

Dutch Classical Teachers Training Courses [Haasen]

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Richard Haasen insegna Latino e greco a Amsterdam. Nel suo contributo ci spiega come gli insegnanti di latino e greco vengono formati nei Paesi Bassi – e presenta delle riflessioni molto interessanti.

In this article I will provide an overview of classical teacher training courses as they developed in the last 25 years in the Netherlands on the subject of Classical Languages, followed in conclusion by a short reminiscence of personal experiences.

With the introduction of the Second Phase education reform (1998) teacher training has shifted from university based, and/or classicist community (VCN) related, post-academic **Bildung** (so called PAV-lectures) to often hybrid courses on offer in which free market actors form alliances with university scientist.

Over the last two and a half decades, each individual teacher has been granted a personal yearly budget of about 600 euro (on a fulltime job basis) to spend on professionalization, plus leave permit of a corresponding number of hours to attend courses during school days. This financial incentive has created a neoliberal market for private entrepreneurs and other actors entering the field of classical teacher training, besides the below mentioned established institutions (NKV and VCN). This has created an abundance of refresher course options for teachers to choose from, which is a positive effect, but the downside is that the personal budget for professionalization is limited and the courses of offer costly, especially for beginning teachers with a small amount of teaching hours. In 1970, the Council of Europe published a collection of 15 studies entitled “Permanent Education”. Since then, a series of projects - principally in the field of adult education - have sought to translate the principles and foundations of the Permanent Education concept into educational strategies. Refresher courses are part and parcel of the *éducation permanente*, has been defined by the Council of Europe as the ordering principle that underlies the totality of the education sector. So refresher courses or in depth study days for classicists are not the only *out-of-school education* available, and for Dutch classicists it was a matter to shop around in the classical world of permanent education in order to circumvent commercial pay walls for information access.

Permanent Education, Council of Europe, Strasbourg, 1970

https://www.cedefop.europa.eu/files/etv/Upload/Information_resources/Bookshop/132/6_en_titz.pdf

I. Where to shop for permanent education? Traditional outlets.

First at the **Dutch Classical Association** (NKV '*Nederlands Klassiek Verbond*'), founded in 1939. It is an association that focuses on Education, Heritage en Greek and Roman culture. It is chaired by Em. Prof. Dr. David Rijser, who has also been, for its first term, from 2019-2024, the first scientist to hold the NKV-Chair of Classical Reception Studies at the University of Groningen. Although the NKV is a broad cultural association for anyone with a keen interest in the ancient world, i.e. the history, politics, religion and culture of the Greek and Roman civilization, and its members (5500) mainly belong to the general public, amongst its members are of course (ancient) historians, archaeologists, and classicists. Four issues of the popular scientific *Hermeneus*, *Magazine for Ancient Culture*, the oldest (first issued in 1928) and largest Dutch language magazine about antiquity, are published yearly by the NKV. This is by far the easiest and most accessible source for permanent classical education.

The NKV association covers, by the way, the entire Dutch language community and thus has some 35 branches in both the Netherlands (NL) and Belgium (B). It reaches out to Dutch speaking classicists, on both local and national level, by providing lectures, field trips, symposia and other educational activities. In order to disseminate the knowledge of Greco-Roman culture, it closely cooperates with universities, museums and gymnasia throughout both countries. For many a calculating classicist its continuous stream of lectures and symposia forms an inexhaustible and comparatively inexpensive source of information on recent scholarship, and therefore additional teacher training.

Here follows a short survey of the binational NKV lectures in the late autumn of 2024, winterfall 2025. I gladly illustrate the scope of their subjects, *exempli gratia*:

27-11-2024 Latin odes to Antwerp, evening lecture by drs. Adriaan Demuyne (KU Leuven i.e. Catholic University Leuven B), held in Antwerp (B).

29-11-2024 Marcus Aurelius and his diary, evening lecture by Dr. Christiaan Caspers, classicist at the Murmellius Gymnasium in Alkmaar (NL), held in Dordrecht (NL).

07-12-2024 Theme day with six lectures on "Epic", all day, lectures by Willy Clarysse (KU Leuven), Nicholas De Sutter (KU Leuven), Dries Nijs (KU Leuven), Gert Partoens (KU Leuven), Laurens van der Wiel (University of Warsaw) en Berenice Verhelst (University of Amsterdam), held in Leuven (B).

10-12-2024 Licence to kill? The ambiguous ending of the Aeneid, early evening lecture, held in Enschede (NL) Dr. Jörn Soerink, (University of Leiden NL), will deliver the Latin final examination Lecture aimed at high school pupils on their exam pensom Vergil,

11-12-2024 Death scenes in Latin Literature from Vergil to Tacitus, evening lecture by Dr. Sanne van den Berg (University of Amsterdam), held in Amsterdam (NL).

12-12-2024 The right thing to do? Sophocles' Antigone, early evening, held in Leiden (NL). Prof. Dr. Ineke Sluiter lecture (University of Leiden) will deliver the Greek final examination Lecture aimed at high school pupils on their exam pensom Sophocles.

16-01-2025 Tears for Dido: Augustinus' Confessiones and classical literature, afternoon lecture, Zeist (NL): Renowned translator from Latin and Greek Vincent Hunnink (Radboud University Nijmegen) questions the relationship between the first nine autobiographical and the last four philosophical books of the Confessiones.

A large audience is reached by the traditional NKV-Verbondsdag (Association day, in short NKV-dag). On June 8th 2024, taking place at the Cygnus Gymnasium in Amsterdam (NL), it consisted of three lectures: Why Sappho stands for love by Mieke de Vos (professional translator of Tibullus and Propertius (particularly *Sappho* 1999, *I am longing and stand on fire, from Sappho to Sulpicia* 2020) (former classical teacher at Felisenum Gymnasium, Velsen); General brutal and heartbreaker/poem thief : Amor's roles in Roman love elegies by Christoph Pieper (University of Leiden); Achilles in love, in love with Achilles: representations of the love life of the Achaeans, by Jacqueline Klooster (University of Groningen), and the choice between guided tours through the Allard Pierson Museum or Rijksmuseum, a workshop on the translation of antique texts, a film workshop or a city walk.

Secondly and foremost, I want to focus on the **Union of Classicists in the Netherlands** (VCN 'Vereniging Classici Nederland'). As its website (classics.now <https://klassieken.nu/>) states, (this initiative of) the VCN wants to draw the attention of the general public to the university GLTC subjects (Greek Language and Culture (Griekse Taal en Cultuur (GTC) and Latin Language and Culture (Latijnse Taal en Cultuur (LTC)) and to show their present day relevance and value. The VCN primarily promotes and looks after the interests of classical language teachers in secondary education and at the universities. It does so by following the trends and developments in education closely, if necessary, entering into conversation with the Ministry of Education, Culture and Science or with The Board of Tests and Examinations. At this point in time of utmost importance, as the curriculum for Latin and Greek in Dutch secondary education is facing its third major post war reform, after the implementation of The Mammoth Law in 1968 and of the Second Phase (upper secondary education reform) in 1998.

For the last decades the final exams of Latin and Greek have been consisting for 50% of text interpretation questions answered by pupils about jointly read passages selected from the exam pensom writer and for 50% of a translation done by pupils of an unseen text by the same author from the original Latin or Greek. By organizing regional discussion rounds of these exam papers and their correction guidelines, followed by additional national correction recommendations, the VCN is crucial in assisting classical language teachers at their correction of these final exams, for beginning teachers this is a process of on the job training.

Over the last decade a sharp decline in the amount of reading done by (most) youngsters, noticeable in the lacking ability of the average pupil to score sufficiently on the translation task, combined with a decrease in speed with which that average pupil can process written information, (a proces which in Dutch is called 'ontlezing' "de-reading"), has been taken as a call for change. This will most likely result in an exam programme, in which less jointly read OCT (Oxford Classical Texts) pages of the exam author will be mandatory, and no longer questioned at the C.S. (Centrally provided Written part of the final exam – last 50% of the final mark, as opposed to the S.E. (School Exam. first 50%). The number of final exam authors will also be reduced to Vergil and Ovid (for Latin) and Homer (for Greek) only, whereas currently pensoms of Herodotus, Plato, Euripides or Sophocles (Antigone in this school year), or Cicero, Pliny and Seneca are also taking turns.

In this light the late summer conference is the most important and popular contribution to the classical teacher training on offer by the VCN. Yearly the VCN organizes, in collaboration with a rotating Dutch GLTC university faculty (i.e. Groningen, Leiden, Amsterdam or Nijmegen). This *nazomerconferentie*, further training, c.q. a two day refresher course, focusing on the exam pensom authors of Latin (on Friday) and Greek (on Saturday *vice versa*) of that particular school year is attended by a few hundred classicists. It can be seen as an ongoing member consultation about the state of Dutch classical education: *numero et honore*.

Furthermore, the VCN highly contributes to classical teacher training by supporting the publication of *Lampas: journal for Dutch classicists*, the only Dutch language magazine offering for classical teachers and students scientific articles and a separate didactic section on the teaching practice. This magazine, founded in 1968 as a community self-help vehicle for professionals in the didactic upheaval of the Mammoth education reform, has developed into the leading scientific journal on classical languages, and thus is a permanent tool for further teacher training. With the SLO (a foundation for curriculum development) the VCN also initiates research into current educational issues and development of classroom materials. Special sessions such as “The day of the young classicist” (for beginning classical language teachers) or “The day of the auxilia” (for teachers of Latin and Greek who are not or not fully qualified while entering their education careers). Of course VCN partakes in Euroclassica.

It might be interesting for readers of *Ars docendi* to read the core message of the VCN in English, a mission statement with captions such as “Classics unite modern society” and “Classics make you creative”, at:

<https://klassieken.nu/wp-content/uploads/2017/03/171008-Kernboodschap-Engels.pdf>

Here follows a full overview, again *exemplorum gratia*, of the further teacher training on offer at the VCN Nazomerconferentie 2024, with succinct abstracts of the (plenary) lectures and (individual) workshops (of which each participant can choose three or four on a Friday).

Friday September 20 (Greek)

Characterization in the Antigone: new insights from cognitive approaches. Key note lecture by Evert van Emde Boas (Aarhus University; collaborator on *The Cambridge Grammar of Classical Greek* 2019): The central conflict between the protagonists seems to be based as much on their strong personalities and different moral and emotional struggles (Antigone's defiance, Creon's pride) as on their conflicting goals.

‘So I am just as pigheaded as she is’ : How do you make Antiquity palpable and conceivable for students without a classical background? Lecture by Tessa de Leur (Teaching methodology, Hogeschool van Amsterdam): Second year history students tackle Sophocles’ *Antigone* in a quest for citizenship issues at stake.

Looking for a natural reading strategy: a colometric approach for the lecture of the Antigone Workshop by Remco Regtuit (teacher of classics at the Praedinius Gymnasium in Groningen and at the Universitij of Groningen): Teachers were asked to determine the text cola on metrical grounds and formulate notes and tips for pupils which contribute to their linear reading of the Greek tekst.

Antigone and Ismene: an example of failing communication Workshop by Prof. Dr. Gerry Wakker (University of Groningen) on themes such as state versus family, men versus women, leadership and loyalty or disobedience, from linguistic and discourse analysis perspectives, with politeness theory applied to Soph. Ant. 1-99 en 526-560).

The lasting significance of Antigone Workshop by Jacqueline Klooster (University of Groningen): The Antigone myth seems to remain eternally contemporary. In this workshop several recent adaptations of Sophocles' tragedy, such as Kamila Shamsie's novel *Home Fire* (2017) and Sophie Deraspe's movie *Antigone* (2019) were discussed to show how a new generation of authors use this myth to reflect upon themes as immigration and the discrepancy between own and newly adopted cultures.

