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# **Secondary Solutions**

## **Julius Caesar**

### **Literature Guide**

Reinterprets Julius Caesar not as  
an autocrat seeking to

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overthrow the Roman Republic, but as an unusually successful political leader.

In this splendid profile, Canfora offers a radically new interpretation of one of the most controversial figures in history.

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The result of a comprehensive study of the ancient sources, "Julius Caesar" paints an astonishingly detailed portrait of this complex man and the times in which he lived.

An Abstractionist Account

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Hamlet Common Core Aligned  
Literature Guide  
Education Outlook  
Julius Caesar by William  
Shakespeare  
Julius Caesar Common Core  
Aligned Literature Guide

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*Author - Plot - Setting -  
Characters - Style - Themes -  
Dialogue - Summaries of  
chapters, textual notes and  
revision questions.*

*The idea that mathematics is  
reducible to logic has a long*

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*history, but it was Frege who gave logicism an articulation and defense that transformed it into a distinctive philosophical thesis with a profound influence on the development of philosophy in the twentieth*

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*century. This volume of classic, revised and newly written essays by William Demopoulos examines logicism's principal legacy for philosophy: its elaboration of notions of analysis and reconstruction.*

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*The essays reflect on the deployment of these ideas by the principal figures in the history of the subject - Frege, Russell, Ramsey and Carnap - and in doing so illuminate current concerns about the*



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*nature of mathematical and theoretical knowledge. Issues addressed include the nature of arithmetical knowledge in the light of Frege's theorem; the status of realism about the theoretical entities of physics;*

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*and the proper interpretation of  
empirical theories that  
postulate abstract structural  
constraints.*

*Julius Caesar*

*Papers on Republican History*

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*The National Council of  
Teachers of English and Cold  
War Education Policies  
Thin Objects*

This book is a selection of twenty-four passages from books I-VII of Julius Caesar's Gallic War,

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including the descriptions of the Britons, Druids and Germans. For each passage there is an English preface which places the passage in its context and discusses matters of importance raised by the passage. Endnotes with references to primary

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and secondary sources empower students to read further should they wish to do so. To facilitate reading of the Latin, for each passage there is a running vocabulary with grammatical notes and explanations. There is also a general introduction

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to the book as a whole, which contains sections on the nature of Caesar's *Commentarii* and *Commentarius* as a literary form, the time of composition and publication of the *Commentarii*, Caesar's Gallic commands and the nomenclature of

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Gaul.

Julius Caesar by William  
Shakespeare Literature Guide Julius  
Caesar Castrovilli Giuseppe Julius  
Caesar Common Core Aligned  
Literature Guide Teaching  
Shakespeare Cambridge University

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Press

Shakespeare and the Constant  
Romans

How to Get an "A" in Secondary  
School Mathematics 1

The Formation of an Irish Literary  
Canon in the Mid-Twentieth



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Secondary School Examinations  
Selections from Julius Caesar's  
Gallic War

**Are there objects that are " in the  
sense that not very much is required  
for their existence? Frege famously**

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**thought so. He claimed that the equinumerosity of the knives and the forks suffices for there to be objects such as the number of knives and the number of forks, and for these objects to be identical. The idea of thin objects holds great philosophical**

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**promise but has proved hard to explicate. Øystein Linnebo aims to do so by drawing on some Fregean ideas. First, to be an object is to be a possible referent of a singular term. Second, singular reference can be achieved by providing a criterion of**

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**identity for the would-be referent.  
The second idea enables a form of  
easy reference and thus, via the first  
idea, also a form of easy being.  
Paradox is avoided by imposing a  
predicativity restriction on the  
criteria of identity. But the**

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**abstraction based on a criterion of identity may result in an expanded domain. By iterating such expansions, a powerful account of dynamic abstraction is developed. The result is a distinctive approach to ontology. Abstract objects such as**

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**numbers and sets are demystified and allowed to exist alongside more familiar physical objects. And Linnebo also offers a novel approach to set theory which takes seriously the idea that sets are " successively. This scholarly study of the formation**

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**of the Irish literary canon in the first half of the twentieth century provides fascinating and often surprising insights into the ways in which different educational institutions responded to the political and historical changes taking place**

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**as Ireland moved from colonial to postcolonial status. Dr Wei H. Kao discusses not only what was included on school and university curriculum but also writers who were excluded, in particular women writers who appeared to interrogate a male**



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**nationalist agenda for the representation of Ireland.– Emeritus Professor C.L. Innes The writers discussed include Daniel Corkery, J.G. Farrell, Denis Johnston, Mary Lavin, Iris Murdoch, Kate O'Brien, Frank O'Connor, Liam O'Flaherty,**

