Bulletin of the COUNCIL of UNIVERSITY CLASSICAL DEPARTMENTS

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Contents

The meaning of it all

Whenever I teach the fourth century B.C.E, there comes a moment when I ask students why *they* think the Spartan general Sphodrias tried to invade the Piraeus in 378, and while they are leafing through Xenophon for an answer, I sit back and wonder what it is all about.

Many answers come to mind, from Henry Sidgwick and Matthew Arnold, Jowett and Wilamowitz, *Didaskalos*, JACT's Red Book, the CUCD survey *Classics in the Marketplace* and many other recent discussions of why Classics is worth doing. The Greek and Roman worlds are part of our cultural inheritance; studying ancient societies can help us to think about modern ones; learning the languages teaches something about how languages work; Classics is perceived to be (and is) a rigorous discipline with many admirers among students' potential employers; its interdisciplinary nature means that we study a remarkable range of materials and skills, and the material itself is of such dazzling quality and variety as to make it intrinsically worth spending time with. All these are strong arguments; they may even be more true of Classics than any other humanities subject, simply because of the range of material and disciplines it includes.

I suspect that there is still something missing - something which has been going missing in bits and pieces, in fits and starts, since late antiquity. Since the rise of Christianity, Classical literature has declined as a source for understanding the nature of the world or the divine. Ancient science, medicine and technology are long outdated. In the Renaissance, ancient moralists were taught as a source of contemporary ethics, textual criticism taught biblical scholars a new way of approaching religious texts, and the study of rhetoric was regarded as a route to practical, political power. These days no-one regards Menander as a moral authority. Students rarely study ancient literary criticism, let alone rhetoric, and then as an aspect of ancient culture, not as something they should put into practice to change their lives. Jowett wanted Greats to equip an empire with rulers; these days we may cite the number of Classicists in Parliament with satisfaction, but I do not know anyone who describes their degree programme as having a political agenda. Matthew Arnold talked of sweetness and light and Stobart sought 'a standard of the beautiful which shall be beyond question or criticism',[1] but few of us would regard ancient culture as that kind of aesthetic canon now.

One may point out that using the subject for our own ends, as so many people have, puts us in danger of misunderstanding and distorting it. True as that is, there is also danger in not doing so. Education should inform us, as moral, social or political actors - engage with our values and beliefs and change who we are, and I am not sure that it always does so. There may be many contributing reasons. One, perhaps unexpectedly, is the growth of professionalism - and this is a problem we share with other disciplines. Scholarship is not generally expected to make people wise or good or powerful these days; it makes us scholars. We no longer expect theologians to be holy, or even religious, philosophers to love wisdom, or students of rhetoric to be charismatic speakers. There are undoubtedly exceptions. There are also areas of the field which students can immediately see are relevant to the way they understand and so live their own lives. (Some of my happiest days are passed arguing about what makes a good democracy, or the pros and cons of identifying one, two, three or six different sexes, or what the first Christians meant by faith.) But that kind of aspiration is no longer the central aim of academic life, and this is a great loss.

Another factor is our particular concern, one which Bob Lister addresses in his article. We have to work so hard to preserve the subject, and in particular to preserve knowledge of the

languages, that at times the mechanics of learning obscure the meaning of it. Bob Lister talks about the problem in schools, but it is true in universities too. I was struck by a conversation I had last summer with one of my first year students, a very able young woman who came to Oxford with Latin but no Greek. It was the end of year drinks party, so I was asking friendly, conventional questions. Had she enjoyed the year? Not entirely, she replied seriously. She had so looked forward to coming to Oxford. She thought it was a place where you really learned to think. But she felt as if all she'd been doing all year was learning Greek verbs. Oh it *is* about learning to think, I assured her; the Greek will get easier and you'll do more essay work and study more subjects... She looked unconvinced, and knowing how much even students with Greek and Latin 'A' level struggle these days, I had to wonder.

There is a tension here between preserving the subject and preserving the point of the subject. It has no easy solution, but we must not lose sight of the latter in our concern for the former. With limited time and resources, we have to be selective, and just as scholars and teachers of the past did, concentrate on the things which most profoundly engage contemporary hearts and minds. Rumours of 'general educative values'[2] or transferable skills may have some truth, but they are not enough to assure our continued existence. The kind of argument we need for Classics is that it changes your life.

[1] J. C. Stobart, *The Glory that Was Greece* (3rd edn, London, 1933) 3.
[2] JACT *Red Book 2* (1994) 4.

Chair's report, 2003-2004

Graham Shipley

After the Year of the Consultation, the Year of the Nomination. Government intervention and scrutiny may often be unwelcome. They can pose dilemmas like those faced by the main characters in Iain Pears's *Dream of Scipio*, set in Provence at three times of crisis: the late Roman period, the thirteenth century, and the 1940s. Should one attempt to ameliorate the effects of a greater power? Or should one refuse to cooperate at all, and instead 'resist'? Since our overseers have not yet made their stated aim the destruction of classics, let alone of academic freedom, it is right that CUCD's members have taken the line of amelioration. Five years ago, the call went out (twice) for members to serve as specialist subject reviewers for the Quality Assurance Agency. There followed a biennium of review visits, which produced hotspots of confrontation. Thankfully, we were all mature enough to get over them. Given the stresses of that period, a CUCD Chair has to be grateful for the level of interest colleagues have shown this year in serving on the Arts & Humanities Research Board's new Peer Review College and on the Research Assessment Exercise subpanel. The right strategy must be to try to ensure that influential and sensible people are well placed to ensure the fairest possible outcomes in the distribution of research funding. We hope to see many awards of grants to classics, and a repetition in 2008 of the collective accolade given to our subjects in previous RAEs.

The machinery of democracy takes time and effort to maintain. I am particularly grateful to the Secretary and Treasurer, Philip Burton and Patty Baker respectively, for assisting with seemingly endless rounds of e-mails in the processes of collecting names to forward to higher places, or at least to Bristol. Costas Panayotakis, and before him Diana Spencer, have worked

assiduously to assemble slates of candidates for our internal elections. Our editor, Teresa Morgan, completes her distinguished tenure of office with this issue. The value of the *Bulletin* (which, as we now know, members appreciate having both in paper form and on-line), and its potential to raise the profile of our subjects in those higher places, cannot be overstated. Our deeply researched statistics exercise, now in the capable hands of Paul Millett, is drawn on more and more by the media and those in touch with them. Nick Lowe continues to maintain our web presence. This is increasingly important, now that the national Classics Web - the brainchild of Charlotte Roueché, nurtured by Gabriel Bodard, and maintained by Ian Ruffell - is hosted by Glasgow at http://www.classics.ac.uk. It is bound to bring new visitors to our own website and offers us new opportunities to project what we do to Internet users.

The other salient feature of the 11 months since the day of England's World Cup victory (in rugby), when I had the honour to be elected Chair, has been a series of campaigns in defence of classics. The future of the last remaining Classics PGCE in Scotland, run until recently by Tony Williams at Jordanhill under the auspices of Strathclyde University, has exercised Standing Committee greatly. Numbers of schoolteacher vacancies in Scotland are held to be too low to justify the course's retention. CUCD has been able to point out the need for joined-up thinking: Jordanhill does receive applications from outside Scotland, and its graduates do not only teach there. University rectors, MPs (notably Tam Dalyell in both roles), MSPs, and academics have made strenuous efforts to ensure that classical teacher training in Scotland survives in some form, for the benefit of all the UK. At the time of writing, however, it is a case of 'watch this space'.

