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# Vicki Shafer Interview: 35 years of Teaching English and Latin in Dallas Area Secondary Schools

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Vicki Shafer Interview

Interview Orientation

1  
2  
3 Date: March 9, 2016  
4 Time: 9-10 am  
5 Location: The Episcopal Church of the Transfiguration  
6 14115 Hillcrest Road, Dallas, Texas 75254-8622  
7 Interviewer: Erin Silkey  
8 Interviewee: Vicki Shafer  
9

Interview Transcript

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11  
12 ES: So, I guess the first question was where did you grow up. So did you grow up in Texas, or ?  
13 VS: I grew up in Wichita Falls.  
14 ES: Ok, and, where is that exactly?  
15 VS: That's, it's in north, very north-central Texas off toward the west, it's about 14 miles from  
16 the Oklahoma border.  
17 ES: Ok, so that's why I've seen it, because when I drive up to Oklahoma to see my dad. Yeah.  
18 VS: Ok, yeah you probably go through it. Where does he live?  
19 ES: He lives in Norman, so we take 35.  
20 VS: Oh, ok, well you actually-you cut over, yeah. You have to cut over to the west then. Ok.  
21 ES: So we see the signs for it. Yeah. Ok.  
22 VS: So, yeah, I grew up there—I was born there, and I grew up there.  
23 ES: Alright.  
24 VS: Went to high school. There was only one high school. —  
25 ES: Oh! Ok.  
26 VS: —Wichita Falls High School.  
27 ES: [laugh] Right/ok, that makes it easy, it's a small school—I mean small town, small school.  
28 VS: Well, it's a huge--small town with a huge school, because when I was there it was  
29 the only high school, so they had to split up their football team. It's medium small, it's about  
30 100,000 (people).  
31 ES: Ok. So then where did you go to college?  
32 VS: UT Austin.  
33 ES: Oh, Ok. And how did you find the difference between the small town to Austin, then?  
34 VS: Well, at first it was difficult. (The thing that made it) —and I was homesick for  
35 about 6 months. Then when I came back the second semester of my freshman year I  
36 realized that Austin was a lot more fun place to live than Wichita Falls.  
37 ES: [laughs] That's what I've heard! Austin's cool. [laugh]  
38 VS: —And then I loved it, I loved it after that. I really did love Austin.  
39 ES: Yeah.  
40 VS: And uh, so I got my bachelors there, —  
41 ES: Ok.  
42 VS: — and my teaching certificate, and I did all my education courses there. Uh —  
43 ES: And did you do them, so you like have a 4 year bachelors and then you did your education  
44 certification at the same time?  
45 VS: Yeah, my degree was not in education. My degree was in Liberal Arts.  
46 ES: Oh, ok,

Vicki Shafer Interview

47 VS: I had, actually, I had a double major in English and Latin —  
48 ES: Oh, ok.  
49 VS: —and a minor in Greek, which I've forgotten all of.  
50 ES: [laughs] Yeah, me, too, and it's only been 15 years...uh 10 years.  
51 VS: And then I came to Dallas.  
52 ES: Ok.  
53 VS: When I came to Dallas—I married—and I came to Dallas, and there was no... Well, UD was  
54 really new at the time, so I didn't really even think about UD, which was the only place,  
55 probably the only college, that had a Masters in Latin. So I, but I had a full ride to SMU,  
56 so I just got my Masters in English.  
57 ES: Oh, ok. How come you decided to do English, then?  
58 VS: Well, that was, that was my other field, you know.  
59 ES: Oh, ok.  
60 VS: That was my other field of teaching. And, uh, well, I really had not intended to be a teacher,  
61 I intended to be a house wife.  
62 ES: Oh, I see! [laughs]  
63 VS: But my mother made me get that teaching certificate and I was really glad I had it when I  
64 got divorced.  
65 ES: Oh, yeah.  
66 VS: You know that was—well I had actually intended to major in Comparative Literature, and  
67 bring in both my undergraduate majors, but they were phasing out that, so  
68 I only had a couple of classes in Comparative Literature. They were phasing out that major  
69 at the time.  
70 ES: Ok.  
71 VS: So, I just got the degree in straight English.  
72 ES: SMU's—that's in Dallas? Yeah that's in Dallas.  
73 VS: Yeah. It's in Hyde Park.  
74 ES: I know they have a big Archaeology program, because that's where one of my Archaeology  
75 professors at UTA went and got her PhD there. It's most—a lot of it is South  
76 American, Mesoamerican Archaeology, but I don't know about their Classics Program.  
77 VS: It's simply nonexistent, I think.  
78 ES: [laughs] Ok.  
79 VS: At some point—they occasionally have 2 years of Latin so that people can get their language  
80 off. Last I heard one of the teachers who had retired from the Richardson school district  
81 was teaching there, but I think it was only a couple of years, it was only part time and it  
82 was adjunct.  
83 ES: So, how come you chose to do Latin, then, in your BA?  
84 VS: You know, when I was in the 9<sup>th</sup>, no in the 8<sup>th</sup> grade in middle school we had a program called  
85 Exploratory and we had 6 weeks of 6 different things, we had Latin, Spanish—  
86 ES: Oh, ok, yeah I think we had something similar.  
87 VS: —and, you know, I just fell in love with it. I tell people I fell in love with the Accusative case  
88 ... [laughs] ... because it's just so ...  
89 ES: [laughs] Yeah, I know what you mean.  
90 VS: It's just so wonderful that you can move things around, and most kids hate that, but I just  
91 thought it was great.  
92 ES: Yeah.

Vicki Shafer Interview

93 VS: You know it just resonated with me, in that 6 weeks. I just loved it, and I liked the teacher  
94 a lot. So, I decided to go ahead and do it. I don't know it just really, it came very logically  
95 for me, it was not ever a struggle.

96 ES: Right, yeah.

97 VS: And I loved my teachers, I truly loved my Latin teachers.

98 ES: Yeah.

99 VS: So, that's probably a big part of it, too.

100 ES: Well, yeah. So that was in junior high, then?

101 VS: Well, that was in 8<sup>th</sup> grade, and then in the 9<sup>th</sup> grade I went on and I had a wonderful  
102 teacher there, and then I had one not so wonderful teacher, [laughs]

103 ES: [laughs]

104 VS: and then I had another wonderful teacher for two years. So, I mean Latin was really big  
105 in that school. I mean there were 3 Latin teachers at my high school.

106 ES: Really? Ok.

107 VS: It was huge. No more.

108 ES: Considering you were in Wichita Falls!

109 VS: Yeah, no kidding. It was huge.

110 ES: Yeah.

111 VS: It doesn't happen anymore.

112 ES: No.

113 VS: Although, I don't know if they still have it or not. They had it for a while. There are 3 high  
114 schools there now.

