel teachers to teach Vergil every year—not in itself a bad thing, of course, but in the real world of high-school Latin teaching and limited numbers, combined Latin 3-4 classes are very common, and not having the Latin Lit exam option as incentive to offering in alternate years Catullus-Horace, Catullus-Ovid, Catullus-Cicero, will ultimately limit that Latin 3 class every year to Vergil and thus make combined 3-4 classes in some instances impossible, resulting in turn in reduced Latin 4 registrations/enrollments."

"Combined Latin 3-4 classes are very common, and not having the Latin Literature exam option as an incentive will ultimately limit that Latin 3 class every year to Vergil and thus reduce Latin 4 enrollments"

AMICI-ICC Resolution Regarding the AP Latin Literature Exam

Whereas the College Board has announced that beginning 2010 only the Advanced Placement Vergil Exam will be given, the members of the Illinois Classical Conference and of AMICI, the Classical Association of Iowa, hereby resolve to request the College Board to offer the Advanced Placement Latin Literature Exam and the Advanced Placement Vergil Exam in alternate years starting in 2011. It is also resolved that a classicist be a member of the College Board World Languages Advisory

Committee.

Unanimously adopted at a joint meeting held in Moline, Illinois, 12 October 2008.

Signed Alice Newman Mulberry, President, Illinois Classical Conference
Cynthia Smith, College Consul, AMICI
Amanda Woodruff, High School Consul, AMICI

Democracy and Global Diversity (cont.)

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decision makers.

Our course, however, took a different turn after we decided to incorporate the pedagogy promulgated in Barnard College's "Reacting (to) the Past" course design. This particular pedagogy has several distinct features: it introduces students to major ideas and issues in their historical context; it introduces students to primary historical texts as sources; and it has students literally play a role in reenacting the historical contexts in which these ideas, issues, and texts developed. The role-playing sections of the course are set up as games or simulations.

Dr. Mark Carnes, a professor at Barnard College in New York City, was overhauling his own history courses when he realized that students became more involved in the course-work and subject matter when they took an active role in activities like debates. He then designed a few modules that had a significant "debate" as the core of the material. (e.g. the French revolution) The entire class was assigned to certain roles on each side of the debate, and everywhere in between (e.g. King Louis XVI, Lafayette, a Jacobin, an unruly member of the mob). Each student received a "role packet" with background information, specific goals (e.g. retain an absolute monarchy, create a constitutional monarchy, overthrow the government and set up a democracy), and some strategies for achieving those goals. The information in the packets was privileged and not to be shared with the opposing side, or sometimes not even with presumed allies (e.g. why were there armies of exiled French aristocrats amassing on the borders?). The classroom then became a government chamber, the students elect a leader, and the debate was underway!

We, at Loras, reenact two separate scenarios each semester because of our pre-existing course format of comparing two dissimilar cultures in a moment of democratic crisis. Other schools fit three debates into each semester (and are not limited to democratic issues – e.g. there is a game centered on Confucianism and another focuses on the Salem witchcraft trials).

When we added this new pedagogy to our course delivery, we added several new components to our original course and strengthened existing ones. We added the new element of persuasive speeches and papers (some in the form of newspaper articles), which redirected

the components of student oral presentations and written work and gave students a personal stake in their work. Because most students served as members of factions, group work was built into the course structure in a new way and there was some peer pressure to be prepared and participate. Student leadership of classes occurred differently, too. During the debates, students directed the entire class period for 3-4 weeks at a time! At first they glanced continuously and expectantly at the instructor for permission or guidance, but when they saw none forthcoming they took charge, in most cases quite gleefully! The element of comparison is still vital, since at the end of the semester the students compare HOW people in the two distinct cultures approached their problems of leadership and WHY they often worked out differences in different ways or saw democracy differently.

In our current cycle of topics, the course focuses on two illustrative and critical periods in the development of democracy. First we look at Ancient Athens circa 403 when its fledgling democracy had been defeated by the oligarchic forces of Sparta, but managed to overcome the Spartans and oligarchic sympathizers of Athens. Will the present, perhaps temporary, government of Athens choose democracy again, or fall prey to oligarchy or tyranny once again? Will they silence Socrates' undemocratic views? In the second half of the semester we study the dramatic and often bloody post-apartheid period of South Africa. Will the conservative, largely white political parties maintain control after they willingly abandoned the unpopular apartheid policy? Will beleaguered colored and black parties unite in their opposition or form splinter parties? Will homelands be abolished? The first period remains one of the central and crucial periods of the political and social development of Western Civilization, as we in our fields are happy to acknowledge, whereas the second provides an example of democratic change and crisis in the modern era.

Many teachers of Reacting (to) the Past are currently creating their own courses centered around such debates. I was recently able to participate in a trial run of a new scenario: Beware the Ides of March! Caesar has just been assassinated and the government is at a loss about what to do next. What is in store for Caesar's body? A state funeral? A trip in the sewers of Rome? Who should "take over?"

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Some of the time periods represented in "Reacting to the Past": the Parthenon, Galileo, Confucius, the French Revolution, and British Parliament. "Reacting to the Past" consists of elaborate games, set in the past, in which students are assigned roles informed by classic texts in the history of ideas.

Four Key Aspects of Loras College's Democracy and Global Diversity Requirement



Issues of global diversity:

Democracy and Global Diversity examines two distinct cultures of diverse nature, one “western” and one “non-western,” at a point of crisis and compares how each responds to the demands of democracy as they struggle with what it means to build a “democratic” nation. We have so far examined antebellum America (ca. 1860s) and compared it to India (after 1947); we have studied revolutionary France (1793) and compared it to pre-partition India (1947); we have studied revolutionary France (1793) in comparison to post-apartheid South Africa (1993); and our most recent pair is classical Athens (403 B.C.) and post-apartheid South Africa (1993). Students have put themselves into the shoes (and sandals) of people from many different backgrounds. Assessment studies show that students are more empathetic after this course!!