Economic calculations also underlie the pressure on some classicists to reduce the hours spent teaching languages to non-specialist students. Colleagues in more than one department comment that, though it occupies more contact hours than other teaching, it is light on preparation and marking and therefore impacts little upon research. CUCD's first response is to let departments know we are watching them, but in time we may have to express our concerns to universities. Departments must be entitled to justify courses in terms of criteria other than simplistic 'bottom line' costings per hour. Languages are surely justified if they are genuinely relevant to a programme, if they deliver quality outcomes (such as satisfied students who do better in other courses or take further languages), and if the staff are producing top-quality research at the same time. On the plus side, at least one department has decided to target languages at the students most likely to proceed to postgraduate work, surely a winning formula to put before a vice-chancellor. This approach also makes more sense than the Quality Assurance Agency's hitherto stubborn resistance to level 1 teaching being made available in years 2 and later, even when it delivers non-generic technical skills such as language or faunal identification. CUCD supports its members who are working to modify the QAA's position.

Ἐκ νεφέλης πέλεται χιόνος μένος ἠδὲ χαλάζης, and we remain vigilant for bolts from the blue. On 10 June the *Independent* carried two relevant stories. The first was about the Department for Education and Skills supporting the *Cambridge Latin Course E-learning Resource*, which could make Latin available in every state school. The facing page reported the Assessment and Qualifications Alliance's decision to axe Greek and Latin at GSCE, AS, and A level along with archaeology and other 'minority' subjects. These are claimed to be uneconomic, even though several thousand students take Latin with AQA. The contradiction between the progressive thinking of the DfES and the AQA's specious market analysis was blatant. Once again, public figures and politicians rushed to defend classics, and for a moment it was all

over the papers. We thank particularly Michael Fallon, MP, and Lord Faulkner of Worcester for bringing the issue before both Houses of Parliament. During an extended discussion in the Lords, the parliamentary under-secretary of state for education and skills, Baroness Ashton of Upholland, stated that 'the widespread criticism that the decision was taken without consultation ... has not gone unnoticed within the department'. Two weeks later, in an adjournment debate, her counterpart in the Commons, Stephen Twigg, MP, undertook to, 'write to the AQA to urge it to reconsider its decision, particularly in the light of its failure to consult widely before reaching it'. The signals from the top could not have been stronger; but the AQA dug it heels in and this issue, too, remains unresolved at the time of writing. It is now unclear whether the Qualifications and Curriculum Authority has the power to ensure that at least one examinations board covers a minority subject, as we had believed it did. Apart from leaving the OCR (Oxford, Cambridge and RSA Examinations Board) in a monopoly position, the episode raises an issue of great concern, if examinations in minority subjects (i.e. the majority of subjects) cannot be shielded from crude 'market' thinking. The impact on diversity in UK education - not least for ethnic minorities, as was pointed out in Parliament - could be grave.

The positives, however, are plain to see. These episodes demonstrated the strength of public support for classics, support which embraces many alumni of state schools and graduates of non-'golden triangle' universities. Our roster of known parliamentary supporters grows longer, and includes roughly equal numbers from all three main parties, an impressive number of whom have classical degrees. We will develop and regularize these contacts, particularly at Westminster but also in other UK parliaments and Strasbourg. As we enter a probable general election year, we may find MPs particularly willing to express support.

Another important development has been the intensification of discussion about postgraduate training and staff development. We bid farewell to the Classics section of the Learning and Teaching Subject Network in its former incarnation at the Open University, and await developments with interest. Our thanks as a subject community go to Lorna Hardwick and David Fitzpatrick for four years of productive collaboration, which will continue in various forms. In May, CUCD and LTSN co-sponsored a discussion on in-service training for university teachers of classical subjects, which impressively demonstrated the keen interest felt by younger and more senior staff alike. Outcomes, we understand, already include discussions within the new Higher Education Academy about how subject specialists can contribute to professional accreditation of university lecturers - surely better than having educationalists alone attempting to enthuse us with unfocused generic provision. These and other matters previously discussed through the LTSN's programme will continue to resonate in the coming months and years.

CUCD will want me to thank the members of Standing Committee who are demitting at the November Council: besides those mentioned above, Philip Hardie and Stephen Mitchell (unless either is re-elected). This year, it seems particularly fitting to thank especially Peter Jones, whose active liaison with parliamentarians and the media gives us such a strong public presence.

And finally back to the *Independent*. An on-line search today produced at least a dozen positive stories about classics since January, for which we can only grateful - and that's not counting Etruscan archaeology or the plethora of articles sparked by this year's unforgettable Olympics and Paralympics. I learned about Peter Snow's memories of Russell Meiggs, of Tim Pigott-Smith's enjoyment of classical theatre - and about who the *Independent* considers

to be the 'stars' among us. (If you want to know if you made the cut, the relevant issue is dated 15 August.)

Graham Shipley
University of Leicester
October, 2004

Chameleons? The Classics Scholar of the 21st Century

David Fitzpatrick

The summer months of 2004 raised all too familiar problems for the teaching of Classics in this country. In May, the education supplement of *The Independent* published an opinion piece entitled "What's the point of a Classics degree?"[1] Irrespective of the (poor) quality of argumentation in the piece, the appearance of such views only further serve to establish popular (mis)conceptions of Classics as outdated and irrelevant to learning and earning in a modern society.[2] Not long after this, though presumably unrelated, the AQA (Assessment and Qualifications Alliance) announced that it would no longer examine, *inter alia*, Greek and Latin at GCSE and A-Level after 2006. The decision was taken without consultation with teachers and subject associations and only came to government attention through reports in the media. While this decision is deplorable *per se*, an effect is that these subjects will be no longer be available in state maintained schools which tended to use this board.[3] At the time of writing the decision appears to be irreversible and will ultimately impact on the type of students that come to university to read for language-based classical degrees.

However, despite this negative backdrop, there was evidence for the ongoing and enduring popularity of contemporary engagement with the worlds of ancient Greece and Rome. In early May, Wolfgang Petersen's *Troy* hit the cinema screens and Oliver Stone's *Alexander* will be released in November. Whatever the quality or accuracy of these films, they will serve as a catalyst for increased in the subject. As the annual reports and statistics in this *Bulletin* on student numbers over the last few years show, the figures for students taking Classical subjects at university are healthy. Nevertheless, the subject remains under a great deal of pressure as a result of popular misconceptions and also from policy decisions and initiatives of government and funding councils which have more to do with the psychical and medical sciences than humanities. Within all this, there are, of course, the subject community's own views on where it is going and its immediate concerns and priorities. A key question in all this is how classicists and ancient historians can best correct outdated perceptions of the subject.

