

Transforming the Postgraduate Experience: UWICAH's First Annual Meeting of Postgraduates

This autumn, the Universities in Wales Institute of Classics and Ancient History embarked on a new venture. Swansea University recently hosted UWICAH's First Annual Meeting of Postgraduates. The conference was the first of an annual series of meetings organised by, and principally aimed at, postgraduate students researching any aspect of the ancient world. The inaugural event took place on November 9th and was organised by a committee of PhD candidates from Swansea University, who represent the disciplines of ancient history, classics and Egyptology, working under the guidance of academics with the University's department of History and Classics. Candidates were invited to speak on the topic of 'Transformations' in the ancient world, a broad and wide-reaching theme, which was chosen specifically to allow for a number of different interpretations and methodological approaches, and therefore, a diverse range of papers. The conference provided research students from the three constituent institutions of UWICAH (Cardiff University, Swansea University and University of Wales Trinity Saint David), and also students from the University of Birmingham, an opportunity to present papers relevant to their research projects and enabled postgraduates from across the U.K. to experience, at first hand, the varied scope of research currently being undertaken in Wales and beyond.

The impetus behind this new initiative is the desire to foster a sense of community amongst postgraduate students in Wales, and establish firm links between the research community in Wales and those in other institutions throughout the U.K., in order to develop a dynamic research environment in the study of the ancient world. First, and foremost, the conference provided postgraduates with a forum in which to present their research in a friendly and welcoming atmosphere. It is widely recognised that a successful research experience requires networking and communication skills, and this conference aims to encourage continuing working relationships and an appreciation of the variety of approaches and interests of postgraduate researchers. When studying for a doctorate it soon becomes clear that, while individual research is at the core of the experience, there is also the need for learning how to present ideas, and how to react to feedback, and this initiative provided the perfect environment in which to do so. It was a relatively intimate event which did not intimidate researchers with limited experience of presenting, but there was also sufficient combined knowledge to encourage lively debate and questions which served to develop the themes being examined, and potentially yielded new areas of enquiry. The audience was not limited to postgraduates from Welsh universities and we were also able to accept speakers from beyond Wales, namely from Birmingham, and this interest from outside the country has the potential for the conference series to develop into an occasion which, although centred in Wales, need not limit itself exclusively to the three

constituent institutions. This suggests that, while the focus is on the research community in Wales, there is the potential for wider impact and communication, which can only be good for everyone concerned.

Whilst officially UWICAH represents departments of classics and ancient history within Welsh universities, it recognises the strong research environment for Egyptology in the country, and has long included the discipline in its academic programme. The inclusion of Egyptology in this new conference series served to foster further cohesion and a sense of community amongst postgraduates in Wales. It is our hope that postgraduate students from all three disciplines recognized common themes and approaches, common difficulties and innovative new methodologies that they will be able to apply to their own field of research. Through integrating these disciplines, this conference allowed for a cross-disciplinary exchange of ideas, methodologies and approaches, thus ensuring that the research community remains diverse, dynamic and open to new ideas.

In order to ensure the development of a thriving and cohesive postgraduate community in Wales the conference staged a number of skills-based workshops alongside its programme of academic papers. These workshops were aimed at providing and enhancing a set of practical skills that research students will need to become successful academics. In 2013 these seminars were hosted by teaching and research staff from Swansea University and included three workshops on the following topics: a teaching skills workshop which sought to provide postgraduate tutors with inspiration and innovative techniques to actively involve undergraduates in the classroom, advice on careers within the heritage sector and information on the formation of research groups, on the model of University of Wales Trinity Saint David and Swansea's own KYKNOS Centre for Research on the Narrative Literatures of the Ancient World. Each workshop was devoted to highlighting skills that postgraduate students will need in their future careers, but for which they may not have received any formal training. Comments from the delegates at this year's conference include the following:

- "I thought the conference was a significant step forwards for graduate Classics in Wales, and in fact for the whole of the UK. A friendly forum like this, where research students can present their research to an audience of their peers and share ideas, both provides invaluable experience and is immensely fertile. I thought the workshops presented by university staff on things of general interest to graduates were a very useful and interesting innovation. The organisation of the event was flawless: pleasant surroundings, luxury cakes, samosas, and generally a great atmosphere. A credit to you and to Swansea, and good to see UWICAH back on the road" (Professor John Morgan, Professor of Greek, Swansea University).
- "The First UWICAH Annual Meeting of Postgraduates held at Swansea University on 9 November 2013 was a huge success. It attracted research students from Cardiff

University, the University of Wales/Trinity Saint David, Birmingham, and Swansea University to present their research and to participate in short workshops on teaching, research groups, and heritage. The meeting provided new insights into the transformations in the ancient world, drawing on historical, textual, and visual sources, thus including several disciplines with diverging traditions, foci, and methodologies. Ancient Egyptian texts of the underworld as well as Christian saints were discussed, demonstrating the need for interdisciplinary approaches. The conference also emphasised the fact that modern occurrences can be better understood by analysing ancient sources, such as genocides or the attitude to or of rulers, demonstrated for example by Xenophon's *Cyropaedia*, which refers to Cyrus the Great. Written in the fourth century BCE it became a model for a genre to discuss princes, reflected in Machiavelli's work almost two millennia later. Hopefully, a similar conference will be held next year since it gives the graduate students a great opportunity to engage in lively discussions" (Dr Martina Minas-Nerpel, Reader in Egyptology, Swansea University).

- "Having recently re-joined academia from the workplace, it was fantastic to have the chance to immediately engage with my academic peers from across the region and beyond and I commend the hard work of the organisers for making this happen. The day was well organised and the beautiful setting of Swansea University's Singleton Abbey served to accentuate the good will and thankfulness evident in those who attended" (David Colwill, Ph.D. candidate in Ancient History, Cardiff University).
- "My experience at the UWICAH conference in Swansea was very good. I saw a wide variety of topics being discussed throughout antiquity and provided me with the opportunity to see what materials and methods other researchers are engaging in. Furthermore, I had the opportunity to network with other post-graduates and faculty on an international level" (Philip Myers, Ph.D. candidate in Archaeology, Birmingham University).

The conference series has the potential to instil a sense of belonging to postgraduate researchers in Wales. By giving participants this opportunity, we, as organisers of the inaugural event, hope that the initiative will allow existing research strengths in the participating universities concerned to grow and develop. Swansea provided the base for the start of this process, but our collective research strengths guarantee that this is only the beginning. It is our intention to establish an annual event which will become an integral part of the academic calendar in Wales, building upon the successes of the annual meeting of UWICAH at Gregynog Hall. Our ambition, to start a new conference series to develop research talent amongst postgraduate students, draws comparison to similar initiatives in the U.K., such as AMPAH. However, we aim to distinguish ourselves by adopting a more focused approach. Our narrower geographical

focus, coupled with our desire to foster a sense of community, will ensure that the UWICAH Annual Meeting of Postgraduates not only acts as a showcase of new research and ideas in Wales, but also provides an opportunity for postgraduate students from Welsh universities to meet their peers (both in Wales and from further afield), gain valuable skills, network, form lasting friendships and understand how their individual project fits into the wider research environment. UWICAH's Annual Meeting of Postgraduates will be hosted at each of the three universities in turn, ensuring the long term success of the venture by allowing students and academics from each institution to add their focus and personality to the event. It is our firm belief that this new conference series will be a success not only on a regional level, but will also have the potential to serve as a model to develop postgraduate communities in a number of localities throughout the U.K.

