

# Editorial

by Steven Hunt

After the publication of *JCT39* – a publication of greater than usual size due to the inclusion of several accounts of interesting developments in the teaching of Latin in the USA – *JCT40* feels slightly smaller. Nevertheless, *JCT* does continue to look beyond the shores of the UK for inspirational ideas about teaching Classics, and this edition is no different, with an article from the USA by Nathalie Roy – a specialist in teaching Roman technology as part of a STEM (Science, Technology, Engineering and Mathematics) curriculum. Nathalie was recently selected as a STEM Teaching Fellow in her school district in East Baton Rouge and we are very grateful to her for making a contribution ‘Making a StINK with STEM in the Classics Classroom: Exploring Ancient Roman

Writing through Experimental Archaeology’. Elsewhere we have an article by Hannah Warwicker, a secondary school teacher in Kent, on ‘An investigation into the effects of vocabulary learning strategies on the retention of Latin vocabulary in a Year 7 class’ with a focus on the keyword method. Other articles include: Tamar Beneyto’s suggestions on how to use Mary Beard’s *SPQR* as a reading text for undergraduate students, a discussion on spoken Latin in the Late Middle Ages and Renaissance, by Jerome Moran, and summaries of two new publications by their authors (*The Cambridge Grammar of Classical Greek*, by Evert van Emde Boas, Albert Rijksbaron, Luuk Huitink, and Mathieu de Bakker, and *The Persians*, by Andrew Wilson). There are reports from the stage

group Actors of Dionysus, the JSST Latin Summer School and the usual book reviews. We are sad to present the obituaries of two great past supporters of Classics: Geoffrey Fallows and Michael Gunningham, both of whom were powerful advocates for Classics in schools in times when the educational landscape was particularly hostile to the subject, generous with their time, and outstanding teachers. They will be missed.

Many articles start up as conference pieces or teach-meet talks or presentations at staff meetings. The editor always welcomes interesting or novel pieces, as well as articles which simply describe good teaching practice or events or things of interest to other teachers. Readers should feel confident to submit articles in the usual way to the Classical Association.

Comparison of UK and US school systems <sup>1</sup>							
Age of student (years)	UK				US		
	School Year name	Key stage name	School type	National examination	School Year name	School type	National examination
4-5	Reception		Primary		Pre-Kindergarten (PreK)	Primary / Elementary School	
5-6	Year 1	KS1					
6-7	Year 2						
7-8	Year 3	KS2					
8-9	Year 4						
9-10	Year 5						
10-11	Year 6						
11-12	Year 7	KS3	Secondary		Sixth Grade	Middle School	
12-13	Year 8						
13-14	Year 9						
14-15	Year 10	KS4		GCSE	Ninth Grade	Secondary / High School	
15-16	Year 11						
16-17	Year 12	KS5	Sixth Form College	AS level	Eleventh Grade		Preliminary Scholastic Aptitude Test (P-SAT)
17-18	Year 13			A level	Twelve Grade		Scholastic Aptitude Test (SAT)

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Jerome Moran, SPOKEN LATIN IN THE LATE MIDDLE AGES AND RENAISSANCE.

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## Submitting an article to *JCT*

*The Journal of Classics Teaching* is the leading journal for teachers of Latin, Ancient Greek, Classical Civilisation and Ancient History in the UK. It originated as the voice of the Joint Association of Classical Teachers in 1963 under the title *Didaskalos*, being renamed *Hesperiam* over the years, and finally *JCT*. It has a broadly-based membership including teachers in the primary, secondary and tertiary education sectors. *JCT* welcomes articles, news and reports about Classics teaching and items of interest to teachers of Classics both from the UK and abroad. If you wish to submit an article, it should be sent to the *JCT* Editor, c/o the

Classical Association office@  
classicalassociation.org.

Articles are welcome on classroom teaching practice or on studies about the teaching and learning of Classics in the UK and abroad. They should be up to 7000 words. There should be clear pedagogical or academic content. News and reports of events of general interest to teachers of Classics should be between 1000 and 2000 words.

All articles should be submitted in Arial 12 point, 1.5 line-spaced and with non-justified margins, and should include the author's name and some biographical details. Images, graphs, diagrams and

tables should be submitted separately as jpps or pdfs as appropriate, with an indication in the text where they should be included. In general, *JCT* prefers references to conform to the author-date referencing style of the American Psychological Association (APA). The Editor can supply further details of this referencing style if desired. Please ensure that you have permission to reproduce photographs of pupils or the relevant copyright for images, or give details of the origin of the image used. Recent editions of the journal give a guide to the layout of articles. Copies are available on request.

After submission by the author, the article may be submitted to peer review. The Editor reserves the right to suggest any changes that are felt are needed to be made and makes minor corrections. If major changes are thought to be needed, the author will be asked to rewrite the section which needs changing. Once accepted, the author is assumed to have assigned the right to *JCT* to distribute the publication

electronically. Articles are copyrighted by their respective authors, but if published after electronic appearance, *JCT* will be acknowledged as the initial place of publication.

For the last 50 years *JCT* and its predecessors have been published in hard copy and made available to members of the Joint Association of Classical Teachers. From 2015 *JCT* has been available freely online, supported by the

Classical Association. Back issues of hard copies of *JCT* are available from the CA Shop and as downloadable pdfs of individual articles freely online via the Association for Latin Teaching website [www.arlt.co.uk](http://www.arlt.co.uk).

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<sup>1</sup>The comparison table is taken from *Teaching Classics with Technology*, published by Bloomsbury Academic (Natoli & Hunt, 2019).