What follows is a musing on a potential image of the future Classics scholar working in the British system of Higher Education.[4] This image is inspired by my experiences over the last four years as the Project Officer for Classics and Ancient History in The LTSN (Learning and Teaching Support Network) Subject Centre for History, Classics and Archaeology. This piece also gives an idea of the work which has been supported by Classics/Ancient History team in LTSN (hereafter LTSN C/AH) and it points a way forward for the work in Classics and Ancient History as the LTSN becomes part of The Higher Education Academy.

The Classics Scholar: Teaching and Research

The academic role is, of course, divided mainly between research and teaching. As the Higher Education environment comes under ever increasing external and managerial scrutiny, both aspects of the professional life are now subject to regular national audits. The research role is examined under the Research Assessment Exercise and teaching, or, more accurately, aspects related to teaching, is reviewed by The Quality Assurance Agency for Higher Education (QAA). It hardly needs stating which review is tolerated and which one reviled. An unfortunate, though perhaps inevitable, result of both reviews is that a numerical score is all a department has to show for its endeavours in both fields. Furthermore, perceived research excellence attracts further funding whereas even a maximum score in the QAA reviews appears to have no impact on resources and to be quickly forgotten by institutions (even if it has an indirect impact on newspaper 'League Tables' of teaching quality. It is hugely regrettable that the academic role appears to have been so definitively divided into mutually exclusive activities of research and teaching. It is fair to say that the notion of scholarship in Classics and Ancient History has now become exclusively reserved for research and that teaching has been relegated to the status of, at best, associated activity, or, at worst, secondary activity.[5] In this context, it is very difficult, and there is little incentive, for a Classicist to become interested in devoting time and energy to serious pedagogic issues and to research classroom practices and to investigate student learning in a 'scholarly' way. Nonetheless, there is a duty to bring about circumstances in which both roles are able to exist in a way that do not conflict and actually enrich each other.[6] Some key questions here are as follows. If teaching is still important, why and to whom is it important? How can departments best convey the value of their teaching, both externally and internally? Is it still true to say that for most academics research and teaching are interdependent? If so, how can this best be demonstrated? If it is not true, how can this be acknowledged without devaluing teaching? Who does or should do the teaching?

During my time as Project Officer, one particular opinion has surfaced time and again at our events. This is the feeling that generic educational issues, and the events and publications which go with them, have little relevance and make no impact on teaching and learning at the subject specific level of Classics and Ancient History. There is only one way to solve this problem and this is to create an environment in which Classics scholars are willing and able to carry out pedagogical research themselves. Subject specialist academics will listen to and learn from each other and all agree that teaching innovations and practices need to be carried out with the same degree of rigour that is expected from research activities. This can be the only way in which a truly useful practitioner-led literature in the teaching and learning of Classics will appear. To this end, the Classics team in The Subject Centre have developed a number of initiatives. Besides the various events, the most tangible evidence of progress must the proceedings of some of our national conferences.[7] A more important step, perhaps, would be to integrate panels on teaching and learning in major conferences. This would go some way to helping break down the dichotomy between research and teaching which currently exists in the profession. We have also tried to address this by hosting a panel at the annual meetings of the Classical Association. There are interesting examples in the USA of conferences which combine research papers with contributions and practical sessions on teaching.[8]

These are initial tentative steps, but there is a need to build more substantially on this. In many respects, the current 'generic' context does offer the possibility to build on these beginnings.

Instigating Change: some teaching and learning initiatives in Britain

It has become a truism, in some circles, that more money is being invested in Higher Education, particularly into the enhancement of teaching and learning. While this is true to a certain extent, it is difficult to perceive what impact such investment is actually having in the lecture halls and seminar rooms of particular subjects across the country. For example, two recent initiatives established by the Higher Education Funding Council for England (HEFCE) - the Fund for the Development of Teaching and Learning (FDTL) and the Centres for Excellence in Teaching and Learning (CETL) - are a case in point. Although this section argues that these initiatives potentially offer a context for creating change, there are also some negative points to be made about the possible place of Classics and Ancient History in the minds of the HE policy makers and institutional hierarchies. But it goes on to indicate some examples of change which are emerging from within the subject community itself.

Centres for Excellence in Teaching and Learning (CETL)

CETLs are being established for two main reasons: to reward excellent teaching practice, and to further invest in that practice so that the funding delivers substantial benefits to students, teachers and institutions. The idea for the CETLs developed from a vague outline in the Government's White Paper on Higher Education. As there is potential to secure very substantial funding, up to 500k and not including significant capital costs, this initiative appeared to offer potential for development of aspects of concern. And it was heartening to see that some bids with a significant classical element coming forward. However, all bids had first to pass through an institutional vetting process before proceeding to the first round proper of the bidding stage. And, alas, none of the projects with a clear classical element made it through this institutional phase. (This surely suggests something about the status of classical subjects within institutions.) The CETL initiative is in the mid-point of the bidding process. It has passed through the first phase and the results of those bids which made it into the second round of bidding are available on the HEFCE web-site.[9] Unfortunately, few of these appear to have much bearing on our discipline. It is, perhaps, unsurprising that a great deal of bids concern aspects of generic educational interest or are related to science and business subjects. While it is, perhaps, best to reserve final judgement until the CETLs are established, it is, nevertheless, difficult to see how CETLs will feed into, and inform, subject specific activities. It will be important to find other means for developing the classically based elements of unsuccessful CETL initiatives.

Fund for the Development of Teaching and Learning (FDTL)

FDTL was another source of funding which offered some possibility for the subject.[10] This funding was made available through a competitive bidding process and was closely related to the Quality Assurance Audit (QAA). Bids had to address one of the six areas under which departments are reviewed and there was the possible to bid for funding up to 250k for a project over three year. The bidding process for funding from this initiative is now complete. Unfortunately, Classics and Ancient History did not fare particularly well.[11] In the first round, there were five bids which had an exclusive Classics and/or Ancient History element. The bids covered a wide range of skills, but it was not surprising to see that language

teaching and learning were to the fore. Only one of these five bids made it into the second round of bidding, but it did not secure funding. A sixth bid, which was a collaborative one between three institutions covering Archaeology and Ancient History, secured funding. This project is called "CONTACT: ***Co***llection ***Ne t***works for ***A***rchaeology and ***C***lassics ***T***eaching" and will be led by Dr Roger Doonan from the University of Bournemouth. CONTACT has three main aims. The first is to allow Material Culture Studies to assume a central position within archaeology and to strengthen its role in Classics by removing restrictions associated with this area of curriculum design. The second is to increase flexibility in curriculum design within Archaeology and Classics by creating a virtual and actual network of exemplar objects to broaden the experience associated with artefact teaching. The third is to cement existing networks of co-operation and expand these through a program of initiative funding which centres on the development of an inclusive co-operative network. The successful FDTL projects are scheduled to begin sometime towards the end of 2004 or in early 2005 and dissemination of their progress and outcomes will be an important feature.

National Teaching Fellowship Scheme (NTFS)
Although Classics and Ancient History has not fared well on either of the two major national teaching and learning initiatives, it has had individual success in another - the annual National Teaching Fellowship Scheme.[12] In 2003, Dr Barbara Graziosi (University of Durham) was one of the twenty winners. Dr Graziosi will use her award to design a pilot undergraduate module on the Greek gods, which combines traditional seminars and lectures with opportunities for students to contribute to workshops for the local community. The pilot module is primarily designed to enhance student learning, but it is also intended to broaden participation in the subject of Classics and interest in Higher Education generally in the region. The project will link three aspects of the lecturer's work that are often disjointed: teaching, collaboration with colleagues in the field, and activities aimed at widening participation.

