

Greek Without Limits: modern experiences of Ancient Greek and Ancient Greece in Education

By Thea Dickin

Supervised by Professor Arlene Holmes-Henderson MBE

Background

Education in ancient languages, compared to modern ones, often occupies a reduced proportion of school curricula.¹ My work this summer was as an assistant to my supervisor, Professor Arlene Holmes-Henderson MBE, in her work editing a volume showcasing the methods used by educators worldwide to teach ancient Greek. *Teaching Ancient Greece: Linguistic and cultural approaches*, co-edited by Prof. Arlene and Steven Hunt, Associate Professor at the University of Cambridge, will be published in 2027 / early 2028.

Method

My work was divided into two main areas:

1. Organising issuing of author contracts
2. Copyediting received chapters according to our style conventions

This included tasks such as:

- Liaising directly with authors to clarify their contact information and chapter titles
- Collating this information to communicate to the publisher (CUP)
- Correcting SPaG, reformatting bibliographies, rephrasing sentences to adjust their tone

As time permitted, I also created the first draft of the author questionnaire used by the publisher and booksellers to promote the book.



DISCLAIMER

Because of the nature of my project, I cannot describe in detail any authors' research. As such, my findings are a combination of paraphrases and more reflective personal experiences.

Findings

Though I am unable to share specifics, a few of the contributions I found most interesting were:

- An historical, narrative reflection on the emergence of a Greek school in Glasgow from the settlement of immigrant families
- A creative concept for a textbook that incorporates students' own cultural ties into their learning
- Growing pedagogical uses of technology, such as robots and video games

This project also enabled my own personal growth, by developing my communication skills, and gave me fascinating insight into the publishing process.

Conclusion

Literally: these findings demonstrate that, while ancient languages are often under-represented, educators worldwide are continuing to form innovative ways to make ancient Greek relevant and accessible to modern students, advocating for its continued value as an academic subject.

Personally: my experience on this project has not only enhanced my skills as an academic, but has taught me to develop my own character in all areas of life. I am incredibly grateful to Prof. Arlene and Steven for the chance to work with them.

¹ Holmes-Henderson, A., Hunt, S., & Imrie, A. (2024). Ancient languages in UK schools: Current realities and future possibilities. *Languages, Society and Policy*. <https://www.lspjournal.com/post/ancient-languages-in-uk-schools-current-realities-and-future-possibilities>

My research report:

