*The Classics in the Medieval and Renaissance Classroom.
The Role of Ancient Texts in the Arts Curriculum as
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The Classics in the Medieval and Renaissance Classroom. The Role of Ancient Texts in the Arts Curriculum as Revealed by Surviving Manuscripts and Early Printed Books, edited by Juanita Feros RUYS, John O. WARD, and Melanie HEYWORTH, Turnhout, Brepols, 2013, «Disputatio» 20, x-420 pp.

- 1 Le volume est issu d'un colloque qui s'est tenu à Sydney en 2006, il porte sur «the relationship between surviving manuscripts and early printed books and the reality of the medieval and Renaissance classroom» (p. 3) et rassemble dix-huit contributions. Plusieurs concernent l'aire française, d'autres ont un intérêt qui dépasse leur objet ponctuel: Gabriele KNAPPE, *Manuscript Evidence of the Teaching of the Language Arts in Late Anglo-Saxon and Early Norman England, with Particular Regard to the Role of the Classics*, pp. 23-60; Rita COPELAND, *Thierry of Chartres and the Causes of Rhetoric: From the "Heptateuchon" to Teaching the "Ars rhetorica"*, pp. 81-102; Karin Margareta FREDBORG, *The Grammar and Rhetoric Offered to John of Salisbury*, pp. 103-130 (sur les auteurs qui ont pu

jouer un rôle dans la formation de Jean: Thierry de Chartres, Pierre Hélié, Guillaume de Conches); Birger MUNK OLSEN, "Accessus" to Classical Poets in the Twelfth Century, pp. 131-143; Martin CAMARGO, *What Goes with Geoffrey of Vinsauf? Codicological Clues to Pedagogical Practices in England, c. 1225-c. 1470*, pp. 145-174 (sur les manuscrits témoignant d'une utilisation scolaire); Manfred KRAUS, "Progymnasmata" and Progymnasmatic Exercises in the Medieval Classroom, pp. 175-197 (sur les exercices préparatoires de composition dans l'apprentissage de la grammaire et de la rhétorique); Lola Sharon DAVIDSON, *Dreaming in Class: Aristotle's "De sompno" in the Schools*, pp. 199-222; Steven J. WILLIAMS, *Aristotle in the Medieval Classroom: Students, Teaching, and Educational Change in the Schools of Paris in the Twelfth and Thirteenth Centuries*, pp. 223-243; Robert BLACK, *Teaching Techniques: The Evidence of Manuscript Schoolbooks Produced in Tuscany*, pp. 245-265 (sur des nombreux manuscrits conservant la trace des pratiques d'enseignement); Marjorie CURRY WOODS, *What are the Real Differences between Medieval and Renaissance Commentaries?*, pp. 329-341 (les différences sont surtout dues à la meilleure circulation des textes grâce à la diffusion du papier et de l'imprimerie). *Index* aux pp. 411-420.