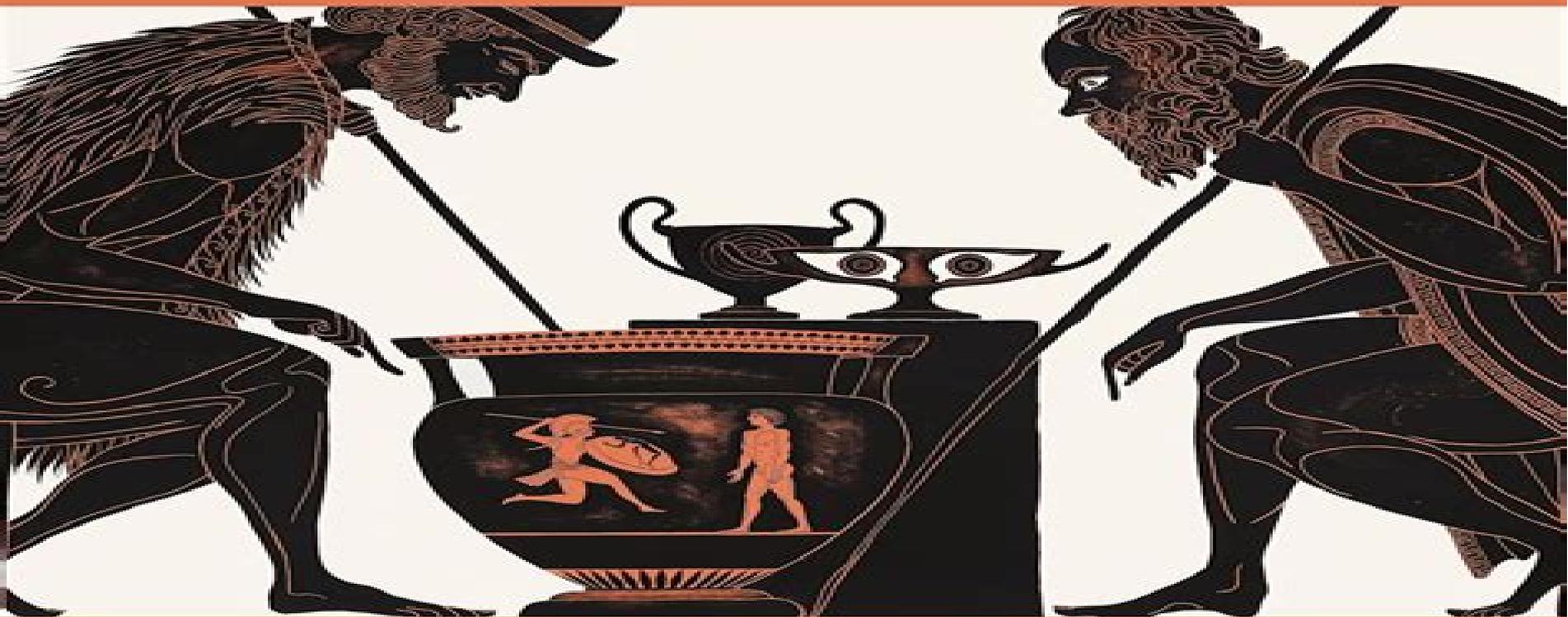


TEACHING CLASSICS WORLDWIDE

Successes, Challenges and Developments



Edited by Steven Hunt & John Bulwer

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Teaching Of Classics

Bartolo Natoli, Steven Hunt



Teaching Of Classics:

The Teaching of Classics Assistant Masters' Association, 1961

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for anyone wishing to place the teaching of Classics in its cultural and educational context It includes previously unpublished material and a new synthesis and analysis of the teaching of Classics in English schools This will be the perfect reference book for those who teach classical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 *Teaching Classics Worldwide* Steven Hunt, John Bulwer, 2025-02-06 An international survey of Classics teaching in schools across the world written by experts in their field showcasing contemporary classroom practices in teaching ancient languages literature and culture **The Teaching of Classics** James Morwood, 2003-10-16 This collection of essays offers a series of snapshots of where teaching of classics stands at the start of the 21st century This book outlines how teaching of the subject has developed and arrived at its present situation and suggests strategies for the future In addition the book communicates the sense of innovatory excitement that surrounds current initiatives celebrates the successes in primary and adult education and confronts the dangers that face the subject with clear eyed realism **The Classics in American Schools** Mary Ann T. Burns, Joseph F. O'Connor, 1987

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 Teaching of Classics Incorporated Association of Assistant Masters in Secondary Schools, 1961 **The Classical Weekly**, 1924 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 *Modern Language Teaching*, 1907

Classical Studies, as Information Or as Training William Minto, 1872 *Proceedings of the Classical Association* Classical Association (Great Britain), 1910 Rules and list of members included in each volumes **Journal of Education**, 1904 The Teaching of Classics William Henry Denham Rouse, 1910 *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 Special Reports on Educational Subjects Great Britain. Board of Education,1912 **Suggestions for the Teaching of Classics** Great Britain. Ministry of Education,1969 **The Middle System of Teaching Classics** Henry Philip Haughton,1844

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