115 ES: Ok.

116 VS: And the reason I then chose ... your second question—Well, actually let me just go ahead  
117 to finish the education thing.

118 ES: Sure.

119 VS: I did have, I started the doctoral program at the University, UT Dallas, and I got a little bit of  
120 a pay raise. I did not finish it, because I got divorced at the time and had small children  
121 so I never did finish that. I have 30 hours, 24 hours or something like that for the  
122 doctorate, and I just let it lapse.

123 ES: Yeah. Yeah, I think a lot of people do that. Not uncommon. And what was that in?

124 VS: It was in Comparative Literature.

125 ES: Oh, ok. That was the one.

126 VS: They did have a program in Comparative Literature.

127 Uh, Let's see. So, what was my next question? So you decided to, so how come you  
128 decided to teach Latin instead of English, then? Like one of my teachers ... ?

129 VS: Well, because I just love Latin more. As a matter of fact, when I got my first job I did teach  
130 English. I taught English for 25 years, or actually 22 years.

131 ES: Ok.

132 VS: I worked for 22 years. Actually, I worked for a semester at South Oak Cliff, but that didn't  
133 work out. My baby was little. I would have probably... I didn't even finish a year, because  
134 my little girl was—I wanted to be with her.

135 ES: Right.

136 VS: And then when I got divorced, I went back and I worked 22 years in Garland.

137 ES: Ok.

138 VS: Teaching both English and Latin.

Vicki Shafer Interview

139 ES: And are you still teaching there?  
140 VS: No, I'm teaching at Bishop Lynch. Remember you visited me?  
141 ES: Oh, that's right. I always think that's in Garland.  
142 VS: Well, it's on the way. It's on the way, but it's not in Garland. The Garland job was at a  
143 public school, that's GISD.  
144 ES: Oh! I see, alright.  
145 VS: And that job just kinda fell in my lap.  
146 ES: And so you've been at Bishop Lynch for—?  
147 VS: 12 years.  
148 ES: 12 years. Ok. And the English that was for 22 years, that was before the Garland?  
149 VS: No, that was in Garland.  
150 ES: The same time, ok, alright.  
151 VS: I taught English and Latin in Garland for 22 years.  
152 ES: Um, and that was at a pr—in a public school?  
153 VS: And actually then I went back. After that, I went back to Garland—after I retired, I went  
154 back part time and taught only Latin. But it was just half time.  
155 ES: Oh.  
156 VS: Yeah, they hired a teacher and he didn't work out. So they called me after 5 weeks into  
157 semester—  
158 ES: [laughs] Oh, no!  
159 VS: I don't know what was the matter with him, but he didn't come to class, and so they fired  
160 him 5 weeks into the year and asked me to come back part time, so I did for 3 years. So,  
161 I worked in Garland 25 years, but the last 3 were only part-time.  
162 ES: Right. Um, yeah, that happens. {laughs}  
163 VS: I taught all levels of English. I started teaching what they would call basic English, which  
164 was remedial, and gradually worked up to Honors, which was more rewarding. Well, I  
165 don't know, it was a lot more pleasant most of the time.  
166 ES: [laughs] How did--? Because, I know that I'm taking reading in secondary school and I know  
167 that literacy is an issue. Totally off the topic of Latin, but ... [laughs] So, would you  
168 necessarily in the remedial classes, be teaching how to read as opposed to Shakespeare?  
169 VS: Oh, yeah, when we did Shakespeare it was like, well, I don't like the word "dumbed-down,"  
170 but basically simplified Shakespeare.  
171 ES: Right.  
172 VS: We basically did a lot of reading—in the remedial classes—a lot reading of simplified  
173 things, a lot of short writing.  
174 ES: Right.  
175 VS: You, know a lot of writing. One of the things, that was big then, and I think actually worked  
176 for kids, was giving them a pattern, a pattern for writing, but in the remedial classes we  
177 never really got over a paragraph.  
178 ES: Really? Ok.  
179 VS: Yeah. Actually, they probably do now, because they have to write a longer essay for the,  
180 whatever they call the state test now. It was TASK when I was doing it, or STARR. You  
181 know, I don't know. They change the name of it every year.  
182 ES: [laughs] That was 2006 or 2007? I don't know when they changed it. I was working at the  
183 library when they changed it. And then, so for Latin, you taught from Elementary all the  
184 way through AP?

Vicki Shafer Interview

185 VS: I didn't teach Elementary.  
186 ES: Oh, you didn't? Ok.  
187 VS: No, just high school. Oh! Are you talking about Elementary Latin, yeah Latin I.  
188 ES: Yeah.  
189 VS: Right, not, elementary school. Yes, beginning to AP.  
190 ES: Ok, uh, let's see. I don't know if they need to be necessarily in order.... [laughs]  
191 VS: It doesn't matter, it's up to you.  
192 ES: [laughs] I was curious about the difference between the public school versus the private  
193 school, because people keep telling me that maybe in the Catholic schools that kids would  
194 be more motivated, more interested in doing Latin than in high school.  
195 VS: You know what I find, where I am it's not the first choice for many of them. It's not the elite  
196 Catholic school. The elite Catholic schools are Ursuline and Jesuit.  
197 ES: Yeah, Ron was just talking about that last night. Ok.  
198 VS: A lot of our kids are pretty much average, and it came from, really, our former principal's  
199 belief that anybody should be able to get a Catholic education, you know. And a lot of  
200 what they do at that school is theology, and service oriented. Actually, I think only about  
201 70% of the student body is Catholic, –  
202 ES: Oh, really?  
203 VS: –and a lot of them are not very practicing Catholics, are lapsed or just lazy Catholics. But so  
204 many of them are. And what I find is more homogeneity in those kids. I don't have—with  
205 rare exceptions—I don't have as really good of students as the few students that I had in  
206 public school. But I also don't have the ones that are just very difficult to teach.  
207 ES: Right.  
208 VS: And while I don't think a lot of my kids are really into what they—into the subject—they do  
209 care about their grades.  
210 ES: Oh.  
211 VS: And the parents—  
212 ES: Right, ok. Yeah.  
213 VS: –that's the difference—the parents are much more involved.  
214 ES: That's what I was wondering, if at a—parents have put their kids in a private school, Catholic  
215 school, well they want them to do well, so they're gonna be a bit more involved.  
216 VS: Yeah, well, and they're paying money.  
217 ES: Yeah, exactly. [laughs]  
218 VS: So, that's the difference that I see. With rare exceptions, I have not had..., because in public  
219 school you just get everybody, and some of the best students I ever had were just kids that  
220 —One of the best students I ever had was a little kid that was just dirt poor, but he was just  
221 sweet, wonderful and smart, very smart, and the first kid that I ever had that took AP. I  
222 taught him – they wouldn't put him in a separate class, and so I —  
223 ES: [laughs] Because it was just him!  
224 VS: It was just him and I taught him at lunch—  
225 ES: Oh, ok!  
226 VS: —after only — he only had 2 years of Latin.  
227 ES: Really?  
228 VS: Usually they have 3, but he was highly motivated, very smart, had an excellent memory.  
229 Which is one thing I've noticed is missing in many kids. It's pathetic. Well, they have  
230 the attention span of a gnat. [laughs]