LTSN - Teaching Development Grants
Another source of funding for teaching and learning initiatives over recent years has been provided by LTSN through several rounds of what were called Teaching Development Grants. Although the funding for such development was on a much smaller scale than any of the national initiatives cited above, support ranged from 1k to a maximum grant of 3k, a number of excellent projects emerged from Classics and Ancient History. Details for completed projects to date are as follows:

- *Flexible electronic Ancient Greek teaching and learning project*
  Project leaders: Jon Hesk and Richard Goodrich
  Host institution: University of St. Andrews
- *Study skills: Plato's Protagoras*
  Project leader: Catherine Osborne
  Host institution: University of Liverpool
- *Hellenizein: A Flexible Structure for Teaching Greek to Archaeologists and Ancient Historians*
  Eva Parisinou and Graham Shipley[13]
  Host institution: University of Leicester
- *Rethinking unseen translation: a pilot scheme for developing students' reading skills in Latin and Greek*
  Project leaders: Emily Greenwood, Liz Irwin, Helen Lovatt, Polly Low, Anne

Rogerson and Alice Weeks
Host institution: University of Cambridge

- *"Latin in Action": Teaching with Latin texts for ab initio language learners*
  Project leader: Susanna Phillippo (with Teresa Saunders and Jakob Wisse)
  University of Newcastle Upon Tyne
- *The Integration of Blackboard in the teaching of Egyptology and Classical Archaeology*
  Project leader: David Gill (with Lia Papachristou and Kasia Szpakowska)
  Host institution: University of Wales, Swansea

Many of these projects have done presentations at either our panel at the Classical Association annual meeting or some other event. Reports on all completed projects are available on The Subject Centre's website. Naturally, there is a significant contrast in the length, detail and discussion among the reports. (The same is true for the projects in History and Archaeology.) Nevertheless, there is a very clear indication that all projects engaged in a serious pedagogical enquiry and have provided an excellent basis on which to develop further work on the scholarship of teaching and learning on Classics and Ancient History in this country. It is possible that 'Educationalists' might not view the reports very positively because they lack endless references to numerous publications in education. However, the forthcoming RAE, in marked contrast to the previous one, will allow any research submitted under teaching and learning to be assessed by appropriate subject panel rather than by a panel of 'educationalists'. This will allow the merit of such research to be judged by the subject community itself. This is a very important ideological shift, and it is one which makes my image of 21st century Classics scholar a real possibility and not mere fantasy. Of course, things cannot remain the same. Scholarship into subject teaching and learning must progress and, over time, develop a substantial repertoire of material. All the attributes which characterise good academic 'research' and scholarship must begin to manifest itself in the area of teaching and learning. These various projects discussed here and the ongoing support of the work started by the LSTN offer the possibility to secure change. Another important question is how and from what sources can alternative sources of funding for teaching projects be developed now that CETL and FDTL bidding has come to an end?

Establishing Change: The Higher Education Academy

The buzz theme within Higher Education policy circles over the last few years has been QE or quality enhancement. Its significance led, through the Teaching Quality Enhancement Committee (TQEC) report, to the establishment of The Higher Education Academy. This organisation, which is formally launched this month (October 2004), is an amalgamation of several organisations which include the LTSN and The Institute of Learning and Teaching in Higher Education (ILTHE). While there are still many uncertainties about The Academy, it appears that the work of the various subject centres will be maintained and, possibly, with increased funding.

Although there are many uncertainties, The Higher Education Academy already has a number of clear priorities on its agenda and one of these is Professional Accreditation. While this item is a hangover from other earlier developments, it is something which is going to happen. Rather than see this as an imposition, I think that this offers the subject-community an opportunity to create a substantial forum and, in the long term, an opportunity to develop a meaningful literature on teaching and learning in Classics and Ancient History. At the

moment, all new lecturers have to undergo an educational training course in their own institution. Such courses offer little opportunity to focus in any detailed way on pedagogical issues of a subject-specific nature. However, if the Classics team in The Higher Education Academy were able to facilitate a module which was recognised as an integral part of their training, and not in addition to existing institutional courses, it could potentially create the circumstances which will bring about my image of the Classics scholar of the 21st century. Although aspirations are tentative at this stage there is a real opportunity to take control of this issue. Obviously, the two key related questions here. What should a subject specific strand in professional accreditation offer to classicists and ancient historians? And who would want, and be able, to be involved in progressing this debate? At the Special Consultation Meeting which was hosted by the LTSN Classics team and CUCD in May, there was very positive response to such a move, especially from the younger academics who would be most affected. At any rate, it does offer a forum to the subject community to build on past initiatives and to share ideas and work on new ideas.[14] Undoubtedly, the issue of Continuing Professional Development will become an item on The Higher Education Academy's agenda. This is another area in which the Classics team should take the initiative. The opportunity to have a subject community of new and established professional sharing and working on pedagogical issues of real value to the subject community is a real possibility. Most importantly, it is likely that The Higher Education Academy will be able to provide financial support for such a development. As 'new' professionals share their ideas with experienced members of the subject community, it offers the possibility of establishing a meaningful Classics approach to many of the various themes which are being brought into Higher Education. It may also allow the subject community to influence educational policy rather than find itself reacting to external prescriptions. It offers the opportunity to build a genuine literature in teaching and learning on the subject. Admittedly, there is still not an obvious outlet for publishing such material.[15] But facilitating such an outlet ought to be a strategic priority of the Classics team in The Higher Education Academy.

Conclusion

Addressing, and eradicating, the dichotomy between the scholar as researcher and teacher must, I think, be a fundamental strategic aim in the work of the Classics/AH team in The Higher Education Academy. One of the most satisfying achievements of my role in LTSN has been the gradual establishment and recognition of LTSN as the forum in which to debate issues in the subject in Higher Education. The LTSN phase is now over and it is time to build on its achievements and to create, through increasingly close ties with CUCD, a permanent and influential voice for Classics/Ancient History within the (Higher Education) Academy. Rather than being some transient and/or aspirational concept, an altered version of the notion of the Classics scholar together with a strong subject team in The Higher Education Academy offers a very real way for Classicists to maintain control over their profession.

David Fitzpatrick

The Open University

The work in Classics and Ancient History in the LTSN has been hosted by The Open University's Department of Classical Studies since 2000. The existing team will be handing over the work at the end of July 2005 after the completion of their five-year term on behalf of the subject community. The Classics/Ancient History representative on The Higher Education Academy's subject centre steering group is Professor Lin Foxhall (University of Leicester)

and she will be liaising with CUCD and the subject associations regarding the future. Please tell her your views.

As I was writing this piece, I learnt about the sudden death of Dominic Montserrat on 27/09/2004. In addition to his extensive publications on popular culture, gender and the cultural history of the ancient world, he was closely involved in the early development of The Subject Centre for History, Classics and Archaeology as its Development Officer. He will be sadly missed by his family, friends and colleagues.

