



Classics In Education

James PYCROFT



Classics In Education:

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

Classical Education in Britain 1500-1900 Martin Lowther Clarke, 2014-01-02 Originally published in 1959 this book examines the history of classical education in Britain beginning in the sixteenth century with the rise of humanism which emphasized the importance of reading only the best Latin authors and re introduced Roman structures of education in the form of grammar schools Clarke also uses Scotland to compare and contrast with the educational history of England particularly the ways in which the teaching of classics changed and developed over time This book will be of value to anyone with an interest in the history of education in general and the history of classical education in particular **Teaching**

Classics in English Schools, 1500-1840 Matthew Adams, 2015 From the sixteenth century schools across the country competed to establish curricula rich with classical authority so that a school founded in Somerset or in Yorkshire say would expect to teach a timetable very similar to that of a school founded in London In the years that followed the teaching of the Latin and Greek languages was developed and re moulded in order to withstand opposition in a changing social and cultural climate For many the whip and the lash became synonymous with Latin and Greek and increasing public frustration meant that teachers of Classics had to adapt in order to survive by the end of the period the languages appeared stronger than ever in a leaner fitter form aided by the work of some exceptional brilliant teachers By the middle of the nineteenth century Classics had successfully secured its position in the classroom and remained an essential element of the school curriculum 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 *The Teaching of Classics in Schools* Great Britain. Working Party on the Curricula in Latin and Greek, 1967 *A Defence of Classical Education* Richard Winn Livingstone, 1917

Classical Civilisation and Ancient History in British Secondary Education Edith Hall, Arlene Holmes-Henderson, 2025-07-08 An Open Access edition will be available on publication on the Liverpool University Press website thanks to funding from the Arts and Humanities Research Council AHRC In the UK A Levels and GCSEs in Classical Civilisation and Ancient History offer exciting avenues through which to access the cultures of people who spoke ancient Greek and Latin and their neighbours across the ancient Mediterranean and Black Sea worlds They are inherently interdisciplinary offering an outstanding opportunity to study a civilisation in the round using diverse sources from literary and philosophical texts to legal documents inscriptions art architecture and archaeology Yet many people are either unaware of the existence of these courses or do not understand their contents This unprecedented study by two Classics Professors at the University of Durham with extensive experience of teaching in schools and HEIs charts the subjects historical development and emergence in their current form since the mid 20th century explaining and illustrating their contents It describes the skills and competencies that they confer which are valued by university admissions offices and employers alike It presents the results of interviews with several significant participants in the story of these classical subjects and of questionnaires filled in by many additional teachers and students It also offers practical advice on how to introduce Classical Civilisation and or Ancient History at secondary level with guides to bibliographical and other resources *Classical Education in Britain 1500* M. L. Clarke, 2003-01-01 *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

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

A Classical Education Caroline Taggart, 2009-06-11 Including suggestions for further reading and entertaining tit bits of information on the classics *A Classical Education* is a must for anyone feeling let down by modern schooling

[Classics in Britain](#) Christopher Stray, 2018 This unique volume summarizes and reflects the work of a leading voice in the history of Classics in Britain bringing together both previously published articles now newly revised and never before published work Topics range from the school classroom to the politics of universities and from the social uses of classical knowledge to the publishing of textbooks although the volume as a whole maintains a particular focus on the role of books and journals in the reception of Classics the chapters also draw on anecdotal and documentary sources to offer a vivid exploration of the more

obscure corners of the world of nineteenth and twentieth century scholars teachers and pupils The book is divided into three parts the first of which illustrates the utility of comparative analysis of institutions focusing on Oxford and Cambridge in particular the second looks at the transformative role of printing and publishing and at the history of the Hellenic Society 1879 and the Classical Association 1903 in relation to the changing place of Classics in British society The third focuses on pedagogy examining textbooks and classroom activity and stressing the dialectical nature of reception as evidenced by the resistance of pupils to their teachers lessons Engaging and insightful in isolation together they offer an expansive and unparalleled overview of the history and sociology of classical education and scholarship between 1800 and 2000 **Four**

Lectures on the Advantages of a Classical Education as an Auxiliary to a Commercial Education Andrew Amos, 1846

Classics and Education for the Professions, 1943 **The Classical Tradition** Michael Silk, Ingo Gildenhard, Rosemary Barrow, 2017-11-06 Reorganizes the field and challenges our preconceptions in both familiar areas and in disciplines that are not usually treated in studies on the classical tradition A must read Craig Kallendorf Texas A the role of translation the intricate relationship of pagan and Christian the ideological implications of the classical tradition the interplay between the classical tradition and the histories of scholarship and education the relation between high and low culture and the myriad complex relationships comparative contrastive and interactive between art literature and thought themselves Authoritative and accessible *The Classical Tradition Art Literature Thought* offers new insights into the powerful legacy of the ancient world from the Middle Ages and the Renaissance to the present day **The Core** Leigh A. Bortins, 2025-10-16 In the past correct spelling the multiplication tables the names of the state capitals and the American presidents were basics that all children were taught in school Today many children graduate without this essential knowledge Most curricula today follow a haphazard sampling of topics with a focus on political correctness instead of teaching students how to study Leigh Bortins a leading figure in the homeschooling community is having none of it She believes that there are core areas of knowledge that are essential to master Without knowing the multiplication tables children can't advance to algebra Without mastery of grammar students will have difficulty expressing themselves Without these essential building blocks of knowledge students may remember information but they will never possess a broad and deep understanding of how the world works In *The Core* Bortins gives parents the tools and methodology to implement a rigorous thorough and broad curriculum based on the classical model including Rote memorization to cement knowledge Systematic learning of geography historical facts and timelines Reading the great books and seminal historical documents instead of adaptations and abridged editions Rigorous training in math and the natural sciences *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 innovative 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 Educational Times, and Journal of the College of Preceptors ,1892 The Teaching of Classics Assistant Masters' Association,1954

The Classical Tradition Anthony Grafton,Glenn W. Most,Salvatore Settis,2010-10-25 A vast cabinet of curiosities Stephen Greenblatt Eclectic rather than exhaustive less an encyclopedia than a buffet Frederic Raphael Literary Review How do we get from the polis to the police Or from Odysseus s sirens to those of an ambulance The legacy of ancient Greece and Rome is all around us imitated resisted reworked and misunderstood In this beautifully illustrated and encyclopedic compendium a team of leading scholars investigates the afterlife of this rich heritage in the fields of literature philosophy art architecture history politics religion and science From Academy to Zoology Aristotle and the Argonauts to Pegasus and Persia The Classical Tradition looks at facts and adages people places and ideas to reveal how the Classical tradition has shaped human endeavors from government to medicine drama to urban planning legal theory to popular culture At once authoritative and accessible learned and entertaining it illuminates the vitality of these enduring influences **Four Lectures on the advantages of a Classical Education as an auxiliary to a commercial education** James PYCROFT,1847

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