Vicki Shafer Interview

- 231 ES: Yeah, we've talked about that both in my education classes and I've talked about it  
232 with Ron. You know, just these days... [laughs]
- 233 VS: Yeah, that's a disagreement that I have with a lot of educators. You know, the owner of our  
234 school was telling us we should change activities every 15 or 20 minutes, because you can't  
235 keep them engaged. And I really think what we ought to be doing is trying to extend  
236 their attention spans.
- 237 ES: [at the same time] Longevity! Yeah. [laughs]
- 238 VS: So, you know, I haven't had that—I do have that disagreement with the powers that be, but  
239 they don't give me too much trouble, so... And I do try to do, I roll up, because we have  
240 hour and a half classes. I think that's too long with high schoolers, you know. I don't like  
241 that, that they're on the block schedule.
- 242 ES: [at the same time] On the block schedule, yeah...
- 243 VS: That's too long, especially for a math and foreign language there's so much more, if you  
244 have them every day. But you know what happened was that the state mandated so many  
245 things, that they had to provide 8 periods, instead of 6. So, anyway...
- 246 ES: Mmmm...yeah, we had 8, but we weren't on the block system. We had the same classes.
- 247 VS: You had 8 every day?
- 248 ES: Yeah, but we were one, um, it was called ...
- 249 VS: Was it that rotating system? My step-daughter I think was...
- 250 ES: They were modules, so a mod was 15 minutes, so you either had a 45 minute class or a 60  
251 minute class, and um, the 60 minute classes would be the science and math. I think the  
252 languages were actually only 45, but you'd have the same class every day.
- 253 VS: Well, that's probably enough. You know that's, you could get a lot more done.
- 254 ES: Yeah.
- 255 VS: With two 45 minute classes than an hour and a half class. Primarily because you give  
256 homework in between, to, you know, reinforce it. Reinforce a smaller amount.
- 257 ES: Yeah, so we had homework every night for the next day, 5 days a week.
- 258 VS: I think an hour and a half is not only too long for them to sit, but it's –
- 259 ES: And is that twice a week or three days a week?
- 260 VS: It depends. It depends, because, you know, because it alternates. Like if it's Monday,  
261 Wednesday, Friday in one week, then the next week it would be Tuesday, Thursday.
- 262 ES: That would be so confusing! [laughs]
- 263 VS: It's not.
- 264 ES: Oh, I guess you get used to it.
- 265 VS: Anyway. Yeah, you get used to it.
- 266 ES: Let's see, umm. There was something I was going to ask, but now I don't remember. Oh.  
267 How—so, I guess we did touch on how students, you know, they have less attention  
268 span. The students' performance, has it changed over the years? You know, when you  
269 first started kids were, I don't know, I get the impression that they might have been more  
270 studious than they are now. Even from when I was in the '90s, in school, and now—
- 271 VS: Some are.
- 272 ES: [laughs]
- 273 VS: I started in '79 and we were then competing with television, and now we are competing with,  
274 you know, with phones and video games. So, I know. It's so...
- 275 ES: Yeah. [laughs] So, in some ways technology has helped, in some ways it hasn't. and I know  
276 having a phone in the room is like, for me, I'd be like here's a basket, put your phone in

Vicki Shafer Interview

277 it, put your iPad in it. [laughs]  
278 VS: I've never told them to put it in the ..., but I have taken some up, and some teachers do:  
279 "There's a box, put it in there when you come in the room."  
280 ES: Oh, yeah, I guess, and similar is the view of Latin over the years in terms of how,  
281 you've said that it's—you really only have part time teachers, maybe only one teacher in  
282 a school right now, as opposed to it being more popular back 50 years ago, I don't know.  
283 But now I've heard that it's becoming more popular again, but in the '90s, early 2000s, it  
284 was really not, not as popular, and when I got my bachelors in 2001, there were more  
285 people with degrees than could actually teach ... [laughs] ... because there just weren't  
286 the positions. People weren't—it just wasn't as popular. Is that what you found?  
287 VS: Well, I don't know, because I had a job, so, you know, I wasn't looking.  
288 ES: [laughs] Right, that's true.  
289 VS: I was just lucky, very lucky. Well, that one took me a very long time to find it. And they  
290 weren't hiring, they weren't hiring. I was just lucky that, that uh, somebody resigned at  
291 the last minute to go to law school, --  
292 ES: Yeah.  
293 VS: So, I fell into that job, which fed my kids for 22 years. What else can I say?  
294 ES: [laughs] Right.  
295 VS: What was I gonna say. I worry now that they have just changed the SAT.  
296 ES: Have they? Again?  
297 VS: This is the first year.  
298 ES: Ok.  
299 VS: This is the first year that they've done it, which is not emphasizing vocabulary so much.  
300 ES: Really?  
301 VS: Yeah, and it's uh, you know, that's a concern to me. Although I don't think Latin's going  
302 away any time soon,  
303 ES: No. Right.  
304 VS: But, you know, it just comes in cycles, and I got job when it was down, so... It just, you  
305 have to – There, there is an organization, the American Classical League—or  
306 American Classical League, yeah...  
307 ES: Yeah.  
308 VS: And the Texas Classical Association —  
309 ES: [laughs] Yeah, I always get them confused!  
310 VS: — that posts jobs. They have a website that posts jobs.  
311 ES: Yeah, I have them both saved, but I always get them confused in my head—and I'm sure  
312 they're very different, but ... [laughs]  
313 VS: Yeah, well there just, one's state level. I think it's the American Classical League that has  
314 the website.  
315 ES: Yeah. Right. Texas, uh...  
316 VS: Classical Association. It's TCA.  
317 ES: Yeah, it's TCA and ACL, right. [laughs] I have them bookmarked on my computer, and I  
318 have stuff printed from them, too, in files.  
319 VS: Yeah, and if you join they'll, you know, send you periodically – they don't have all of them,  
320 but, you know, they'll send you when there's an opening.  
321 ES: I think I, you know, when I first got here, or over the years, I've had membership off and  
322 on. It's just trying to keep track, and like when I went to England I canceled all my



Vicki Shafer Interview

323 memberships for over the year, but, [laugh] I just wasn't paying attention, so  
324 wasn't paying for that year. It just depends. Let's see ... So did you, do you, I know there  
325 seems to be a correlation between parental involvement these days (to me, anyway) and  
326 the kids being less interested in their ... you know, having smaller attention spans. Are  
327 you having to give less homework and stuff?