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[1] The piece appeared in the edition of 20/05/04 and is still available on *The Independent* newspaper's web-site at the following URL, http://education.independent.co.uk/higher/story.jsp?story=522926.

[2] The piece appears to have been written in response to a UCAS publication, 'The value of higher education', a copy of which is available on their website (http://www.ucas.com) in PDF format at http://www.ucas.com/getting/before/valueofhe.pdf. Whatever the faults with and errors in this opinion piece, it is worth bearing in mind that humanist arguments for the study of Classics at university are not persuasive ones for every audience. There is an essential matter of getting the correct balance between the utility of the subject for employment, the issue of learning for its own sake, and outlining the significance of the subject content itself. These three areas are not, of course, mutually exclusive.

[3] Ongoing developments about this are available on the website of JACT (Joint Association of Classical Teachers, http://www.jact.org/). At our Special Consultation Meeting with CUCD and department representatives at the end of May (27/05/04), it was noted that OCR (Oxford, Cambridge and RSA Examinations) Board is considering dropping Ancient History from its list of subjects.

[4] The Subject Centre for History, Classics and Archaeology and CUCD have been co-operating to gather information about problems associated with offering *ab initio* language learning at university to a class with mixed level of university students. The intention was to contribute something about it in this edition of the *Bulletin*. On the one hand, I do not have enough information to write an informative piece on this topic which would be an accurate reflection of the position nationwide. On the other, the information which I have shows quite a variation in practice. In general terms, however, many departments do not appear to have a great problem offering *ab initio* courses to students at different levels. If often comes down to outlining very clear and different intended learning outcomes for the appropriate levels. Most importantly, many departments use the benchmarking statement for Classics and Ancient History to support the needs to offer language teaching in this way. At the moment, this appears to carry sufficient weight to persuade appropriate committees within institutions, but it remains an ongoing problem with Quality Assurance Agency. There is also a continuing problem concerning the requirements of students who hope to take a Classics PGCE. The benchmarking statement is available, paradoxically, on the Quality

Assurance Agency's website (http://www.qaa.ac.uk/) in HTML or PDF formats at the following URL, http://www.qaa.ac.uk/crntwork/benchmark/honours.htm.

[5] It need hardly be added that the notion of scholarship further privileges certain forms, or rather products, of research over others.

[6] This issue was addressed by Vanda Zajko in an earlier edition of the Bulletin. See her contribution to 'The Cutting Edge of Classics: Debates and Dilemmas' in *CUCD Bulletin* 31 (2002)13-23 at 20-2.

[7] These proceedings of the two conferences are available in hard-copy or online. They are *Old Wine, New Bottles: Texts for Classics in a Changed Learning Environment at University*, which is the proceedings of the 'Teaching and Learning with Texts, Commentaries and Translations' in 2002, and Practical Strategies in the Changing Environment of Classical Language Teaching at University, which is the abstracts and selected papers of the 'Teaching the Classical Languages at University' conference in 2001. The proceeding of the conference in January 2003,'Different Lights, Different Hands: Working with Translations', will be ready in the near future. The Subject Centre's website is currently http://hca.ltsn.ac.uk/, but it is likely that this will change in the future because of the move into The Higher Education Academy. At the time of writing, no detailed information about the change or the timetable for such change was available to me

[8] A recent example is a conference on the *Odyssey* and a similar one on Sophocles which is being organised by Seth Schein.

[9] One hundred and six bids made it through the first part of a two-stage application process. Brief details of successful round one bids are available at http://www.hefce.ac.uk/learning/TInits/cetl/.

[10] This was the fifth and final round of the FDTL initiative. The four previous rounds were managed by the National Coordination Team, but they have now become part of The Higher Education Academy.

[11] The other humanities subjects involved in FDTL5 did not fare particularly well compared to other subjects like Education, Economics, and Hospitality. This general lack of success may, perhaps, point to a problem: the need to adopt the appropriate language for projects in teaching and learning. Finding alternative sources of funding to develop projects in teaching and learning in humanities is not easy. However, some progress has been made and funding for two of the projects with a Classics/Ancient History element has been secured through the Arts and Humanities Research Board and The Higher Education Academy.

[12] The National Teaching Fellowship Scheme (NTFS) was set up by HEFCE and the Department for Employment and Learning in Northern Ireland. It was initially managed by the Institute for Learning and Teaching in Higher Education (ILTHE), but it now operated by The Higher Education Academy. Further details about this scheme can be found on its web-site (http://www.ntfs.ac.uk/index.html).

[13] The project has since been substantially developed and a booklet has now been produced which is intended a practical resource for university staff who teach ancient Greek in non-traditional classical degrees. It is hoped to distribute copies of this booklet to all departments in the near future.

[14] It is important to stress that the various subject centres within LTSN always had a great deal of autonomy in respect of their activities. Their success is one of the main reasons between the retention of the subject centre concept in The Higher Education Academy. This characteristic of subject centre work will undoubtedly continue in the future provided that subject communities demonstrate that they have a strong voice.

[15] There are some future possibilities. A forthcoming volume of *Arts and Humanities in Higher Education* journal will concentrate exclusively on Classics. This journal is organised by the Humanities and Arts Higher Education Network. The journal is published by SAGE publications who have also commissioned a book on Classics for their series on Learning and Teaching in Higher Education.

Classics in Schools: Time for Reappraisal (again)

Bob Lister

'Why - or more precisely, to what end - do we propose to continue teaching Latin and Greek ? Most of the claims formerly made for classical education were examined by Henry Sidgwick nearly a hundred years ago and found wanting. Yet classical teachers when they feel they are working successfully do not seriously doubt that what they are doing is of value. Enquiry into the nature of this value might seem difficult and superfluous. Difficult certainly, but justifiable for its bearing on administrative decisions and on the choice of methods of teaching, content of syllabus and arguments with which to defend ourselves against our enemies.'
Sharwood Smith (1963)

In the wake of the decision by Oxford and Cambridge to remove Latin as a matriculation requirement classicists were forced to ask fundamental questions about their subject and its educational value: classics teachers might instinctively know that their work - and their subject - was valuable, but could they present a cogent and coherent case to justify its place in the school curriculum? John Sharwood Smith's editorial in the first issue of *Didaskalos*, published in 1963, laid down the challenge for classicists, and the launch of *Didaskalos*, following shortly after the publication of the Classical Association's *Reappraisal*, set the agenda for a long-running debate on the future of classics.

Didaskalos itself provided a major forum for discussion. A feature of the journal was that it brought together the thoughts and opinions not just of classics teachers, from both schools and universities, but also of classicists internationally, and from experts in connected fields. This was typified by the series of articles published in six consecutive issues between 1963 and 1968 under the general title (taken from Henry Sidgwick's 1867 article), 'A Theory of Classical Education,' with contributions from Cambridge academics, an American classics professor, the head of an independent school, two school teachers, and a professor of the

Philosophy of Education from the London Institute of Education. Even if the contributors could not agree on the precise shape of a classical education for the future, they did all agree that it was essential to make changes: classics had to encompass more than mastery of the classical languages. Furthermore, as Chris Stray notes (Stray 2003), there were concrete outcomes from this critical examination of the aims of classics: new textbooks, such as Balme and Warman's *Aestimanda*, changed the way teachers approached the teaching of texts; Moses Finley inspired a reinvention of Ancient History as a school subject and the development of classical civilisation courses; and radical rethinking about the aims and methods of Latin teaching led to the publication of the *Cambridge Latin Course*.