'According to us it is sensible what you are saying': the teacher as a bridge between literature and citizenship education Workshop by Dynke van der Wijk (didactician at the University of Groningen) on how to establish inspiring and convincing links between critical thinking and citizenship education, using van Sophokles' *Antigone* en *Antigone in Molenbeek* (2017) by Flemish author Stefan Hertmans as source texts.

Living Greek and Latin Workshop by Mari van der Ven (Gymnasium Bernrode in Heeswijk-Dinther and Johan de Witt Gymnasium in Dordrecht) and Jelt Blauw (classics student at Radboud University Nijmegen) on active Latin and Greek in secondary education and working methods such as "TPR" (Total Physical Response).

Bottlenecks in gymnasium education Workshop by Bosco Smit (Stedelijk Gymnasium Leiden) and Joan Admiraal (Berlage Lyceum Amsterdam) on declining numbers of pupils in non categorical classical education, i.e. in highschool types with a gymnasium department, where the choice of one of the classical languages is not obligatory for pupils in upper secondary education, as at a Dutch gymnasium).

Unseen texts at the final exam: where does the road lead on which we have to go? Workshop by Paul Visser (didactician at the University of Amsterdam) and Welmoed Cnossen (Roelof van Echten College, Groningen) (sequel to their 2023 workshop): 'The translation assignment of the final high school exam of Latin in the Netherlands has been a topic of debate in the last decades of Classics education, as it was blamed for poor exam results. [Kroon and Sluiter \(2010\)](#) argued in *The Secret of the Blue Brother: Final report of the exploratory committee Classical Languages* that the translation assignment is an invalid testing method: it does not give insight into the thought process of the student. In order to combat overload the final exam will only question the unseen text. In this workshop, those proposals of the committee for professional innovation were put to the test. Do we ask global content questions? Or perhaps a mix between (grammatical) translation and text comprehension questions?

Saturday September 21 (Latjn) The Saturday session is traditionally shorter than Friday's and lasts only half a day. Only one plenary reading is followed by the choice of two workshops.

Vergil and the papyri from Herculaneum Key note lecture by Bram van der Velden (University of Groningen): Will digital means enable classicists to finally read the Philodemus papyri and help them gain knowledge of this philosopher and teacher of Vergil, thus understanding the philosophical implications of the *Aeneid* better?

Rhetorics of the republica in Vergil's Aeneid Workshop by Leanne Jansen (University of Leiden): The hero gallery (in *Aeneid* book 6), shield (8) and Drances' speech (11), reflecting on the late Republic, are studied as part of Augustus' remodeling of that period, and as intertextual responses to the rhetorics of Cato the Younger and Cicero.

The shield of Aeneas in the Aeneid Workshop by Niels Koopman (The 4th Gymnasium, Amsterdam): The theme of the 2025 final exam pensom is 'From Aeneas

to Augustus'. No passage suits this theme better than the ecphrasis of the triple triumph on the shield (*Aeneid* book 8). Narratological aspects are combined with attempts at visualization, and the guiding of pupils towards establishing links between protagonist Aeneas and his shield.

The Aeneid as ambiguous poem Workshop by Boris Hoetjes (Berlage Lyceum, Amsterdam): Servius' verdict ('*intentio Vergili haec est: Homerum imitari et Augustum laudare a parentibus*') does not do justice to the ambiguity of the Aeneid, according to Conte 'a structural principle that radically renews the mode of epic'.

A 'national' poet: Vergil during the Italian fascism (1922-1943) Workshop by Nicolò Bettegazzi (University of Groningen): Since het Risorgimento Italian nationalism has been steeped in the concept of Italians as heirs of the Romans. The popularity of Vergil during fascism rose at the two thousandth birthday of the poet in 1930. Its take on book 6 of the *Aeneid* as a prediction of the political success of Mussolini is explored.

