This volume provides a unique overview of the broad historical, geographical, and social range of Latin and Greek as second languages. It elucidates the techniques of Latin and Greek instruction across time and place, and the contrasting socio-political circumstances that contributed to and resulted from this remarkably enduring field of study. Providing a counterweight to previous studies that have focused only on the experience of elite learners, the chapters explore dialogues between center and periphery, between pedagogical conservatism and societal change, between government and the governed. In addition, a number of chapters address the experience of female learners, who have often been excluded from or marginalized by earlier scholarship.

Elizabeth P. Archibald is Visiting Teaching Professor at the Peabody Institute of the Johns Hopkins University. Her research focuses on early medieval education, medieval Latin, and the reception of classical texts in the Middle Ages.

William Brockliss is Assistant Professor of Classics at the University of Wisconsin-Madison. His research encompasses the interactions between literature and the natural environment, the history of classical pedagogy, and the classical tradition. The latter interest is reflected in his previous Yale Classical Studies volume, Reception and the Classics, Cambridge (2011) edited with Pramit Chaudhuri, Ayelet Haimson-Lushkov, and Katherine Wasdin.

Jonathan Gnoza is an adjunct instructor in the Medieval and Renaissance Center at New York University. He has previously contributed as a translator to The Virgilian Tradition: the First Fifteen Hundred Years, (2008).
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Notes on contributors

Elizabeth P. Archibald is Visiting Teaching Professor in the Department of Humanities at the Peabody Institute of the Johns Hopkins University. Her research deals with various aspects of the history of Latin education in the early Middle Ages.

Victor Bers is Professor of Classics at Yale University. His publications include Greek Poetic Syntax in the Classical Age (1984), Speech in Speech: Studies in Incorporated Oratio Recta in Attic Drama and Oratory (1997), and Genos Dikanikon: Amateur and Professional Speech in the Courtrooms of Classical Athens (2009).

Robert Black is Professor of Renaissance History at the University of Leeds. His books include Benedetto Accolti and the Florentine Renaissance (1985), Studio e scuola in Arezzo durante il medioevo e il rinascimento (1996), Humanism and Education in Medieval and Renaissance Italy (2001), Education and Society in Florentine Tuscany (2007), and Studies in Renaissance Humanism and Politics (2011). Together with Louise George Clubb, he has written Romance and Aretine Humanism in Siene Comedy (1993), and with Gabriella Pomaro, Boethius's Consolation of Philosophy in Italian Medieval and Renaissance Education (2000). He has edited Renaissance Thought: A Reader (2001) and The Renaissance: Critical Concepts in Historical Studies, 4 vols. (2006). His new biography, Machiavelli, was published in August 2013. In 2014, he has been Robert Lehman Visiting Professor at Villa I Tatti, the Harvard University Center for Italian Renaissance Studies in Florence, Italy.

William Brockliss is Assistant Professor of Classics at the University of Wisconsin-Madison. His previous publications include the volume Reception and the Classics: Interdisciplinary Studies (Cambridge University Press, 2012; Yale Classical Studies 36), which he co-edited with Pramit Chaudhuri, Ayelet Haimson-Lushkov, and Katherine Wasdin.
Notes on contributors

Fiona Cox is Lecturer in French at the University of Exeter. Her research focuses on the reception of classical literature in the nineteenth, twentieth, and twenty-first centuries, with a particular emphasis on Virgil and Ovid. Her publications include *Aeneas Takes the Metro: Virgil’s Presence in Twentieth Century French Literature* (1999), and *Sibyllic Sisters: Virgil’s Presence in Contemporary Women’s Writing* (2011).

Eleanor Dickey is Professor of Classics at the University of Reading. She is the author of more than eighty scholarly publications, including *The Colloquia of the Hermeneumata Pseudodositheana* (2012), *Ancient Greek Scholarship* (2007), *Latin Forms of Address* (2002), and *Greek Forms of Address* (1996).