A similar period of reappraisal is now urgently required. The recent decision by AQA to stop offering public examinations in Latin and Greek from 2006 is symptomatic of a much more significant problem with assessment in classical subjects, particularly at GCSE. There is no prospect of AQA being persuaded to reverse its decision: Latin and Greek are not economically viable, and they will have checked that OCR was intending to continue providing examinations in classical subjects before making their decision. (The examination boards have shared out all minority languages, e.g. Bengali and Russian, to ensure that they are offered by at least one examination board.) But in the case of the classical languages there are particular problems with the reduction to a single provider. The QCA criteria for GCSEs in classical subjects offer examination boards considerable latitude in deciding the balance between the language, literature and cultural aspects in Latin Greek. As a result, AQA and OCR have been able to develop distinctive GCSEs, which, between them, cater for a reasonably broad spectrum of candidates. The loss of choice will almost certainly lead to a loss of candidates at the lower end of the spectrum, particularly in schools where Latin and Greek are taught in restricted circumstances.

The reduction to a single provider will also concentrate too much power in the hands of the chief examiners in determining the content of the examinations. This is already an issue: whereas 15 years ago OCR had not only a GCSE Classics panel but also a sub-committee for overseeing Cambridge School Classics Project examinations (until 2000 both AQA and OCR set GCSE Latin papers designed specifically for users of the *Cambridge Latin Course*), there is now no classics panel at all. The selection of set texts is therefore dependent on the personal preferences of one or perhaps two individuals whose choices may not reflect the needs of the wide range of teachers and students affected by their decisions. This is highlighted by the OCR choice of set texts for AS and A2 Latin for examination in 2006: Cicero *Pro Milone*, Livy *Book XXX*, Virgil *Aeneid X* and Horace *Odes I*. When set texts are so central to the AS and A2 examinations, this selection will have made it all the more difficult for teachers in many schools to persuade their Year 11 students to take the Latin in the sixth form. Even the Virgil selection is unsatisfactory: there are at least four other books that most classics teachers would choose ahead of *Aeneid X* as an A level text.

A bigger question is whether set texts should continue to be part of GCSE examinations at all. Is it reasonable to expect students to answer questions on 300 lines or so of verse and prose authors after studying Latin for only 3 years? Under these circumstances, teachers can only complete the GCSE course by rushing through the texts, often giving a dictated translation and notes, and students can only ensure a good grade by learning the translation by heart - and in many cases the notes too. This is no way to encourage a love of literature, and may discourage even committed students from continuing with Latin after GCSE when they learn that AS and A2 involves more of the same, only with substantially more demanding texts. Yet there are strong grounds for wishing to retain some literature in the

original language at GCSE: to remove the literature would be to remove a fundamental justification for studying the classical languages. What would be lost if students were required to read the literature in translation? Might reading the whole of *Aeneid II-IV* in translation be a more valid educational experience than reading 150 lines of *Aeneid II* in Latin in the manner described above?

There is almost certain to be a major revision of GCSE and A level in the light of the report into 14-19 education currently being prepared by Mike Tomlinson, the former chief inspector of schools. According to press reports, Tomlinson is likely to recommend that the number of public examinations should be severely cut back in a shift towards internal assessment by teachers and the introduction of a new over-arching diploma. Given the speed with which educational reforms tend to be introduced, classical organisations must be proactive in canvassing the views of their members, so that when the formal consultation process is launched, they can present a common front and put forward a clear and coherent view of the place of classics in the school curriculum. Starting from scratch we need to map out a realistic pathway for study of the ancient world from primary school (or preparatory school) through to university that takes into account the contraints of the modern curriculum. What might a national curriculum for classics look like? Which aspects of the ancient world should all children, irrespective of ability, gender, race or social background, be entitled to encounter during compulsory schooling? In what order and at what age should they cover these aspects? What sort of assessment, internal and external, would be appropriate for such a classical curriculum?

These questions cannot be answered without a reappraisal of the fundamental aims and principles of classics. A good starting point for discussion would be *Curriculum Matters 12* (HMI 1988), which set out the case for classics and defined the objectives for teaching classical civilisation and the classical languages in 5-16 education. Even though many classicists might not fully support the HMI 'manifesto', any changes to it would require a high degree of consensus across the classics community. That in turn requires a frank and searching debate among classicists across all phases of education. (It is essential, for instance, that university departments take a leading role in discussions about the possible reform of A levels in classical subjects.) It should also include dialogue with European colleagues, all of whom are facing similar challenges in their own countries. Recent meetings with university lecturers from Denmark and Italy have revealed many common concerns, particularly over the future of classical languages in schools. These will be examined further at a conference in Cambridge[1] next year, the aim of which is to identify common issues facing Latin teachers in schools and universities and share possible solutions. The better our understanding of the problems facing classics, the better the prospects of classics still being part of the school curriculum 40 years from now.

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[1] Meeting the challenge - European perspectives on the teaching and learning of Latin, Cambridge, July 22-24, 2005. For further details visit http://www.raskdesign.dk/cambridge/

CLASSICS AT BRITISH UNIVERSITIES, 2003-4: STATISTICS

Paul Millett

Many thanks to all member institutions for, yet again, a 100% return. I am particularly grateful to one or two colleagues who, despite "not seeing the point of it all" still sent in their figures. It certainly does make a difference, even on a local level, to have such statistics available. Those of my College colleagues across a range of disciplines to whom I showed these figures were genuinely surprised (and almost all of them pleased) at the size of the numbers involved in Classical education and the generally positive trends reported. This was shortly after the news broke that one of the examining boards was discontinuing the examination of Greek.

As in previous years, data are divided into (a) 'traditional' classics courses (BA Classics, Greek of Latin), (b) 'modern' variants (classical civilization, classical studies, ancient history, and classical art and archaeology), and (c) 'others' (combined honours, supplementary students and non-honours students). Open University data are fully integrated.

'One year does not make a trend' wrote my colleague of last year's figures in Table A, which showed a significant increase in Full-time equivalent student numbers. It is good to report that the increase has continued and might well become a trend. As the graph following the tables suggests, the increase was the result of upward movement across the board: even a slight increase in 'traditional' classics courses.

Table B demonstrates this in some detail, with increases in every category; even in Joint hours, which recovered almost all the ground lost last year (though the numbers involved are small). Table C adds further detail.

Last year's report stressed the importance of maintaining our 'core business' of language-based classics courses. It is therefore disappointing to see from Table E that *ab initio* language teaching continued to decline across the board. Postgraduate numbers continue to increase (Table F): important if the funding system is indeed to be capped at the 2003-4 level.

The modest increase in staff numbers reported last year has not been maintained, but trends are difficult to discern (Table D). There were actually very slight increases in the categories of Full time, both Permanent and Temporary, and in Part Time, Temporary. The significant

shift downwards came in the category of 'Other' (156 to 142). Perhaps this is an area in which we might for the future refine our collection and reporting of data.

