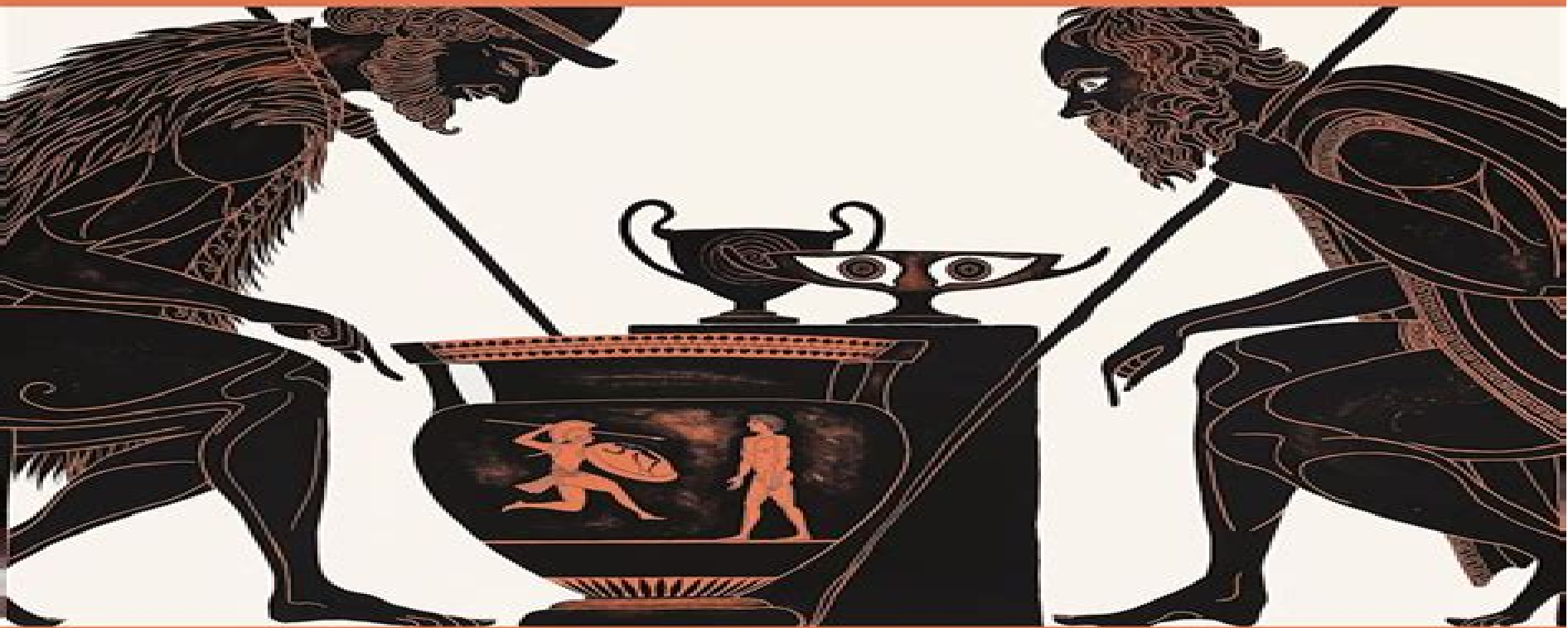


TEACHING CLASSICS WORLDWIDE

Successes, Challenges and Developments



Edited by Steven Hunt & John Bulwer

BLOOMSBURY

Teaching Of Classics

Bartolo Natoli, Steven Hunt



Teaching Of Classics:

Teaching Classics Worldwide Steven Hunt, John Bulwer, 2025-02-06 Designed for instructors in schools and universities as well as stakeholders and policy makers in education everywhere this book is a systematic guide to contemporary school teaching of classical languages literature and civilisation in major countries across the world Each chapter is arranged by geographical area and draws on the experiences of teachers and other education experts in each country commenting on contemporary practices Presenting an overview survey and comparison of practices across the world this book is essential reading for instructors and teaching training courses in the world of classical education Teaching Classics in English Schools, 1500-1840 Matthew Adams, 2016-01-14 This book provides a concise and engaging history of classical education in English schools beginning in 1500 with massive educational developments in England as humanist studies reached this country from abroad it ends with the headmastership of Thomas Arnold of Rugby School who died in 1842 and whose influence on schools helped secure Latin and Greek as the staple of an English education By examining the pedagogical origins of Latin and Greek in the school curriculum the book provides historical perspective to the modern study of Classics revealing how and why the school curriculum developed as it did The book also shows how schools responded and adapted to societal needs and charts social change through the prism of classical education in English schools over a period of 350 years Teaching Classics in English Schools 1500 1840 provides an overview and insight into the world of classical education from the Renaissance to the Victorians without becoming entrenched in the analytical in depth interpretative questions which can often detract from a book's readability The survey of classical education within the pages of this book will prove useful for anyone wishing to place the teaching of Classics in its cultural and educational context It includes previously unpublished material and a new synthesis and analysis of the teaching of Classics in English schools This will be the perfect reference book for those who teach classical subjects in both schools and universities and also for university students who are studying Classical Reception as part of their taught or research degree It will also be of interest to many schools of older foundation mentioned in this book and to anyone with leanings towards the history of education or English social history With Rigor for All Carol Jago, 2000 Offers high school English teachers advice on how to help their students read understand and appreciate classic literary works *Teaching Classics with Technology* Bartolo Natoli, Steven Hunt, 2019 The impact of ICT on the teaching of classical languages literature and culture has not until now been extensively described and evaluated Nevertheless educational technology has made a huge difference to the ways in which Classics is taught at junior senior and college level The book brings together ten major approaches to the use of technology in the classroom and presents them for a wide international audience It thus forms a record of current and developing practice promotes further discussion and use among practitioners teachers learners and trainers and offers suggestions for changes in pedagogical practices in the teaching of Classics for the better The many examples of practice from both UK and US perspectives are applicable to

countries throughout the world where Classics is being taught. The more traditional curricula of high school education in the UK and Europe are drawing more and more on edutech, whereas educational jurisdictions in the US are increasingly expecting high school students to use ICT in all lessons, with some actively dissuading schools from using traditional printed textbooks. This book presents US teachers with a vital resource as they adapt to this use of educational technology in Classics teaching. This is no less pertinent at university level in the UK and US where pedagogy tends to follow traditionalist paradigms; this book offers lecturers frameworks for understanding and assimilating the models of teaching and learning which are prevalent in schools and experienced by their students.

Prov de l editor Forward with Classics Arlene Holmes-Henderson, Steven Hunt, Mai Musié, 2018-08-09. Despite their removal from England's National Curriculum in 1988 and claims of elitism, Latin and Greek are increasingly re-entering the mainstream educational arena. Since 2012 there have been more students in state-maintained schools in England studying classical subjects than in independent schools, and the number of schools offering Classics continues to rise in the state-maintained sector. The teaching and learning of Latin and Greek is not however confined to the classroom; community-based learning for adults and children is facilitated in newly established regional Classics hubs in evenings and at weekends in universities as part of outreach and even in parks and in prisons. This book investigates the motivations of teachers and learners behind the rise of Classics in the classroom and in communities and explores ways in which knowledge of classical languages is considered valuable for diverse learners in the 21st century. The role of classical languages within the English educational policy landscape is examined as new possibilities exist for introducing Latin and Greek into school curricula. The state of Classics education internationally is also investigated with case studies presenting the status quo in policy and practice from Australasia, North America, the rest of Europe and worldwide. The priorities for the future of Classics education in these diverse locations are compared and contrasted by the editors who conjecture what strategies are conducive to success.

The Classics in the Medieval and Renaissance

Classroom Juanita Feros Ruys, John O. Ward, Melanie Heyworth, 2013. Medievalists and Renaissance specialists contribute to this compelling volume examining how and why the classics of Greek and Latin culture were taught in various Western European curricula including in England, Scotland, France, Germany and Italy from the tenth to the sixteenth centuries. By analysing some of the commentaries, glosses and paraphrases of these classics that were deployed in medieval and Renaissance classrooms and by offering greater insight into premodern pedagogic practice, the chapters here emphasize the pragmatic aspects of humanist study. The volume proposes that the classics continued to be studied in the medieval and Renaissance periods not simply for their cultural or ornamental value but also for utilitarian reasons for life lessons. Because the volume goes beyond analysing the educational manuals surviving from the premodern period and attempts to elucidate the teaching methodology of the premodern period, it provides a nuanced insight into the formation of the premodern individual. The volume will therefore be of great interest to scholars and students interested in medieval and Renaissance

