

In April 2000 at the annual meeting of CAMWS in Knoxville, a special panel convened to discuss the growing need for high school Latin teachers in the U.S. The papers were published in the Fall 2000 issue of *The Classical Outlook*, in which Ken Kitchell issued a call to action to address the shortage of Latin teachers. The panel and subsequent publication specified two goals: (1) “to restate and then evaluate the problem of the Latin teacher shortage,” and (2) to seek “new alliances designed to help put teachers where they are needed” (*CO* 78:2). The goals are admirable, indeed they are vital to the mission of the profession, and yet they are expensive goals to meet. In this presentation, I will lay out some of the costs of training Latin teachers, and measure these costs against the benefits.

An operational (if not successful) Latin teacher training program needs first and foremost personnel to see to its various phases. Second, this personnel from both Classics and the School of Education must cooperate to overcome obstacles. Third, the program needs Latin teachers at local schools who are willing to host students in training. Fourth, the program needs the support of school systems that are willing to hire Latin teachers; potential teachers will walk away from the profession if there are no jobs. Finally, the program needs a leader who can coordinate these needs.

The benefits hardly need stating. A strong Latin teacher training program brings majors into Classics departments. Latin teachers in training can, much to the delight of those paying their tuition, say exactly how they intend to earn a living after college. Well-prepared high school Latin teachers feed well-prepared students back to colleges and universities. Cooperation among high school and college teachers promotes classics at a larger, community level. When these benefits are valued and efforts are supported, everyone gains.