# Questionnaire on the teaching of Classics in Europe - Euroclassica

**Certain questions are perhaps difficult to answer: please feel free to express doubt or to leave blank.**

1. General information:
2. Name of country:

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| Norway |

1. Total number of pupils who study Classical languages or Civilization in 2018-19 in secondary education (11 to 18 years):

|  |  |  |
| --- | --- | --- |
| 109 |  |  |

1. Date and results (favourable or not) of the last reform of teaching Classics:

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| --- | --- |
| Date | Results |
| 2007 | The results of the reform have not been studied, so it is impossible to say whether the reform has been good. |

1. Is there a new reform envisaged in the near future? If yes, what are the expected outcomes (favourable or unfavourable)?

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| --- | --- |
| Yes / No | Expected Outcomes |
| Yes, in 2021 | Nobody knows so far, as the work has just started. |

1. Are the governing bodies (whoever in your country is in charge of education) on the whole favourable or unfavourable to the teaching of Classics?

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| Favourable/Unfavourable (Please comment further) |
| They pretend to be favourable, but when it comes to spending money on the teaching of Classics, they are very hesitant, even slightly reluctant, and always say this will be too expensive, considering the number of pupils choosing Classics. |

1. Is public opinion on the whole favourable or unfavourable to the teaching of Classics?

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| Favourable/Unfavourable (Please comment further) |
| It depends on what you mean by public opinion. People who have studied at universities or high schools and who are interested in art and culture, will normally be favourable to the teaching of Classics, but very many people will maintain that the teaching of Classics is completely useless as is does not necessarily give you a well-paid job. A classicist will see such an attitude as “Confessio ignorantiae”.  So normally the answer will depend on the level of education and the interests of the persons you ask. |

1. Are events (conferences, visits, exhibitions, competitions etc.) organised to promote Classics?

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| --- | --- |
| Yes/No | Further details |
| Yes | The schools who offer classes in Classics will inform about the importance of studying Latin and Greek when students are about to choose in - depth subjects.  The pupils who study Latin are always willing to attend those meetings and tell new students about the pleasure and importance of having some knowledge of the Classics. New students always tend to listen more carefully to older students than to teachers, so I am always thankful for their presence at these meetings. |

1. What organisations exist for teachers? How many members do they have? What are their main activities?

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| --- | --- | --- |
| Name of Organisation | Number of members | Activities |
| Norsk Klassik Forbund  (There is no association specially dedicated to the teachers of classics, but I have asked the Ministry of Education if the five of us who teach Latin today may have the opportunity to meet once during this autumn to discuss challenges and questions of common interest). |  |  |
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B. Teaching

1. Primary Education (6-11 years):

* Number of pupils who take (obligatory or optional) a course in Latin or Greek:

|  |  |  |  |
| --- | --- | --- | --- |
| Latin | Obligatory/Optional | Greek | Obligatory/Optional |
| None |  | None |  |

* Number of pupils per class:

|  |  |  |
| --- | --- | --- |
| Class | Number | Subject |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

* Number of institutions concerned:

|  |  |
| --- | --- |
| Public (state) | Private |
|  |  |
|  |  |
|  |  |

* Number of lessons allowed to this course per week or per year (please include length of each lesson):

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Number of lessons | Week/Year | Length of lesson |
|  |  |  |  |
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* Number of years during which this course can be taken and the age of the pupils:

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| --- | --- | --- |
| Subject | Number of years | Age of pupils |
|  |  |  |
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|  |  |  |

* Are the teachers specialists?

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| --- |
| Yes/No |
|  |

2. Secondary Education (11 to 18 years):

a. Obligatory (Latin and/or Greek):

* Is it learning the language, culture, or both at the same time?

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| --- | --- | --- | --- |
| Latin | Greek | Culture/Non-linguistic (civilization) | Both |
| Not obligatory | Not obligatory | Not obligatory |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Age of the pupils who follow this course: | Number of compulsory years: | Number of pupils following it: |
| Latin |  |  |  |
| Greek |  |  |  |
| Culture/Non-linguistic |  |  |  |

* Number of institutions:

|  |  |
| --- | --- |
| Public (state) | Private |
|  |  |

b. Optional (Latin and/or Greek):

* Is it learning the language, culture, or both at the same time?

|  |  |  |  |
| --- | --- | --- | --- |
| Latin | Greek | Culture/Non-linguistic (civilization) | Both |
| 89 pupils | None | None |  |

* Age of the pupils who can access this course:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | Age of the pupils who follow this course | Number of years | Number of pupils following it | Number of lessons, including length of lesson and per week or per year |
| Latin | 17-18-19 | 2 | 89 | 5 lessons a week, each lesson lasting 45 minutes |
| Greek | None |  |  |  |
| Culture/Non-linguistic | 17-18-19 | 1-2 | 20 | 5 lessons a week, each lesson lasing 45 minutes |

* Is it possible to take both languages at the same time?