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Fig. 1. FTE student numbers in UK for 'traditional' v. 'modern' classics, 1993 to 2005. (Source: CUCD.)

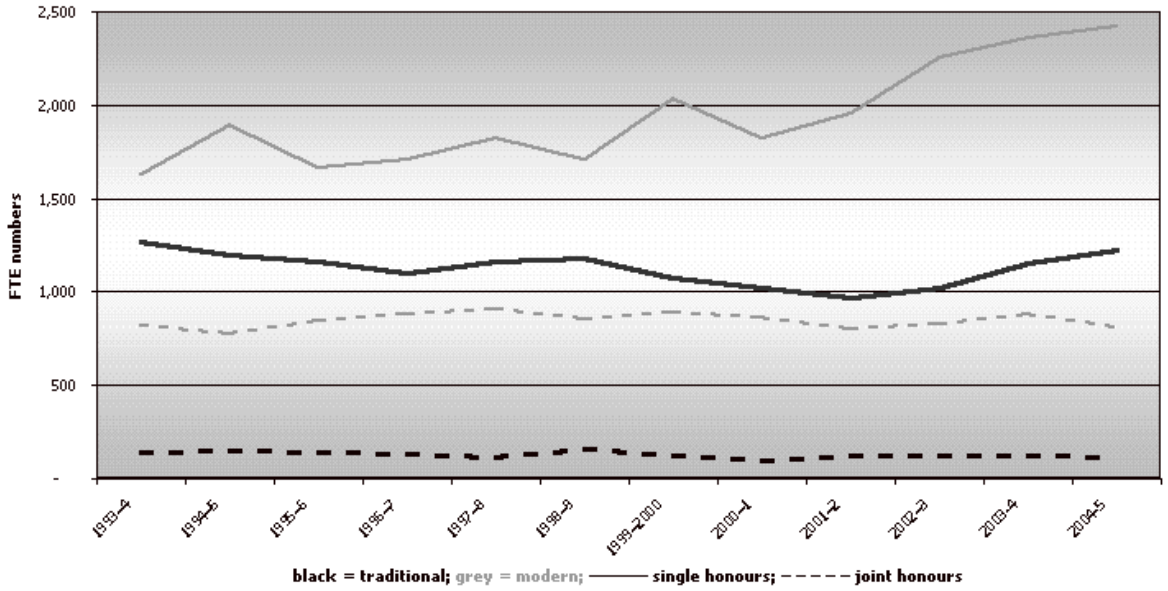

TABLE A: OVERVIEW

	Honours students (SH + JH)				All students (incl. Other)								Staff FTE	Student–staff ratio	1st yr honours (SH + JH)			
					excluding OU				including OU				excluding OU					
	no.	FTE	% change FTE	index (1993–4 = 100)	no.	FTE	% change FTE	index (1993–4 = 100)	no.	FTE	% change FTE	index (1997–8 = 100)			no.	FTE	% change FTE	index (1993–4 = 100)
1993–4	5,214	**3,848**		100	9,549	**5,316**		100					352	**15.1**	1,939	**1,339**		100
1994–5	5,731	**4,011**	4.2	104	9,731	**5,445**	2.4	102					379	**14.4**	2,168	**1,340**	0.1	100
1995–6	5,606	**3,804**	-5.1	99	9,356	**5,317**	-2.4	100					361	**14.7**	2,152	**1,288**	-3.9	96
1996–7	5,647	**3,812**	0.2	99	9,269	**5,095**	-4.2	96					365	**14.0**	2,122	**1,272**	-1.3	95
1997–8	5,762	**4,006**	5.1	104	9,219	**5,289**	3.8	99	16,616	**6,252**		100	356	**14.9**	2,109	**1,351**	6.2	101
1998–9	5,610	**3,898**	-2.7	101	9,878	**5,148**	-2.7	97	16,610	**6,119**	-2.1	98	351	**14.7**	2,071	**1,291**	-4.4	96
1999–2000	5,869	**4,121**	5.7	107	8,882	**5,233**	1.7	98	18,922	**6,961**	13.8	111	343	**15.3**	2,275	**1,405**	8.9	105
2000–1	5,499	**3,803**	-7.7	99	8,665	**4,996**	-4.5	94	16,634	**6,475**	-7.0	104	360	**13.9**	2,125	**1,362**	-3.1	102
2001–2	5,673	**3,858**	1.4	100	8,244	**4,549**	-8.9	86	18,786	**6,195**	-4.3	99	361	**12.6**	2,293	**1,399**	2.7	105
2002–3	5,571	**4,225**	9.5	110	8,577	**5,016**	10.3	94	17,507	**6,394**	3.2	102	377	**13.3**	2,177	**1,585**	13.3	118
2003–4	5,854	**4,527**	7.1	118	8,399	**5,129**	2.2	96	17,866	**6,460**	1.0	103	388	**13.2**	2,302	**1,552**	-2.1	116
2004–5	5,834	**4,571**	1.0	119	8,475	**5,325**	3.8	100	16,986	**6,349**	-1.7	102	371	**14.3**	2,205	**1,599**	3.0	119

Student–staff ratio in previous years

	FTE staff	SSR
2001–2	361	**12.6**
2002–3	377	**13.3**
2003–4	388	**13.2**

TABLE B: SINGLE AND JOINT HONOURS

	'Traditional classics' (Classics, Greek, Latin)								'Modern classics' (Class. Studs, Anc. Hist., Art/Arch.)							
	single honours				joint honours				single honours				joint honours			
	no.	FTE	% change FTE	index (1993–4 = 100)	no.	FTE	% change FTE	index (1993–4 = 100)	no.	FTE	% change FTE	index (1993–4 = 100)	no.	FTE	% change FTE	index (1993–4 = 100)
		trad SH				trad JH				mod SH				mod JH		
1993–4	1,345	**1,264**		100	269	**139**		100	1,813	**1,630**		100	1,787	**816**		100
1994–5	1,335	**1,198**	-5.2	95	307	**148**	6.3	106	2,370	**1,889**	15.9	116	1,719	**776**	-4.8	95
1995–6	1,234	**1,162**	-3.0	92	323	**139**	-6.1	100	2,099	**1,661**	-12.0	102	1,950	**842**	8.4	103
1996–7	1,165	**1,098**	-5.5	87	299	**130**	-6.7	93	2,011	**1,704**	2.6	105	2,172	**881**	4.6	108
1997–8	1,243	**1,159**	5.5	92	263	**118**	-9.2	85	2,207	**1,822**	6.9	112	2,049	**908**	3.1	111
1998–9	1,241	**1,181**	2.0	93	333	**155**	31.6	111	2,001	**1,711**	-6.1	105	2,035	**851**	-6.2	104
1999–2000	1,178	**1,074**	-9.1	85	298	**120**	-22.9	86	2,375	**2,036**	19.0	125	2,018	**892**	4.7	109
2000–1	1,109	**1,019**	-5.1	81	219	**97**	-19.0	70	2,068	**1,824**	-10.4	112	2,103	**863**	-3.2	106
2001–2	1,082	**968**	-5.0	77	265	**127**	31.3	91	2,383	**1,958**	7.4	120	1,963	**805**	-6.7	99
2002–3	1,108	**1,022**	5.6	81	238	**120**	-5.3	86	2,525	**2,255**	15.1	138	1,700	**828**	2.9	102
2003–4	1,362	**1,150**	12.5	91	221	**126**	4.7	91	2,582	**2,363**	4.8	145	1,689	**879**	6.1	108
2004–5	1,482	**1,225**	6.5	97	232	**114**	-9.4	82	2,518	**2,424**	2.6	149	1,602	**809**	-8.0	99