Issues of “democracy”:

Students must grapple with some of the complexities involved in applying the philosophical ideas of democracy to real-world situations. The idea of democracy is rooted in basic assumptions about the application of justice evenly throughout society. But every society has many elements within it that complicate justice and force difficult questions about how democracy can function in that context. Any exploration of democracy therefore requires an examination of at least three important factors impacting a society’s

understanding of justice: its experience and understanding of authority, community, and privilege. We use this framework to focus some of the comparisons students make between cultures.

Issues surrounding actively participating students:

Assessment studies show that even though some students would rather avoid public confrontation and debate, most agree that they learned more through this method than through more traditional classroom pedagogy and had more “fun” learning.

Issues surrounding “dispositions” espoused in our Mission Statement:

Students develop skills in written and oral argumentation, textual analysis, and the consideration of various perspectives – all skills essential to success in college and to a life of learning.

The course is designed to play a key role in a Loras College education by promoting reflective thinking and ethical decision-making about democracy through active learning techniques; its goals and objectives center around creating responsible citizens who both make ethical decisions and contribute constructively to their communities.

The course employs a consistent pedagogy of role-playing and student leadership in the classroom.

Democracy and Global Diversity (cont.)

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And why is Cleopatra still hanging around?

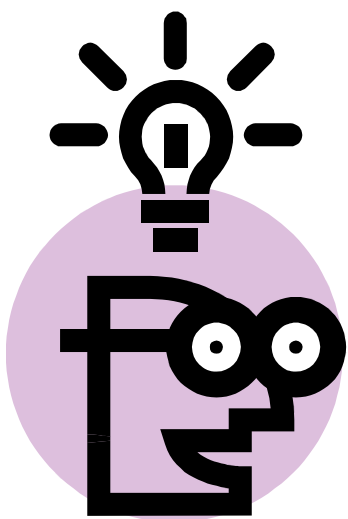
Anyone can participate in teaching these courses, even if their background does not make them an expert in the field. There are workshops held regularly to allow people to participate in the games for a few days. You would be welcome to observe classrooms where the pedagogy is already in place.

Besides workshops offered at Loras College in the past, there was one not long ago at Drake University. Both had participants who were scheduled to teach the course for the first time, some veteran teachers and others who just wanted to see what it was like. One

teacher even brought a group of honors students to test out the game!

Loras will be training some new instructors at the end of the semester. Anyone interested in observing the workshops would be welcome!!

Cindy Smith, Loras College



New Website Features Proverb of the Day and Latin Via Aesop's Fables

Looking for a way to get students reading Latin every day? Laura Gibbs has a terrific new website that features hundreds of Latin proverbs and more than one hundred of Aesop's Fables in Latin that will provide your students with that little bit of daily Latin that will amuse them while keeping their Latin sharp.

Gibbs has put together a collection of 366 proverbs with a link to a brief essay about the proverb online along with an audio recording. Best of all, it is possible to add a link to the Proverb of the Day on your own web page. Visit School House Widgets at <http://widgets.bestmoodle.net/scripts/latinproverbday.htm>.

In addition to proverbs, Gibbs has made Barlow's edition of *Aesop's Fables* available online. Each fable includes a commentary and segmented version of the text for easy reading,

an English translation along with the Latin text, a digital facsimile of the page from Barlow's 1687 publication of *Aesop's Fables*. When the website is finished this summer, there will also be video slide shows for many fables, quizzes, questions for oral discussion in Latin, a crossword puzzle based on the vocabulary for each fable, as well as a history of the interpretation of each fable. Visit <http://aesopus.ning.com/> for access to Aesop's Fables and the rich resources there.



"The Boy who Cried Wolf," illustration by Francis Barlow, from *Aesop's Fables*, illustrated by Francis Barlow (1687). Digital images courtesy of Michigan State University.

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Special Offer

If you enjoyed this newsletter and are interested in the ancient world, fill out the form to the right. For just \$5.00 you can keep receiving *Amicitia* and know that you are supporting Classics in Iowa. Additional gifts are tax-deductible and support the AMICI Translation Contest and other activities across the state. Please return the form to the right with a check (payable to AMICI) to John Gruber-Miller, AMICI Secretary-Treasurer, at the address at the bottom of the form.

AMICI Membership Form, 2008-09

Name _____

Address _____

Phone _____

Fax _____

E-mail _____

Yes, I want to join AMICI. Enclosed are:

- Annual dues (\$5)
- Additional gift

Position:

- Administrator
- Teacher
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If you know of anyone else not on our mailing list who would benefit from receiving a copy of our newsletter (e.g., a friend, parent, principal, guidance counselor, dean, or colleague), please send the person's name and address.

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AMICI, CLASSICAL
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**AMICI, Classical
Association of Iowa**

AMICI was founded in 1988 as a non-profit organization to promote the study of Latin and the ancient world in Iowa schools, colleges, and communities. The name of the organization is the Latin word *amici*, which means “friends,” and comes from the Latin root for “love.” AMICI sponsors a bi-annual newsletter *Amicitia*, an annual Translation Contest, and a speakers’ bureau. If you are looking for a Latin teacher, are looking for a speaker, or want to know more about Latin or the ancient world, contact one of our officers:

- Cindy Smith, college consul (563-588-7953; csmith@loras.edu)
- Amanda Woodruff, high school consul (515-226-2600; woodruffa@wdmcs.org)
- John Gruber-Miller, secretary-treasurer (319-895-4326; jgruber-miller@cornellcollege.edu)