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**and James Plunkett.**

**The Politics of Latin Literature**

**The Life and Times of the People's  
Dictator**

**Bulletin - Bureau of Education**

**Facts and Commentary**

**Philippine Magazine**

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*A professor of history and classics describes the actual events of March 15, 44 BC, when Julius Caesar was murdered during the Roman civil wars, and compares them to those*

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*outlined by William Shakespeare in his famous play. --Publisher's description.*

*This "captivating biography" of the great Roman general "puts*

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*Caesar's war exploits on full display, along with his literary genius" and more (The New York Times) Tracing the extraordinary trajectory of the Julius Caesar's life, Adrian*

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*Goldsworthy not only  
chronicles his  
accomplishments as  
charismatic orator,  
conquering general, and  
powerful dictator but also  
lesser-known chapters*

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*during which he was high priest of an exotic cult and captive of pirates, and rebel condemned by his own country. Goldsworthy also reveals much about Caesar's intimate life, as*

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*husband and father, and as  
seducer not only of  
Cleopatra but also of the  
wives of his two main  
political rivals. This  
landmark biography  
examines Caesar in all of*



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*these roles and places its subject firmly within the context of Roman society in the first century B.C. Goldsworthy realizes the full complexity of Caesar's character and*

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*shows why his political  
and military leadership  
continues to resonate  
thousands of years later.  
The Death of Caesar  
Approaching the Roman  
Revolution*

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*Gift and Gain*

*Julius Caesar and the  
Roman People*

*The Educational Times, and  
Journal of the College of  
Preceptors*

*The launching of Sputnik in*

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*1957 sparked an education movement that stressed the importance of curricular rigor and standardization as a means to improve education and bolster national defense. Within six months of*

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*Sputnik's launch, Congress passed the National Defense Education Act (NDEA) that approved an unprecedented amount of federal funding toward the math, science, and foreign language*

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*disciplines. The teaching of English was left out and through the leadership of the National Council of Teachers of English (NCTE), the discipline maneuvered public relations and political*

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*connections in its quest to acquire federal funds. In doing so, the NCTE mimicked strategies that galvanized funding for math, science, and foreign language disciplines by arguing the*

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*importance of the teaching of English for national security and advocating for a teaching model that aligned with Cold War Era pedagogical trends. These tactics marked a major shift*



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*in how the NCTE advocated for the teaching of English. In the early twentieth century, the organization embraced student-centered education practices connected to the ideas of progressive*

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*educators. This perspective continued with the creation and expansion of life adjustment education during the 1930s and 40s. During this era, many NCTE authors recommended this*

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*movement that advocated connecting education to future adult experiences. Following Sputnik, NCTE leaders supported content-centered reforms. Instead of curriculum recommendations*

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*based in discovering and fostering relevant student experiences, the NCTE's focus became adjusting student learning to predefined skills it thought all students should possess.*

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*This trend was supported by conceptions of Cold War education models, including those advocated by their rival English organization, the Modern Language Association (MLA). The MLA*

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*had successfully worked with federal actors in attaining funding for foreign language training institutes and the NCTE's collaboration with the MLA represented a shift in adopting ideas it was*

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*previously opposed to promoting. Despite their efforts, the NCTE was not a part of NDEA reauthorization in 1961 the federal government, led by U.S. Commissioner of Education,*

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*Sterling McMurrin, funded teacher-training institutes for the study of English through a program called "Project English." The 1960s continued with the NCTE representing stronger*



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*content-centered ideas  
before shifting in less than a  
decade as indicated by the  
materials produced by the  
1966 AngloAmerican  
Conference on English at  
Dartmouth. Here, NCTE*

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*leaders reassessed their beliefs after meeting with British educators who advocated student-centered curriculum models and reintroduced benefits of experiential education.*

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*These ideas would manifest into studentcentered curriculum models during the late 1960s and 1970s. This is the first book to describe the intimate relationship between Latin*

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*literature and the politics of ancient Rome. Until now, most scholars have viewed classical Latin literature as a product of aesthetic concerns. Thomas Habinek shows, however, that*

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*literature was also a cultural practice that emerged from and intervened in the political and social struggles at the heart of the Roman world. Habinek considers major works by such authors*

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*as Cato, Cicero, Horace,  
Ovid, and Seneca. He shows  
that, from its beginnings in  
the late third century b.c. to  
its eclipse by Christian  
literature six hundred years  
later, classical literature*

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*served the evolving interests of Roman and, more particularly, aristocratic power. It fostered a prestige dialect, for example; it appropriated the cultural resources of dominated and*

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*colonized communities; and it helped to defuse potentially explosive challenges to prevailing values and authority. Literature also drew upon and enhanced other forms of*



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*social authority, such as patriarchy, religious ritual, cultural identity, and the aristocratic procedure of self-scrutiny, or existimatio. Habinek's analysis of the relationship between*