TABLE C: ALL STUDENTS

	'Traditional classics'						'Modern classics'					
	Classics		Greek		Latin		Class. Civ./Studs		Anc. Hist.		Class. Art/Arch.	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE
SINGLE HONOURS												
1999–00	1,072	**1,001**	24	**15**	82	**58**	1,353	**1,108**	933	**844**	89	**84**
2000–1	1,039	**953**	17	**17**	53	**49**	1,179	**1,067**	791	**685**	98	**72**
2001–2	1,011	**920**	19	**13**	52	**35**	1,235	**1,094**	1,006	**781**	122	**83**
2002–3	1,025	**951**	29	**24**	54	**47**	1,281	**1,172**	1,072	**935**	172	**148**
2003-4	1,237	**1,059**	41	**31**	84	**59**	1,179	**1,118**	1,296	**1,090**	106	**146**
2004-5	1,346	**1,133**	44	**31**	92	**60**	1,280	**1,214**	1,109	**1,056**	129	**154**
JOINT HONOURS												
1999–00	54	**27**	84	**21**	160	**71**	729	**353**	1,159	**488**	70	**51**
2000–1	53	**26**	30	**12**	136	**59**	627	**292**	1,180	**498**	216	**72**
2001–2	11	**7**	43	**19**	211	**101**	694	**306**	913	**403**	357	**95**
2002–3	34	**20**	19	**8**	185	**92**	461	**245**	1,149	**532**	90	**51**
2003-4	64	**36**	12	**6**	145	**84**	522	**313**	1,046	**512**	122	**72**
2004-5	72	**36**	17	**8**	143	**70**	477	**260**	1,063	**498**	62	**51**
OTHER												
1999–00	41	**18**	98	**23**	109	**27**	8,865	**1,432**	249	**76**	121	**32**
2000–1	9	**7**	48	**20**	105	**33**	*7,449*	***1,355***	318	**75**	140	**38**
2001–2	3	**2**	538	**139**	946	**244**	*10,163*	***1,570***	1,168	**287**	244	**73**
2002–3	3	**2**	*809*	***208***	*742*	***206***	*8,778*	***1,366***	1,236	**303**	368	**85**
2003-4	74	**13**	*575*	***147***	*642*	***165***	*9,020*	***1,220***	1,365	**377**	425	**97**
2004-5	7	**4**	633	**151**	637	**162**	8,100	**924**	1,452	**441**	323	**97**
ALL												
1999–00	1,101	**986**	95	**49**	294	**141**	9,255	**2,714**	2,289	**1,258**	454	**182**
2000–1	1,025	**928**	600	**171**	1,209	**381**	*12,092*	***2,971***	3,086	**1,471**	723	**251**
2001–2	1,062	**973**	857	**240**	981	**345**	*10,519*	***2,784***	3,457	**1,769**	630	**284**
2002–3	1,062	**973**	*857*	***240***	*981*	***345***	*10,519*	***2,784***	3,457	**1,769**	630	**284**
2003-4	1,375	**1,108**	*628*	***185***	*871*	***309***	*10,721*	***2,651***	3,707	**1,979**	653	**315**
2004-5	1,425	**1,173**	*694*	***191***	*872*	***292***	9,857	**2,397**	3,624	**1,994**	514	**302**

Figures in italics include Open University data.

TABLE D: STAFF

	Full-time				Part-time				Other	
	permanent		temporary		permanent		temporary			
	no.	FTE	no.	FTE	no.	FTE	no.	FTE	no.	FTE
2001–2	335	**315.5**	39	**36.8**	5	**2.8**	84	**24.5**	122	**33.6**
2002–3	332	**329.8**	47	**43.5**	12	**4.4**	74	**27.8**	156	**48.1**
2003-4	333	**323.0**	49	**49.0**	9	**20.0**	82	**37.0**	142	**29.0**
2004-5	327	**323.9**	41	**40.5**	12	**5.0**	75	**34.6**	148	**34.7**

Summary 2004–5 (all staff)

	no.	FTE	% change	on leave (FTE)	effective FTE	% change
2001–2	585	**413.2**		52.6	**360.6**	
2002–3	621	**453.6**	*9.8*	67.9	**385.7**	*7.0*
2003-4	615	**458.0**	*1.0*	63.0	**395.0**	*2.4*
2004-5	602	**438.7**	*-4.2*	59.9	**378.8**	*-4.1*

FTE since 1992–3

	no.	% change		no.	% change
1992–3	347		*1999-2000*	343	*-2.3*
1993–4	352	*1.3*	2000-1	360	*5.1*
1994–5	379	*7.6*	*2001-2*	361	*0.1*
1995–6	361	*-4.6*	*2002-3*	386	*7.0*
1996–7	365	*0.9*	*2003-4*	395	*2.4*
1997–8	356	*-2.3*	2004-5	379	*-4.1*
1998-9	351	*-1.5*			

Figures exclude Open University

TABLE E: BEGINNERS' LANGUAGES

		Greek			Latin		
		no.	FTE	% change	no.	FTE	% change
Undergraduates	*1998–9*	773	**181.2**		314	**83.2**	
	1999–2000	665	**148.1**		1,211	**286.6**	
	2000–1	626	**133.6**		1,206	**269.6**	
	2001–2	1,052	**278.0**		1,398	**359.0**	
	2002–3	983	**259.4**	*-6.7*	1,234	**309.5**	*-13.8*
	2003-4	901	**232.0**	*-10.6*	1,228	**321.0**	*3.7*
	2004-5	976	**255.8**	*10.3*	1,319	**326.1**	*1.6*
Postgraduates	*2001–2*	44	**12.9**		72	**19.6**	
	2002–3	33	**9.2**	*-28.7*	41	**15.2**	*-22.6*
	2003-4	33	**6.0**	*-34.5*	72	**16.0**	*5.5*
	2004-5	55	**9.2**	*52.8*	81	**14.3**	*-10.7*

TABLE F: POSTGRADUATES

		Full-time	Part-time	Other (FTE = 0)	Total no.	FTE	% change
TAUGHT	*1998–9*				246	**186.2**	
	1999–2000				168	**145.6**	
	2000–1				319	**244.8**	
	2001–2	240	183	11	434	**331.0**	
	2002–3	246	242	8	496	**357.1**	*7.9*
	2003-4	268	256	9	533	**373.0**	*4.4*
	2004-5	277	222	9	508	**354.1**	*-5.1*
RESEARCH	*1998–9*				555	**465.0**	
	1999–2000				534	**449.5**	
	2000–1				420	**363.1**	
	2001–2	339	126	41	506	**393.2**	
	2002–3	361	123	39	523	**409.5**	*4.2*
	2003-4	388	157	14	559	**442.0**	*7.9*
	2004-5	411	131	18	560	**482.0**	*9.0*