328 VS: I don't. Sometimes I tell a student—well the kids are way overburdened—I mean, you  
329 know, they've got so many activities. That's part of the problem, that you're competing  
330 with the activities, the sports, which always take precedence.

331 ES: [laughs] Yeah.

332 VS: Which consume a lot of their time. And I've had kids ... We have a musical, and the kids  
333 that are in the musical are up there until 11 o'clock every night.

334 ES: Yeah

335 VS: Rehearsing or doing the play. And I notice their working, and the good students' work slacks  
336 off those times.

337 ES: Yeah, we had activities in my high school. I was in plays and stuff. I wasn't in sports or the  
338 band, but I have heard that that is becoming more and more of a problem, and it's starting  
339 earlier, too. In elementary school, there's all these afterschool activities and the kids can't  
340 get their homework done until 8 o'clock at night, and then they've got 3 hours of  
341 homework. For me I had like 5 hours of homework when I get home. It's just ... so,  
342 people are starting to give less homework, but then....

343 VS: Well, what they've asked us to do is give less homework, but more relevant homework, and  
344 I think that for things like math and especially foreign language that repetition is so  
345 important—

346 ES: It is!

347 VS: —and I'm not really sure that you can give ... less. What I've noticed: a lot of cheating, a  
348 lot of cheating.

349 ES: Really?

350 VS: Mmhmm..

351 ES: I hadn't heard about that!

352 VS: They've taken down—Well, the textbook that I'm teaching out of, they've posted all the  
353 translations. I've quit having them do the translations of the stories, because the translations  
354 were all posted online.

355 ES: What book are you using?

356 VS: I'm using the *Ecce Romani*,

357 ES: Oh, ok

358 VS: --but I think that's probably true for any of them.

359 ES: Yeah.

360 VS: And so we just do those in class and I give other assignments. Either I'll make my own  
361 sentences or, when they do translation.

362 ES: It would be, in that case you'd have to spend the time in the classroom to do the translations  
363 so that you know that they're not looking it up. [laughs]

364 VS: Exactly, exactly. You do. The homework that I give is mostly grammar.

365 ES: Yeah. Memorization.

366 VS: Or translation of my own sentences that I do.

367 ES: Yeah. So you've said that the you don't use too much technology, but have you found that (I

Vicki Shafer Interview

368 know I wouldn't either), but in terms of access, doing research papers and stuff like that,  
369 it's a lot easier to get information about, you know, Roman culture and stuff online.

370 VS: They do, and I don't do a whole lot of that. They will do that in the history classes. Yes,  
371 they do. I do require a paper and a project in Latin I on mythology, but they have to use  
372 one book. [laughs] They have to use one books that's not online.—

373 ES: Ah, yes! [laughs]

374 VS: They have to do that. And then, I don't do that – I need to do something in Latin II, but I  
375 haven't recently done a project or paper in the last quarter. Latin IIIs do an emperor report.  
376 They choose an emperor and do a report project.

377 ES: Oh, ok.

378 VS: Of course Latin IV we just—that's just crazy translation. We just have to cram that in. We  
379 have to be sure everything's covered. So.

380 ES: Oh, right.

381 VS: So, I don't, they don't do a whole lot of research. There are some sites—there's one site,  
382 and you might want to mark it, it's T A B N E Y.com and they have little exercises. That's  
383 one of the best... T A B N E Y...

384 ES: N E Y? Tabney?

385 VS: Uh-huh. Well, his name is something Abney, Tom or Tim or something.

386 ES: [laughs] Ok. [laughs]

387 VS: And he has for a lot of books little matching exercises for vocabulary, things like that.  
388 Little games. That I don't have time for. I think that he has way too much time on his  
389 hands. [laughs] Or insomnia, or something.

390 ES: [laughs]

391 VS: He has way more time than I have to do that. I do make a few PowerPoints, but not many.  
392 When I get inspired.

393 ES: Yeah, well...

394 VS: You know, I have one on the Imperfect Tense, but just a few.

395 ES: You can reuse them! [laughs]

396 VS: Oh, yeah! And I guess you are familiar with Blackboard, that program? For the students?

397 ES: Oh. Yeah. I've used it in various iterations over the past 10 or 15 years. Different schools  
398 have had it.

399 VS: Yeah, we're required to use it to post assignments, and you can put your PPTs on that, and  
400 you can put your, you know, if they're absent you can post your worksheets and handouts  
401 on it.

402 ES: Yeah.

403 VS: Some teachers, I'm not that technological, but, you know, they'll record themselves doing a  
404 lecture and put it on there. I'm thinking there ain't no way...

405 ES: [laughs] For one thing, I don't like to hear myself speak, which can be a problem as a  
406 teacher, but nonetheless ... it is helpful.

407 VS: I mean it's just so incredibly time consuming, so. I mean, it'd be wonderful ... Or, you  
408 know, if you did a lecture. Some teachers, especially history teachers, do a PowerPoint,  
409 because they're talking about facts, you know.

410 ES: Yeah.

411 VS: And they do a PowerPoint. As a matter of fact, one history teacher I know said that he started  
412 going to PowerPoint for his lectures because, he taught, you know, several sections of the  
413 same class and he wasn't sure he always gave the same information.