The ending of the Aeneid. A literary-historical controversy in the class room. Workshop by Jörn Soerink (University of Leiden) and Lidewij van Gils (University of Amsterdam): Vergil's epic ends in a duel between Aeneas and Turnus (Aen. 12.887-952). Did Aeneas act justly? How to evaluate Aeneas' *furia et ira*? What does this mind-boggling ending say about Vergil's opinion of Augustus?

The last two workshops of Friday on *bottlenecks* by Bosco Smit and Joan Admiraal and the *unseen text* at the exam by Paul Visser and Welmoed Cnossen are again available for participants who visit the conference on Saturday only.

In addition the VCN has been organizing lecture days on its yearly **VCN Jaarvergadering** (general membership meeting). These meetings have likewise been larded with lectures and workshops, held by scientists, didacticians, experienced teachers, and individuals from outside of the science field (e.g. from the theatre world or writers of popular-scientific books). Every year between 50 and 70 teachers would attend these meetings.

Before its merger with the classics department of the University of Amsterdam, The Free University of Amsterdam (VU) has long continued to offer the **VU Nascholingsdag** Klassieke Talen (VU Refresher Course Day), organized in the autumn by the didacticians of the Teacher College **GTC** en **LTC** of the VU. Each year about 150 teachers would register for this study day consisted of lectures (about exam related subjects) held by professional scientists and workshops (mostly on didactic topics). This *Didactically master*-series has stopped in 2017.

II. Other actors entering the Dutch market for classical teachers training.

The first actors to enter the Dutch free market of personal professionalization budgets were notably *publishers* who primarily tried to market their lesson methods, newly developed in preparation of the Second Phase upper secondary education reform (1998). Publisher Hermaion has traditionally been offering afternoon seminars during the Week of the Classics in The National Museum of Antiquities (**RMO**) in Leiden, offering lectures by professional researchers on the final exam pensum of the following year, sometimes combined with the introduction of a new method, and a guided tour through the RMO. Publishers Staal en Roeland would offer method related afternoon refresher courses in the Allard Pierson

Museum in Amsterdam. Publisher Addisco has covered the market offering introduction courses for those interested in spoken Latin, but also refresher and further study courses for teachers eager to embody spoken Latin in their lesson practice.

Interestingly enough one such publisher, Eisma, has been the biggest actor in the field of commercial classical teachers education by its special marketing approach. Besides organizing theme lectures days on Latin and Greek school authors, it has adopted a very important aspect of Dutch classical teacher training, namely the content-related preparation of the school excursions to Greece or Rome. From the start of the Second Phase era Eisma has been organizing almost yearly special study days on Rome, with lectures by professional scientist (archaeologists, classicists, art historians and historians) in preparation of that typically Dutch nationwide phenomenon, not only pertaining to the categorical gymnasia, but also to high schools with or without gymnasium departments: the communal school excursion to Rome. The 23rd refresher training in 2023 was dedicated to that **Romereis** (Rome excursion). On June 11th 2024, the Eisma classical teachers training course consisted of a **Greece Day** with the following lectures, *exempli causa*: Looking for Greek antiquity. The expeditions of Cyriacus of Ancona in the 15th century by Evelien Roels (Radboud University Nijmegen), Ritual interaction with gods in the public space by Saskia Peels-Matthey (University of Groningen), The Acropolis of Athens, an urban temple castle by Janric van Rookhuijzen (Radboud University Nijmegen), The Altis of Olympia, a panhellenic sanctuary by em. prof. dr. Eric M. Moormann (Radboud University Nijmegen) and Greek history continued after antiquity; Hellas in the 21st century by Jarl van der Ploeg (newspaper correspondent in Italy).