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| --- |
| Yes/No |
| No, Greek is only taught at universities. |

* Are there big differences between regions and/or between institutions?

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| Yes/No (please give details) |
| No.  The Directorate of Education, which is a section of the Ministry of Education and Integration, sets the framework of all subjects taught in upper secondary schools in Norway. Accordingly there are no great differences in the teaching between regions and institutions. Teachers have a certain freedom in the choice of textbooks and methods, but we have to make sure that our students are well prepared for their final written exams. The Directorate organizes the final written exams which are common to all the pupils in the country.  In the 12th century cathedral schools were founded in Oslo, Bergen and Trondheim to educate priests for the local churches and cathedrals. Latin and Greek and also Hebrew were for centuries taught at these schools, and even today the cathedral schools of these cities offer Latin as an optional subject. In the north of Norway only one school offered classes in Latin, Tromsø Gymnas, but that ended in 1970.  Today there are five schools offering classes in Latin on upper secondary level. These schools are:  Oslo Cathedral School, (state school)  Trondheim Cathedral School, (state school)  Bergen Cathedral School, (state school)  St. Paul Catholic School in Bergen, (private school)  Sandnes Upper Secondary School, (state school) |

c. Higher Education

* Number of universities teaching:

|  |  |  |
| --- | --- | --- |
| Latin | Latin and Greek | Classical Civilisation |
|  | 5 | 3 |
|  |  |  |

* Number (approximate) of students who take the course:
  + as specialists:

|  |  |  |
| --- | --- | --- |
| Latin | Latin and Greek | Classical Civilisation |
| University of Trondheim:  Bachelor 1  Master 3  PhD 3 |  |  |
| University of Oslo:  Master 2  PhD 2 |  |  |
|  |  |  |
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* + in combination with other courses:

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| --- | --- | --- |
| Latin | Latin and Greek | Classical Civilisation |
|  | 35 students study Greek at the Faculty of Theology in Oslo, as part of their study |  |
|  | University of Bergen: 10 students in all |  |
| University of Oslo:  40 students in Latin, (beginners) | University of Oslo: 25 students in Greek, (beginners) |  |
|  | University of Theology in Stavanger: 16 students in Greek |  |

* Do students who take Classics have to take courses in other subject areas? Is

so, which ones?

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| --- | --- |
| Yes/No | Which ones |
| Yes, normally, if not they will have great difficulties getting a job. | History, literature, art, media, other languages. |
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* How are Classics teachers in secondary schools recruited?

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| In fact Classics teachers are few and far between. We are about five Latin teachers in upper secondary school today in Norway. Most of us are recruited because we have degrees in other subjects that we can teach if there is not a sufficient number of students in Latin to form a class.  The Latin teacher in Trondheim has a master in Norwegian, the Latin teacher in Oslo has a master in German, and the Latin teacher at St. Paul Catholic School in Bergen, the only one with a PhD, also teaches Latin at the university of Bergen. I myself have a master in French and a bachelor in history and teach these subjects as well. |

* By competitive examination? If yes, how many years of study and which examinations do they take?

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| Normally two years at university, which in today’s language means bachelor level. As far as I know there is only one teacher in secondary school today who has a PhD in Latin. |

* By other means? Please give details:

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* Roughly how many teachers are recruited each year?

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| Hardly anyone. |

* Is there any continuing professional development for Classics teaching? What form does it take?

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| No, nothing systematically. |

1. Methods and Curriculum Programmes

* Which bodies set the objectives and curriculum programmes?

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| at primary level |  |
| at secondary level | The Ministry of Education and Integration in Norway, through its Directorate of Education. |
| at university level | The universities set the objectives and curriculum programmes themselves, so I guess this may vary from university to university. |

* Which course books are used? Which levels? Titles and authors?

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| --- | --- | --- |
| Books | Levels | Titles and Authors |
| Sandnes Upper Secondary School:  Lingva Latina,  Omnibus 2 | Both levels, which means the two last years of upper secondary school. | Hans Ørberg: Lingva Latina |
| Oslo Cathedral School:  Omnibus 1 and 2 | “ | Vibeke Roggen and Brynjulf Rian:  Omnibus 1 and 2 |
| Trondheim Cathedral School:  Pegasus | “ | Einar Weidemann: Pegasus |
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* Which methods are recommended or practised for language teaching (Latin or Greek)?

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| Grammar studies, text studies, translation from Latin into Norwegian, morphology, to this is added teaching of history and art in antiquity. |

* Which examinations give a qualification in Classical languages and/or civilisation?

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| A five-hours written exam after two years of study at upper secondary school. This exam consists of an unknown Latin text to be translated into Norwegian, followed by questions in comprehension and grammar, morphology and classical art/history. |