

Preamble

“Critical thinking” was originally considered as only one among many pedagogical learning objectives in the long-term project ... In the meantime, critical thinking has become a central factor in the development of an instructional system.” (Gottfried Petri. *Kritisches Denken als Bildungsaufgabe und Instrument der Schulentwicklung*. StudienVerlag 2002, 301)

“Verba sine rebus putamina sunt sine nucleo, vagina sine gladio, umbra sine corpore, corpus sine anima.”(Johannes Amos Comenius. *Didactica dissertatio* 1637 Dec. 22. Academia Pragae 1986, thesis 22)

“The good teacher of classics has to assume that in a course of Greek, Latin or classical studies the full range of the subject is given a proper airing and not just that in which s/he happens to be interested. That is one reason why it is so important that teachers interest their pupils. There is nothing more inimical to interest than the replacement of personal responsibility for study and thought by routine drill and exposition, necessary as these are in their proper place.” Tony Hubbard. *Special needs in Classics*. In: *The Teaching of Classics*. James Morwood (edit.), Cambridge University Press 2003, 53)

“A tendency in the former type of dialogue is not only dependent on a minimum of two participants, but also on having a topic to talk about, what Ricoeur calls the third participant. Forced dialogue in the classroom without a topic that the learners can engage in dies out quickly.” (Ricoeur, P. *Oneself as Another*. Chicago and London: The University of Chicago Press 1992 In: Anne-Brit Fenner. *Cultural awareness and language awareness*. Council of Europe Publishing 2001, 15)

“Stet hoc igitur fixum Latinam linguam, ut hauriendae realis eruditionis reale sit instrumentum, ex autoribus esse discendam: et proinde authorum bonorum enarrationem τὸ πᾶν esse.“ (Comenius *ibid.*, thesis 27)

“The civilisation of ancient Greece and Rome is of fundamental importance in its own right, as well as being crucial to our understanding of the development of our own culture and to the comparative study of societies and cultures more generally.” (University of Cambridge. *Guide to Courses 2004-2005*, 45)

“As a broad principle, we believe that the student should first read with understanding (and, if required, translate) and then study the grammar and syntax he has already met in context. We do not stick rigidly to this principle; if experience suggests that it is more helpful to do so, we explain grammar etc. before the narrative.” (Oxford Latin Course. *Teacher’s book*. Oxford University Press 1987, 6)

The standards are based on Comenius’ *Didactica dissertatio* , on the Latin Grammar by Charles E. Bennett, Goldwin Smith Professor of Latin in Cornell University, on the Oxford Latin Course, on the “Biberacher Modell”, on the Austrian Curriculum for Latin and on objectives of the European Council regarding educational policy.