As a counterreaction of sorts, out of the blue in 2008 a new player the **Zenobia** foundation, focusing on the connection between East and West, appeared. The Zenobia Foundation, (*Stichting Zenobia: Schakel tussen Oost en West*) like the NKV aimed at the permanent education of a general public. It has become leading in the scientific study of East-West societal influencing in the area around the Mediterranean Sea, where cultures and peoples have met for millenia, resulting in countless cross-cultural influences, from antiquity to the present. The first **Zenobia** autumn conference was held in 2008. The foundation oversees two series of publications: the for all classicists easy accessible, Dutch-language Zenobiareeks (“Zenobia Series”), currently consisting of ten titles, most recently ‘*The Skin of Cleopatra*’, besides the scholarly, English-language volumes, published by Brill in the Cultural Interactions in the Mediterranean series, including *Empires of the Sea* (2019), *Late Antique Responses to the Arab Conquest* (2021) and *Constantinople Through the Ages: The Visible City from Its Foundation to Contemporary Istanbul* (2024). Again, its conferences were organized primarily for a general public, but by its disregard of free market pricing, therefore providing extreme financial accessibility (at less than 10% of the free market fees), they became additional sources of classical teachers training, for beginning and experienced teachers alike, with didactic material for classroom use, such as:

A Mesopotamian Odyssey. <https://www.stichtingzenobia.nl/modules-onderwijsreeks/>
<https://www.stichtingzenobia.nl/activiteiten/zenobiareeks/>

<https://brill.com/display/serial/CIM>
<https://brill.com/display/title/71027>

The Classics Summerschool, started around 2013, is an initiative of the combined **GLTC** faculties in Amsterdam, offering high school pupils, students and classicists a week of reading. Greek and Latin texts outside the box. For advanced (master) students and high school pupils these are texts by others than the canonic high school pensom authors or the regular reading curriculum at GLTC. From 2016 onwards, the coming year's final exam pensom has been prepared: beginning teachers have taken up the opportunity of entering that summer course, but experienced teachers join in as well.

In 2013 Labrys Travel, an important travel company specialized in organizing school excursions to Rome and Greece, started a new line of teacher training, **Traveling through Antiquity** offers yearly intensive courses for secondary education teachers organized in cooperation with the Illustere School (a collaboration at the faculty of Humanities at the University of Amsterdam between GLTC and Archeology) to classical destinations in Greece and Italy. Course participants elaborate a certain aspect of that year's theme by giving a presentation for their colleagues on location and explore application possibilities for their own teaching practise. The course themes are focused on deepening or widening of the scientific knowledge of the main subject of that year's specific travel theme. The travel dates are chosen so that half of the excursion falls in the autumn holiday of the different Dutch school regions. The theme of 2024 is the 'Big Five', the travel focuses on the archeological sites of Athens, Delphi, Olympia, Mycene and Epidauros (more or less the standard itinerary followed during most Greece excursions). The course themes have thus far been: 2013 Plato as an eyewitness; 2014 The creation of Troy; 2015 The Persian war and the Greek landscape; 2016 Sicily: Cultural interactions; 2017 Odyssee: Memory and landscape; 2018 Macedonia; 2019 Western-Turkey; 2022 Crete: Art and culture, myth and history; 2023 Troy: East-West-relations in long-term-perspective.

In the same year, 2013, **Roma Aeterna**: Magazine about the Eternal City, published its first issue. Originally a magazine with events for Rome lovers, with an exquisite mix of art and science related articles, the Rome Aeterna organization has taken center stage in the **Romereis** teacher training. From 2020 to 2024 onwards it has been organizing the in depth study courses *The interdisciplinary Romereis*, in 2021 Petrus' Parnassus, in november 2024 a two day in depth course on Rome in the Middle Ages in Maastricht. In 2025 the themes will be *Roma Sacra* (during the Easter holiday of this Holy Year) including a stay at the KNIR (Koninklijk Nederlands Instituut Rome / Royal Dutch Institute Rome, founded in 1904) or a one day refresher course *Roma Capitolina* at the RMO in Leiden or the one day introductory *Basic course The Romereis*. In this respect it has taken over the tradition of the preparatory Rome travel teachers courses, headed by Sjef Kemper (1979-2011 at University of Groningen). The 23 individual issues of Roma Aeterna and their teacher training can be consulted online.