Jay Fisher is Visiting Assistant Professor of Classics at Rutgers University. His publications include the monograph *The Annals of Quintus Ennius and the Italic Tradition*, shortly to be published by Johns Hopkins University Press. His current research focuses on cultural and linguistic aspects of the reception of Latin literature.

Jonathan Gnoza is an adjunct instructor in the Medieval and Renaissance Center at New York University, where he teaches courses on medieval and Renaissance Latin. He previously contributed to *The Virgilian Tradition: The First Fifteen Hundred Years* (2008).

Emily Greenwood is Professor of Classics at Yale University. She is the author of *Thucydides and the Shaping of History* (2006), and *Afro-Greeks: Dialogues between Anglophone Caribbean Literature and Classics in the Twenty-First Century* (2010). She has also co-edited *Reading Herodotus: A Study of the Logoi in Book 5 of Herodotus*’ Histories (with Elizabeth Irwin), and *Homer in the Twentieth Century: Between World Literature and the Western Canon* (with Barbara Graziosi).

Ann Ellis Hanson is Senior Research Scholar at Yale University. Her extensive publications apply papyrological findings to the study of ancient medicine, physiology, and social history, with a particular focus on the lives of women. Her achievements were recognized by a MacArthur fellowship in 1992. After being sidelined for 2012 and the better part of 2013, she is now back at work, bringing to completion two major projects: – publication of the papyrus archive of Nemesion, son of Zoilos, collector of money-taxes at Philadelphia (Fayum) for Julio-Claudian emperors; editing and translating the Hippocratic treatise in two books, *Diseases of Women*. 
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Notes on contributors

Michael W. Herren is Distinguished Research Professor of Classics emeritus at York University and a member of the Graduate Programme in Medieval Studies at the University of Toronto. He is a fellow of the Royal Society of Canada and the Medieval Academy of America, an Honorary Member of the Royal Irish Academy, and has twice been a research prize recipient of the Alexander-von-Humboldt Foundation. The founding editor of The Journal of Medieval Latin, his publications include editions/translations of Aldhelm: The Prose Works (1979, with Michael Lapidge), The Hisperica Famina (1974, 1987), Iohannis Scotti Eriugenae Carmina (1993), The Cosmography of Aethicus Ister (2011), and the monograph (with Shirley Ann Brown) Christ in Celtic Christianity (2012). Most recently he published the Oxford Online Bibliography entry “Classics in the Middle Ages.”

Kenneth J. Kitchell, Jr. has been Professor of Classics at University of Massachusetts, Amherst for sixteen years. Prior to that he taught at Louisiana State University for twenty-two years and Quigley Preparatory Seminary South in Chicago for two years. He has served as president of the Classical Association of the Middle West and South (CAMWS) and the American Classical League (ACL), and as vice president for education for the American Philological Association (APA). He has published on Catullus, Latin and Greek pedagogy, the history of Latin teaching, and on classical and medieval animal lore.

Andrew Laird is Professor of Classical Literature at Warwick University. He is author of Powers of Expression, Expressions of Power (1999) and The Epic of America (2006), and co-editor of Italy and the Classical Tradition: Language, Thought and Poetry 1300–1600 (2009) and The Role of Latin in the Early Modern World: Linguistic Identity and Nationalism (2012). His most recent publications include a series of articles presenting editions, translations, and studies of Latin texts by Spaniards and native authors from sixteenth-century Mexico.

Bob Lister retired from his post as Lecturer in Classics and Education at the University of Cambridge in 2008 and was Director of the Cambridge School Classics Project from 1996 to 2003. He continues to teach Latin and Greek at undergraduate level and is also director of a project on teaching classical mythology through storytelling. He is the author of Changing Classics in Schools (2007) and edited Meeting the Challenge: International Perspectives on the Teaching of Latin (2008).
**Notes on contributors**

FÉLIX RACINE is a research affiliate at McGill University specializing in ancient and medieval travel literature and geography, educational history, and the medieval reception of Greek literature. His monograph, *Know Your Places: Teaching and Writing Geography in Late Antiquity*, will appear shortly from the University of Michigan Press.

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