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*language and power in  
classical Rome breaks from  
the long Romantic tradition  
of viewing Roman authors as  
world-weary figures, aloof  
from mundane political  
concerns--a view, he shows,*

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*that usually reflects how scholars have seen themselves. The Politics of Latin Literature will stimulate new interest in the historical context of Latin literature and help to integrate*

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*classical studies into ongoing  
debates about the sociology  
of writing.*

*Teaching Shakespeare  
Pride and Prejudice  
Othello/Question and  
Answers*

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*Statistics of Land-grant  
Colleges and Universities  
Dictionary of Literary Terms  
The title first covers the general  
concerns in secondary school  
examinations, such as the pass/fail  
concept, reforms, interpretation of*

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*results, and admissibility of subjects. Next, the selection tackles the examination in the ordinary level. The third chapter discusses the Certificate of Secondary Education (C.S.E.) examination; this chapter details the advantages*

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*of the C.S.E. along with its systems. Chapter 4 covers the advanced level and university entrance requirements. The next two chapters deal with the General Certificate of Education (G.C.E.) examining bodies. The seventh*

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*chapter examines the secondary school testing system in the U.S., while the last chapter talks about the future of the English secondary school examinations. The book will be of great use to both in-training and professional teachers. School*



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*administrators will also benefit from the text.*

*This volume collects twenty-six previously unpublished studies on Republican history by the late Sir Ronald Syme (1903-1989), drawn from the archive of Syme's papers*

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*at the Bodleian Library. This set of papers sheds light on aspects of Republican history that were either overlooked or tangentially discussed in Syme's published work. They range across a wide spectrum of topics, including the*

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*political history of the second century BC, the age of Sulla, the conspiracy of Catiline, problems of constitutional law, and the Roman conquest of Umbria. Each of them makes a distinctive contribution to specific historical problems. Taken*

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*as a whole, they enable us to reach a more comprehensive assessment of Syme's intellectual and historiographical profile. The papers are preceded by an introduction that places them within the context of Syme's work and of the current*

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*historiography on the Roman Republic, and are followed by a full set of bibliographical addenda. Logicism and its Philosophical Legacy The Story of History's Most Famous Assassination*

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*Philippine Education*

*Life of a Colossus*

*Saturday Review of Politics,  
Literature, Science and Art*

*The economy of ancient Rome, with  
its money, complex credit  
arrangements, and long-range*

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*shipping, was surprisingly modern. Yet Romans also exchanged goods and services within a robust system of gifts and favors, which sustained the supportive relationships necessary for survival in the absence of the extensive state and social institutions. In Gift*

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*and Gain: How Money Transformed Ancient Rome, Neil Coffee shows how a vibrant commercial culture progressively displaced systems of gift giving over the course of Rome's classical era. The change was propelled the Roman elite,*



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*through their engagement in shipping, moneylending, and other enterprises. Members of the same elite, however, remained habituated to traditional gift relationships, relying on them to exercise influence and build their social worlds. They resisted the*

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*transformation, through legislation, political movements, and philosophical argument. The result was a recurring clash across the contexts of Roman social and economic life. The book traces the conflict between gift and gain from Rome's prehistory, down*

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*through the conflicts of the late Republic, into the early Empire, showing its effects in areas as diverse as politics, government, legal representation, philosophical thought, public morality, personal and civic patronage, marriage, dining, and the*

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*Latin language. These investigations show Rome shifting, unevenly but steadily, away from its pre-historic reliance on relationships of mutual aid, and toward to the more formal, commercial, and contractual relations of modernity.*

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*Teaching Shakespeare has been a major contribution to the knowledge and expertise of all teachers of Shakespeare from primary upwards for two decades. This full-colour second edition is in a larger format, updated to reflect modern classroom*

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*practice. It includes new contributions by leading practitioners from Shakespeare's Globe, the Shakespeare Schools Festival, the Shakespeare Birthplace Trust and the Cambridge School Shakespeare editorial team. Teaching Shakespeare makes explicit*

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*the 'Active Shakespeare' principles which underpin Cambridge School Shakespeare and includes activities and advice to help teachers develop their existing good practice, making the learning of Shakespeare valuable and enjoyable for all involved.*

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*The Saturday Review of Politics,  
Literature, Science and Art  
Educational Survey of Elyria, Ohio  
The Saturday Review of Politics,  
Literature, Science, Art, and Finance  
The Author's Voice in Classical and  
Late Antiquity*



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*Literature Guide*

Brother Bear likes to tease his sister, but when he's the one who is taunted at school, he understands why Sister gets so mad.

Explores the persona of the author in classical Greek and

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Latin authors from a range of disciplines and considers authority and ascription in relation to the authorial voice.

Bulletin

The Education Outlook

Shakespeare's Julius Caesar

Workbook (revised Edition)

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Rome  
Caesar