Vicki Shafer Interview

- 414 ES: Yeah. Yeah.
- 415 VS: All the information. So he started doing that so they would have that. And those would be,  
416 if you wanted to take the time to make them, those would be great to post, but I have not  
417 ever done that.
- 418 ES: I know, I know me...
- 419 VS: But ours is not lecture, ours is like give and take. You know it's like translating in class and  
420 what not.
- 421 ES: Yeah. For me, I know, lectures would be, I would never give the same lecture twice. You  
422 know, even if I have the exact some information.
- 423 VS: Well, you know, Math and Foreign Language don't, and English really, don't give  
424 themselves, they don't really do well with lecture, I don't think, because you just want give  
425 and take with the students.
- 426 ES: Yeah. Running through with the Accusative case, giving examples and having them work on  
427 them, yeah. The only thing I was, would be thinking, if I was doing a lecture, in terms of,  
428 for me, because I want to incorporate Archaeology, and Architecture and stuff, that, you  
429 know, I need to have slides for that.
- 430 VS: Uh-huh, yeah, you would need to do that.
- 431 ES: But otherwise, yeah...
- 432 VS: I do a lot of Mythology with the freshman, and we have a story every day. It's 5 minutes at  
433 the beginning of class.
- 434 ES: In English? Do you have them, like read it in translation, like Edith Hamilton or something,  
435 or...?
- 436 VS: I did when I was teaching English.
- 437 ES: Ok.
- 438 VS: But, no, they don't read it. I just read it, just read them a story.
- 439 ES: Oh, I see
- 440 VS: A lot of them by this time have had, a lot of the schools now have had a myth unit, a  
441 mythology unit in Middle School, so a lot of them—and plus with the Percy Jackson—
- 442 ES: [laughs] oh! Yeah
- 443 VS: They're familiar with Greek and Roman mythology, much more than when I started.
- 444 ES: Really?
- 445 VS: Uh-huh, oh, yeah. Because when I was teaching sophomore English we did a whole unit  
446 on Mythology and it was new, it was very new to a lot of them, and now...
- 447 ES: That has never even occurred to me that it would be more, but yeah, you're right, there are a  
448 lot more books and movies and whatnot.
- 449 VS: Yeah, it's much more familiar to them.
- 450 ES: Hmm...How do you find the difference, you know, in terms of Elementary students versus  
451 AP students—Elementary Level—does it vary, there's always going to be that one person  
452 who's really good at it, versus the person that's just doing it because...
- 453 VS: Exactly.
- 454 ES: because they want to do well to get into college? [laughs]
- 455 VS: Some of them because their mom's made them take it or because they have to have a  
456 language.
- 457 ES: [laughs] Yes, exactly.
- 458 VS: Yes. [laughs] Yeah, you have very few that, I do, that like it well enough. They all say  
459 when they start out that they're going to do four years, but then by the time they get to

Vicki Shafer Interview

460 Latin III and the real translations, they're dropping out like flies. So, I only have one  
461 student in AP this year, and she's excellent. She'll do fine. She wants to come back and  
462 take my job, so I'll see if I can hang in there long enough for her to get a degree. [laughs]  
463 ES: Yeah. [laughs]  
464 VS: Another next year wants to do it that's really good, and another one that wants to do it next  
465 year that's not very good and we'll see how she does. I've had several that once they see  
466 what AP requires, you know, they'll drop out after two weeks. I've had that.  
467 ES: [laughs] Yeah, it's, it's...for me I've found the actual textual reading more challenging, but...I  
468 relish the challenge—  
469 VS: Well, that's good.  
470 ES: So I would spend all afternoon doing it, but I knew many kids who wouldn't do that.  
471 VS: No, many won't. They have to love it. They have to love it. They have to not only be  
472 really good, but they have to love it.  
473 ES: Yeah.  
474 VS: This year. What did, what...they changed it last year, or two years ago...The AP class  
475 now...There used to be four tracks of AP and you could choose.  
476 ES: Oh, ok.  
477 VS: Then they narrowed it down just to the *Aeneid*. The last 3 years, the new AP test (this is the  
478 first year I've taught it) is half Caesar and half Virgil. Virgil's cut down. And I hate  
479 Caesar, I just hate it.  
480 ES: Oh. [laughs]  
481 VS: But some power that be wanted to do prose, so.  
482 ES: Yeah, makes sense.  
483 VS: Caesar, I just found the substance—obviously he writes very good Latin prose—  
484 ES: Right! [laughs]  
485 VS: But I just found the subject matter boring.  
486 ES: I read the Gallic Wars, or part of them, in some of my classes. Well, I found the  
487 Anthropological aspect interesting, his comments about it, but, yeah, after a while, how  
488 many battles...? [laughs]  
489 VS: Battles. Geography. So, anyway, but I'm doing it. But I do Caesar first to get it out of the  
490 way. So we're working on the *Aeneid* now, and interestingly enough she finds Caesar much  
491 easier.  
492 ES: Huh.  
493 VS: I don't, and I think it's because I'm just so familiar with the *Aeneid*, because I've done it so  
494 many times.  
495 ES: Oh, yeah.  
496 VS: But it is poetry. Poetry's harder.  
497 ES: It is!  
498 VS: And this child doesn't. She loves Latin, but she has the soul of an engineer. [laughs] She  
499 doesn't love poetry like she should. —  
500 ES: I have—  
501 VS: She loves the grammar. So we'll see. She'll do well on the AP, she'll do fine.  
502 ES: I found, you know, I like reading poetry, but I have always had a really hard time with meter  
503 and stuff, for the life of me. I've been in choir, I've done dance classes, I've played an  
504 instrument, but I can't...  
505 VS: That's interesting, because if you know music, because I think it's the same as reading music,

Vicki Shafer Interview

506           you know. Long and short.  
507 ES: Yeah.  
508 VS: That's interesting. I never had any trouble with that. She does, she does, it doesn't sing to  
509           her.  
510 ES: Right, yeah.  
511 VS: For me it just kinda rolls for me, especially that dactylic hexameter it just rolls off, but she  
512           struggles with that.  
513 ES: Well, once I get into it I think, sometimes, yeah, but then like when we were reading Catullus  
514           and different poems would be—it wouldn't be obvious to me that the meter was changing,  
515           and it's just, I don't know. Something about my brain. [laughs] So... So, you're  
516           only teaching Latin right now?  
517 VS: Yes, and I've told them that I will not teach English.  
518 ES: Why not?  
519 VS: I'm done with it, because it's just too much work.  
520 ES: Oh. Ok.  
521 VS: It's too much. It's just grading. I hardly ever bring anything home anymore.  
522 ES: Oh, yeah.  
523 VS: And of course this job has only been, well it's part-time, I started part-time, I went full-  
524           time, taught full-time for two years, then back to part-time. It just depends on how many  
525           students sign up for it. And then I had, for 10 years I had to travel, I had to float, I didn't  
526           have a room. I finally got a room last year, it was wonderful. I hope I can keep it.  
527 ES: That that would be nice. Yeah, I guess I remember. Yeah, you went from one end of the  
528           building to the other...  
529 VS: Yeah, if you'll remember that, because you were there when I was doing that, so...  
530 ES: That is ... that would be so frustrating!  
531 VS: What year was that, that you came? Was that, 4 years ago ...?  
532 ES: What was it, like 2 years ago? More than that. I can't remember.  
533 VS: Maybe more... Anyway, any other questions?  
534 ES: Well, we got through all those, but I think, maybe you didn't ...  
535 VS: One thing that's really important, you won't have a choice if you teach in a public school,  
536           but you will in a private school, is to choose a textbook.  
537 ES: Oh! Okay yeah, that is actually ...  
538 VS: They were using Jenney when I started. Some students, some teachers swear by  
539           *Wheelock*. That's probably what you used.  
540 ES: [I have used it...]  
541 VS: I have never taught out of *Wheelock*, but I have tutored out of it. The book I chose, and it  
542           was a parent that was a Latin teacher at one of the middle schools suggested it. I liked it  
543           partly because of the the access to helpful things on the internet. You know the little  
544           games that I told you about before. I taught out of *Cambridge* for a long time. I did not  
545           like *Cambridge*. There's supposed to be a new one out called *Latin for the New Millennium*  
546           and that,  
547 ES: Huh, not heard of that....  
548 VS: Well I heard people complaining about *Cambridge*, because they say if you're trying to, you  
549           know, if the goal is to get these kids to AP, that Cambridge does not do a very good job of  
550           giving them the vocabulary that they're gonna need for Virgil and Caesar.  
551 ES: Oh. Ok

Vicki Shafer Interview

552 VS: And there's one called *Latin for the New Millennium*, I think, that does a better job of that.  
553 One thing you might want, to get on somebody's mailing list. There is a publishing house  
554 that specializes in the classics called Bolchazy-Carducci. Do you know them?  
555 ES: Yeah.  
556 VS: Do you get their catalogue?  
557 ES: Yeah, I'm not on their list, but I was familiar with them when I got my bachelors, but yeah...  
558 VS: Okay. You probably ought to just get on their list. They'll mail you catalogues for free.  
559 You know, they'll be thrilled to, or you can access them online, too.  
560 ES: Oh, right, yeah.  
561 VS: I just, you know, they come out with new stuff all the time.  
562 ES: I can never remember how to spell ...  
563 VS: B O L C H A Z Y C A R D U C C I  
564 ES: I know it's, you know, Italian. So I think I used oxford. *The Oxford Latin*, when I was in  
565 college.  
566 VS: I have, yeah, I have never been familiar with that.  
567 ES: What I have also just found, it's not that new, it's the the *Lingua Latina*, I always... *Latina*  
568 *Lingua*? ... but it, it's just a different approach to it.  
569 VS: Yeah I'm not familiar with that one either. One thing that's kinda trendy is that spoken, which  
570 I don't, I can't and don't do is this conversational Latin. That's tough for me. Have you  
571 heard of that...?  
572 ES: Conversational? Yeah, I know it's become more of a... more popular, I know when I've  
573 done research on it. I am not sure I could do it. I love the idea in terms of teaching, but  
574 I'm not sure I could teach it, because I don't know Latin, you know, I'm not used to ...  
575 VS: Yeah, if you didn't learn it that way. And one of the things, frankly one of the advantages of  
576 the old-fashioned just translation is to teach them how to take a problem and break it  
577 down.  
578 ES: Yeah.  
579 VS: You know. To look at a look at a sentence and and analyze it. They are not doing that,  
580 but—and a real disadvantage is that middle schools are not very good anymore at  
581 teaching English grammar.  
582 ES: Yeah.  
583 VS: They don't know the terminology, they don't understand and they don't like it. They don't  
584 like analyzing grammar.  
585 ES: In my reading in secondary school class we read several articles that it's become more  
586 prevalent that we need to get back into teaching English and, both at the elementary level  
587 and at the you know high school level, junior high and high school level, because students  
588 are not getting there the content area terminology. They just, you know, the teachers  
589 assume they already know how to read, but they don't necessarily teach them how to read.  
590 I had not really thought about that, but it's true. You sort of assume that kids know what  
591 the terminology is or, you know. It makes sense, but because I know we didn't really focus  
592 on it too much after elementary school, but it – one of the arguments for doing Latin or  
593 Greek is that it helps you—I know it helped me—helps in literacy, because you're actually  
594 learning to figure out the, you know, grammar and for me, yeah, I took it in junior high,  
595 elementary school and junior high, but it didn't really stick until I took Latin—and maybe  
596 because, you know, of the Accusative case. You know, like, right. For me it was like, hey,  
597 look! A Nominative case, Accusative case. For me it visually made more sense and I know

Vicki Shafer Interview

598 that in England there's a whole association that's starting to have literacy using Latin as  
599 the base for teaching kids how to read and understand and as you said, breaking the  
600 sentence down and analyze it. They're just not doing that.

601 VS: Yeah, I'm not familiar with that, but it seems like it would be a good idea.

602 ES: Yeah, it does. That is interesting that you say that. So it's been more and more that kids  
603 have been not able, like when they're coming into the high school level, you're finding  
604 they're just don't know ... ?

605 VS: Yeah, they don't know English grammar, and they haven't learned to to read phonetically,  
606 you know, so ... and that's a problem, because they don't like to look at the end of a  
607 word and that's where everything is, you know. So..

608 ES: [laughs] I hadn't thought about that! That is... Yeah, how do you...?

609 VS: You know it's like you look at this word and sort of a general impression. [laughs]

610 ES: It seems like, how do you read without reading the whole thing?

611 VS: So, and like I say, some are just wonderful and they pick it up right away, and some, you  
612 Know, some a lot of it depends on their work ethic, frankly.

613 ES: Oh, that's true.

614 VS: I mean, I would think that that is the most important determiner of how, you know,  
615 anybody's gonna succeed.

616 ES: Yeah.

617 VS: You know. Will you sit down and stick to it, will you work at it until you understand it, do  
618 you care enough to understand it. And some of them don't, and some of them do.

619 ES: Right. Yeah, and yeah, We'd like to get them interested, but yeah that's what all teachers  
620 struggle with. Either they do or they don't and there's not much, maybe you might  
621 inspire someone, but still... and if you're taking a Latin class—for, for your students, is  
622 is Latin required, because it's ... ? Okay. I know some...

623 VS: No and most of us, I don't think any do anymore, and as a matter of fact, I think at Ursuline  
624 they discontinued it in favor of Arabic, which is ridiculous, but

625 ES: Wow!

626 VS: but, no, most of our students take Spanish, and French is probably a little bit ahead of Latin  
627 and then German. We have those four languages. German just never does pick up much.  
628 We have a really great German teacher. Well I don't know how good she is, but she does  
629 a lot of stuff. She's really good with technology.

630 ES: Oh, ok.

631 VS: She does a lot of games and stuff, but I'm not really sure how much they really learn, frankly.

632 ES: I know ...

633 VS: She does a lot of culture.

634 ES: Oh, well, yeah. I know that part of the TEKS, you have, even in the foreign language  
635 classes, you have to do culture, as well as ...