history in general as well as those interested in the history of educational theory and practice or in the premodern reception of classical literature **The Teaching of Classics in Schools** Great Britain. Working Party on the Curricula in Latin and Greek,1967 **The Teaching of Classics** ,2016 **Teaching Classics Worldwide** Steven Hunt,John Bulwer,2025-02-06 Designed for instructors in schools and universities as well as stakeholders and policy makers in education everywhere this book is a systematic guide to contemporary school teaching of classical languages literature and civilisation in major countries across the world This book examines the trends and assesses the rationale for such diversity in programmes of study and asks the question What are classical subjects for in today s schools Each chapter is arranged by geographical area and draws on the experiences of teachers and other education experts in each country commenting on contemporary practices Themes such as the impact of national education policies enrolment assessment accessibility and inclusion are discussed The teaching of Classics has wide variations in practices and purposes from one education system to another in some the teaching of Classics continues to be focused on the mastery of language and grammar in others active use of the ancient languages is growing in popularity and yet in others the focus is shifting towards the study of the languages and civilisations in translation Presenting an overview survey and comparison of practices across the world this book is essential reading for instructors and teaching training courses in the world of classical education The Teaching of Classics Assistant Masters' Association,1954 *The Classics in American Schools* Mary Ann T. Burns,Joseph F. O'Connor,1987

Teaching Classics with Technology ,2019-06-13 The impact of ICT on the teaching of classical languages literature and culture has not until now been extensively described and evaluated Nevertheless educational technology has made a huge difference to the ways in which Classics is taught at junior senior and college level The book brings together twenty major approaches to the use of technology in the classroom and presents them for a wide international audience It thus forms a record of current and developing practice promotes further discussion and use among practitioners teachers learners and trainers and offers suggestions for changes in pedagogical practices in the teaching of Classics for the better The many examples of practice from both UK and US perspectives are applicable to countries throughout the world where Classics is being taught The more traditional curricula of high school education in the UK and Europe are drawing more and more on edutech whereas educational jurisdictions in the US are increasingly expecting high school students to use ICT in all lessons with some actively dissuading schools from using traditional printed textbooks This book presents school teachers with a vital resource as they adapt to this use of educational technology in Classics teaching This is no less pertinent at university level in the UK and US where pedagogy tends to follow traditionalist paradigms this book offers lecturers frameworks for understanding and assimilating the models of teaching and learning which are prevalent in schools and experienced by their students **The Teaching of Classics** Assistant Masters in Secondary Schools,2016-02-04 Originally published in 1954 this book dispenses advice to teachers on how to teach classics to all school levels *The Teaching of Classics* Incorporated

Association of Assistant Masters in Secondary Schools,1961 Classics Teaching in Europe John Bulwer,2006-06-22 Here contributors from 14 European countries including the UK outline the state of classics teaching in their own countries what part classics play in the curriculum how many pupils take Latin and Greek and what kind of courses are offered

Teaching the Classics Gilbert Lawall,1977 **The Teaching of Classics** Assistant Masters' Association,1961 *The Teaching of Mathematics in the United Kingdom* Great Britain. Board of Education,1912 **Suggestions for the Teaching of Classics** ,1939 Classics in the Classroom Christopher Edgar,Ron Padgett,1999 Classics in the Classroom presents practical ways to use great literature to inspire imaginative writing by young people and others The great literature discussed in this volume includes myths epics lyric poems plays stories and novels from ancient Sumeria Greece Rome and Persia and from Europe Japan Africa and the United States Authors presented include Homer Sappho Aristophanes Ovid Catullus Rumi Shakespeare Basho Shelley Charlotte Bronte Kleist Twain and Hesse Also discussed are works such as The Epic of Gilgamesh the Bible and Beowulf The 19 informal essays in this book offer useful ideas and approaches taken directly from the contributors own teaching experience

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web box method algebraically make $b = 0$ or use the square root method $ax^2 + c = 0$ isolate x remember to use for all cannot take the of a negative $0 = 0$ completing the square move c to other side $b^2 = 2^2$ finds what you add to both sides square root each side high and low can be used for any quadratic equation $ax^2 + bx + c = 0$ but