<https://romaaeterna.nl/page/onderwijs>
<https://romaaeterna.nl/page/online-lezen>

III. Some reminiscences in conclusion.

A few clear distinctions can be made in training on offer specifically for classical teachers (VCN) or for classical teachers joining in with the general public (NKV, Zenobia). There are courses intended for the more experienced teacher offering in depth material, (Travelling through Antiquity, Eisma-days, Roma Aeterna) and basic courses specifically geared at beginning teachers (Classics Summerschool, Day of the beginning teacher, Basic course The Romereis). Most of the refresher courses are intended for teachers in general though, mainly focusing on the exam pensom authors and authors in the upper secondary education. The most common mode of teacher training is a one day course without preparation. The most used working practices during these one day courses are lectures (of an hour at the longest, with room for discussion) and workshops (60-90 minutes). GLTC scientists, and to a lesser extent authors of popular-scientific books, largely provide the subject matter and content of these lectures. Sometimes they specifically target best lesson practices, but mostly that connection with class practice is more implicit, as the topic of the study days is often related to the final exam pensom. Such workshops are often given by didacticians and/or experienced teachers. In the larger scale teacher training events (VCN Jaarvergadering, VCN Nazomerconferentie, VU Nascholingsdag), there are typically several workshops for the participants to choose from. Specific teacher training is offered by the VCN, the universities (GLTC en teacher training) often in collaboration with commercial partners (Traveling through Antiquity, Roma Aeterna travel courses).

On the brink of a third major education reform, the pendulum of the Dutch classical teachers training courses will inevitably swing back towards didactic and pedagogic subject matter, as the introduction of changing final exam requirements will demand other expertise from the classicists. As the present extreme right government is cutting one billion euro on education budget, I cannot foresee what will be the consequences for the plethora of teacher training possibilities that became available in the Second Phase era.

In 1998 I started my classical teacher training at the University of Amsterdam under didactician Charles Hupperts, who with his Greek method Pallas and his Greek-Dutch manual dictionary published at Eisma, has safeguarded the survival of Ancient Greek as a viable subject of choice in the secondary Dutch upper secondary gymnasium education, with about 2.500 pupils choosing Greek as final exam subject yearly. Second Phase found its roots in the self-efficacy and self motivation of the Montessori system, where I started out as a beginning teacher. Working at several high schools with a gymnasium departments, before entering the teacher corps at Hilversum Municipal Gymnasium in 2001, I have encountered some of the bottlenecks of teaching in such a high school system. In Hilversum I have had the opportunity to combine teaching classics with mounting yearly school plays (together with my colleague Hein van Eekert), or special classical projects, such as the Zenobia Experience on the third-century queen of the Syrian desert city of Palmyra (together with my colleague and later Zenobia proceedings editor Diederik Burgersdijk). Meanwhile, I was regularly attending teacher training courses, also on the subject of classical cultural education (KCV), as I was appointed cultural coordinator (together with my colleague Dyanne van Aken-Timmermans).

Loyally I would visit the discussions of that years final exam papers in Delft, organized by the VCN, and, if possible, attend its Nazomerconferentie at least on Saturday, in preparation of that years final exam pensom. Later I have been invited with my colleagues of the Barlaeus

Gymnasium (2011-) to give a workshop presentation of the website we had newly developed annotating The Funeral Oration of Pericles and The Pest passage in Thucydides for high school use in 2018 (still available at <https://rondompericles.nl/>) and in 2023 to speak as a discussion panel member on the position of canonical writers within the pensom of the latest educational reform plans. The best memories I have as a participant of Travelling through Antiquity with Amsterdam archeologists Gert Jan van Wijngaarden to Troy in 2014 and Vladimir Stissy to Sicily in 2016, as worthy follow-ups of my unforgettable Rome refresher course with classicist Sjef Kemper, art historian Jan de Jong and archeologist Thea Heeres (KNIR) in 2011. I have spoken.

Source:

Mogelijkheden tot nascholing en professionalisering van docenten GTC en LTC: Notitie vanuit Meesterschap in de vakdidactiek GTC en LTC, Suzanne Adema (2018)