636 VS: Yeah, you're gonna have to do that, you know, if you teach. I don't have to mess with that  
637 too much,

638 ES: Yeah.

639 VS: and I don't, and I wouldn't, I'd retire before I did that, but anyway.

640 ES: [laughs] Yeah.

641 VS: But if you teach in a public school, but that's not that, you know, you can you can lie or just  
642 stick it in, you know. See what you have to stick in, and just, you know, when I was  
643 in public school you did have to document that on your lesson plans.

Vicki Shafer Interview

644 ES: Really?  
645 VS: Yeah, but it's not that hard. I mean, you know, just put numbers on there—I don't think  
646 anybody reads it closely, I don't think. Nobody questions it...  
647 ES: Well that's interesting, I have wondered.  
648 VS: As long as you have some numbers up there.  
649 ES: I know when you submit your lesson plans the afternoon have all the parts, and I'm like I'm  
650 not very good at getting all the details. That's really ... but you know obviously for me,  
651 because I'm interested—I love Latin, obviously—but I'm also interested in the Roman  
652 culture and the whole aspect of why I went into archaeology is, you know, the  
653 architecture and the art and stuff. I'm going to be teaching that anyway, so that's  
654 cultural and the mythology ...  
655 VS: It helps. Then you'd be doing much better than I am in that. I'm weak in that, I think. I'm  
656 weak in the history. I'm trying to do better, but ...  
657 ES: So, for ... yeah, I don't remember... For the private schools do ... in order for the AP you  
658 are still doing, you still have to get the regular, you know, language, culture, history,  
659 mythology stuff for the AP, but you don't have the same requirements to do TEKS, right?  
660 VS: Right.  
661 ES: Ok.  
662 VS: and frankly what you need to do when you teach AP, is is to look at the test, see  
663 what's the test, which is mostly translation. Although they do have to write an essay.  
664 ES: Interesting.  
665 VS: Analytical essay, and so yeah you need to look into that.  
666 ES: And in and in  
667 VS: And there's a lot of well ...  
668 ES: Do they have to do composition, or just...?  
669 VS: It's not in Latin, no. The essay's analyzing passages from English, usually just compare and  
670 Contrast. They'll give two passages from what you've read. Then you have to write an  
671 essay. And you can just look at that, and you will before you teach. You know, you have  
672 to set up your, you have to get your AP class, what do they call it? Documented. You have  
673 to do that and it's a hassle, and what I would suggest, you know, once you get ready to  
674 teach is to take a class. They offer them, it's a week long course in just the Latin AP.  
675 ES: I think the University of Dallas has it when I've ...  
676 VS: They they do sometimes. I've taken it out there.  
677 ES: ... in the summer ...  
678 VS: Yes, it is in the summer. They're always, well, they have to be for teachers.  
679 ES: [laughs] Well, good point. Yeah, that's true.  
680 VS: Then I took one a couple years ago at TCU, and I'm thinking about doing it again this  
681 summer if the school will pay for it.  
682 ES: Is it just to update you on the changes to the AP system?  
683 VS: Well, yeah, and just to give you strategies you know, and I've found it very useful, you  
684 know, and to show you how AP's graded. It's a money making thing for the college  
685 board.  
686 ES: Oh. Yeah.  
687 VS: They can get they can get college credit, if that's what they're after.  
688 ES: I guess I did not know that. I mean, we had AP at my high school, but I didn't ever do it.  
689 VS: It was... we didn't have it at my school. So what I took, what I did when I went to



Vicki Shafer Interview

690           undergraduate was take the CLEP, you know, the test that they give for placement. I  
691           didn't get any hours for it, but I got put in a junior class, because I did four years, you  
692           know.

693   ES: Right. Yeah, yeah.

694   VS: So...

695   ES: Did they have ... I don't even know when the AP started...

696   VS: I don't know. To be very honest, I don't either, because I was out of schools for so long.

697   ES: Right.

698   VS: but that's ... , you know, there's just a lot of stuff you learn as you go.

699   ES: That's what I have heard! [laughs]

700   VS: Setting up your AP class, getting it whatever they call it nowadays. It's not validated, it's  
701           like audited, I think. You have to do what they call an audit and you have to submit it.  
702           Actually now you can just kinda look and pick one. They have several sample ones online,  
703           and you can just pick one. It's not that much trouble, but what you need to do is go to one  
704           of those classes. If you ever are going to have to teach an AP class, you need to do one of  
705           those in the summer.

706   ES: Yeah, that's what, I guess, been one of my biggest concerns. I'm okay with Elementary and I  
707           wouldn't mind doing AP later, but, you know, once I...

708   VS: Yeah, I didn't start with it, either.

709   ES: [laughs]

710   VS: So, I just started with Latin I and Latin II, but I was having to teach English, too. And that  
711           might be if you can find the job in a middle school, or start a program in a middle school.

712   ES: Yeah.

713   VS: ... and then you don't have the pressure of getting them ready for the AP.

714   ES: Yeah.

715   VS: Because I didn't do it for a long time, but I was just lucky that first kid that I taught AP to at  
716           lunch. He got a four out of five on the AP, you know.

717   ES: Wow, yeah.

718   VS: but he was just really ... he had the iron butt, to stick to it. He went, he ended up going to  
719           Annapolis. He was really good for public school. Great kid.

720   ES: Yeah, that's pretty ... you said, so he only had two years and then he did one year of AP.

721   VS: and he did it at lunch [laughs]

722   ES: [laughs]

723   VS: but it was everyday.

724   ES: Ok.

725   VS: We covered what we had to cover in the *Aeneid*, and that's the thing, he remembered it.

726   ES: Yeah.

727   VS: You know, that's thing, that's the big problem is that you go over all the stuff, you complete  
728           the curriculum, but can they remember what they translated. You do need to, just, you  
729           need to take that course, or at least get a

730   ES: Yeah.

731   VS: get a, before you do that, but start, if you can, start start with four levels if you can possibly  
732           help it.

733   ES: Right. Well, I would guess I probably will be part-time. I might just do two, I have no  
734           idea at this point.

735   VS: Yeah, you know, you just have to see what's available when you're ready. How long do

Vicki Shafer Interview

736           you think it's going to take you more at school? When are you going to get out of school?  
737 ES: It's a two-year program. So this is my first year, and then next year I'll be doing the  
738           ... I think I have one or two more classes, but then I have the student teaching and they  
739           have what's called a practicum, which is actually a term of sitting in, and then there's  
740           another class where you sit in like three days a week and then once a week you go in and  
741           talk—there's a class on the UD campus and I guess you're sort of analyzing things. I'm  
742           not entirely sure, I've just talked to students who are taking it. So, I know those are two  
743           of our requirements. In which case, I will have to be balancing when I will be in the  
744           classroom and when I'll be in my own classes. And that'll be next year and I'm hoping to  
745           finish, you know, it should be two years. I'm looking forward to it. It's just been a long  
746           process, because it had been so long since I did Latin. I think I probably told you. So, I  
747           had three years of Latin and then general education requirements, because I didn't do my  
748           bachelors in Texas.

749 VS: Oh, ok.

750 ES: So, I didn't have ... American History wasn't required, I had European History and I then did  
751           have to take a politics class. I am thankful, unlike the undergrads, that I didn't have to  
752           take a Texas History.

753 VS: That's actually interesting

754 ES: [laughs] For the graduate program I still had to take you know some of the gen eds, that I'd  
755           not ever taken: a math class I took this summer... Took three years to get into a two-year  
756           program, but oh, well. You know it's good, because I wouldn't have wanted to teach, you  
757           know. I knew I didn't know Latin well enough and I needed to get re-familiar with it and,  
758           you know. So it just wasn't as much of an issue.

759 VS: Yeah.

760 ES: Yeah. I'm hoping in the next, you know, I guess I will probably start looking next year more  
761           in depth what schools have Latin where, but everybody I've talked to says it's, you know—  
762           well, ok, I'm in the classics where I know people who teach Latin, so ...

763 VS: There's usually job openings. Are you, are you willing to go other places besides the Dallas  
764           area.

765 ES: Yeah, that's the thing.

766 VS: Because are openings all over the country and all over Texas.

767 ES: Right.

768 VS: And they start coming in about probably about April.

769 ES: Oh, that's good to know. Ok. April. I guess I should start looking here.

770 VS: Some of them, though, sometimes they'll advertise for like a long-term sub, someone's having  
771           a baby or a surgery or something.

772 ES: Right. Yeah. I did talk about doing subbing for a while, like that's what Ron did for years,  
773           but I can't. I don't do well with disorganization and like out of the blue stuff, just would  
774           drive me crazy. So if I could do like a long-term you, know, three months

775 VS: Yeah.

776 ES: At one school and I could get to to know the kids and I'd know what my schedule is,  
777           it would be much easier for me than doing, you know, history one week or one day,  
778           then art the next day.

779 VS: Most of those are just you know baby-sitting, because the teachers [are supposed to leave  
780           stuff, but they don't] ...

781 ES: Yeah, it's true.

Vicki Shafer Interview

782 VS: ... sometimes there's discipline problems.  
783 ES: Yeah. Alright. Well I, this has been great.  
784 VS: I hope you got all the information you needed.  
785 ES: Yeah, well we didn't really have... these were just the questions that I came up with, but I  
786 really, uh...—she wants us to just get an idea of the teaching, you know, maybe things  
787 have changed a bit. Like one of the, we could choose to talk to either a teacher or just  
788 somebody who has had a pretty, you know, wasn't a teacher, but just about their education  
789 experience just to compare with our own. So, it should...  
790 VS: That's pretty broad!  
791 ES: [laughs] Yeah! This has been...  
792 VS: Well, let me know, you know, if you have any other questions you can e-mail me, or if you  
793 think of anything that I need to elaborate on, send me an e-mail.  
794 ES: Right, yeah. After I get and look.  
795 VS: I hope I gave you enough to write your paper.  
796 ES: It's been pretty helpful. Yeah, I didn't write a whole lot, but I figure I'm going to be going  
797 back and listening. So... I'm not very good—I'm usually very good at writing things, um  
798 but I'm always afraid I'm going to miss something. One of the reasons why I'm  
799 having it recorded.  
800 VS: One thing I didn't tell you, when you interview, the first thing you need to tell them is that  
801 you love kids. They are way more interested in that most of the time.  
802 ES: Really?  
803 VS: Oh, yes, and that's important!  
804 ES: Yeah.  
805 VS: So if you don't love kids you're going learn to really fast. [laughs] A lot of people don't like  
806 teenagers and a lot of people don't like middle school kids. Yeah, I don't like middle  
807 school kids, I don't think I could teach in the middle school.  
808 ES: Yeah, I'm not sure I could.  
809 VS: But high schoolers, high schoolers are different. You know it'll depend on and frankly you  
810 get better support discipline-wise from some schools than others from the administration,  
811 that's important. To get discipline support from the administration.  
812 ES: Do they ... I know there's been a new—and the support reminds me—here has been a  
813 trend and I haven't even heard about it in any of my classes, but what do they call it? Yeah,  
814 team teaching? I don't know if that's really possible for a Latin teacher.  
815 VS: Uh, you know, you could. I don't know, the things that I've heard it in, that they actually at  
816 my school way back in the 60s started.  
817 ES: Really?  
818 VS: Yes. It was a two period class taught by two teachers. American Lit and American History.  
819 ES: Well that makes sense.  
820 VS: My daughter went to Greenhill and they had something like that in European History, where  
821 they would do the – or maybe in Ancient History. It was in Ancient History, where they  
822 would do the history, the architecture, and art, the literature and, you know, so that's the  
823 kind of thing that I've heard of with team teaching. Latin might work with Ancient History,  
824 ES: Yeah,  
825 VS: but I don't know. Most of the time when you do — what was I gonna say? – it's broader than  
826 that.  
827 ES: Yeah.

Vicki Shafer Interview

- 828 VS: So, I don't know what would work. Maybe in art  
829 ES: [Yeah, that's a good point.]  
830 VS: if you can get the school to do it; and it it takes more effort than you would imagine to get a  
831 new class into the curriculum.  
832 ES: [laughs] Yeah.  
833 VS: It's ... you have to propose it and write – Oh, this one teacher is trying to get a PE class  
834 called Circus Acrobats or something, I don't know. It sounds like a dream, but I think ...  
835 it'd be fun, you know, unicycling and juggling, you know, which would be. She said, well  
836 it could be crossover. It could be Fine Arts or PE and theoretically it could be, but it's ...  
837 I'm thinking she's gonna have a hard time getting it through the curriculum council or  
838 whatever they have and it may be even harder in public schools to get a new class.  
839 ES: Yeah, I'm not sure.  
840 VS: I don't know who you have to go through in public schools, if it's the school board or  
841 individual. Individual schools can do it. I know we one time, we had a class of the  
842 bible as literature which I thought would be great, but as an elective. It didn't last very  
843 long, so but you really understood it. Well, anyway, well, if you have any other questions  
844 just email me and I'll try to email you back the answers.  
845 ES: Yeah, I sure will. I do try to email frequently, but not always.