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Zuzanna Bennett, Rachel Bird and Alex Ferron, Swansea University

The ICS Early Career Seminar

Finishing a PhD in a classical subject – as in all arts and humanities subjects – is the first step towards an academic career. However, for most early career researchers today, it is a step into the unknown. While early career researchers are registered as PhD students, they are well catered for in many ways. Not only do they have library access, electronic resources and supervision, they are also, as students, fully part of a department. They are encouraged to present their work at departmental seminars, at designated and funded postgraduate conferences, they can apply for travel bursaries at most other conferences, and are eligible for bursaries towards the cost of conferences from university graduate funds. In London, graduate students in classical studies have the weekly term-time seminar, the Postgraduate Work-in-Progress seminar, funded by the ICS and run by postgraduates. These weekly national seminars give postgraduates the chance to present their research to a wider community of postgraduate researchers - many speakers come from outside London (the ICS funds travel) and this makes the seminar an excellent opportunity for networking with new people. For those based in or near London, regular attendance allows them to form a real support network of other student researchers, which is hugely helpful, especially for those based at smaller universities or whose field is less mainstream. Many London-based PhDs also take advantage of the other seminars run by the ICS, such as the ancient history, literature, philosophy and archaeology seminars, which allow graduates to listen to and meet a huge range of established academics.

Once a researcher gains employment as a tenured academic, they become part of a Classics department, and can contribute to its various seminars. They are part of the departmental team, who they will interact and collaborate with on a regular basis. The position grants them access to research funds from within their institution, and they also become eligible to apply for external funds for other activities. Some are invited to conferences as Keynote speakers, and others present their research at national seminars, such as the ICS Ancient History seminar. Since academic departments expect new entrants to have already completed a substantial body of published research, there is a gap between completing a PhD and establishing the minimum published research required for an academic post. Hence, early career researchers frequently find themselves falling between the two groups, thus making the beginning of their academic career the most challenging period. The lucky ones hold a temporary post as a junior researcher: for them, there are at least similar networks within their departments to those they had as graduate students. They are eligible to apply for departmental and other research funds. However, recent reductions in available research funds nationally have reduced the number of such posts available. The jobs available are often teaching only, temporary, and even hourly paid, without full access to the research resources available to academics. For classicists working with material cultures, the situation is no better, since museums have experienced substantial reduction in public funding. Many volunteer in order to keep their expertise

and develop some work experience, but as volunteers they have no access to any resources available to curatorial staff. Hourly paid teachers and volunteers are in a particularly unenviable position, as they are disadvantaged in the following ways:

- They have limited access to libraries and electronic resources, which often disappears entirely over the summer. Unless they live near London, or are graduates of Oxbridge and are near those centres, they may find themselves without any library access other than public libraries, which, as well as being inadequate for academic study in general, are unlikely to have even the most basic texts for classical studies.
- They have no departmental community to support them as they try to rework their thesis or develop their first publications, and therefore also no regular contact with other researchers.
- They have no research funds to draw on and they are not eligible to apply for grants to support conference attendance. In addition, they are no longer able to apply for graduate travel bursaries from conferences. This is even more of a problem when considered alongside the financial situation of an early career researcher who is an hourly paid teacher or volunteer, spending a proportion of their time earning a living in another job.
- These researchers often do not have a base in the institution at which they are teaching or volunteering, because the institutions lack space and facilities for them. It's hard for them to keep momentum when they are literally and physically isolated from the academic world. For instance, it is by no means the same to undertake volunteer work remotely for a museum as it is to go into the museum even on a weekly basis.
- Perhaps most seriously, those who are hourly paid or volunteers do not even technically have the right to institutional affiliation. The label 'independent scholar', which lacks the legitimisation of university affiliation, makes it more difficult even to be accepted to give papers at conferences, but much harder to publish, especially in research journals, who require university affiliation to be given on the submission page to Scholar-One.

Networks for early career researchers are already in place in other disciplines: historians, for example, have the 'History Lab Plus', which is for those who have moved outside the remit of the graduate 'History Lab'. Therefore, to support early career researchers in Classical Studies, the ICS has established the Early Career Seminar, which is a new venture for the year 2013-2014. The seminar runs in the same way as all the other regular seminars funded by the ICS, with the exception that it is devoted to giving presentational slots to those who have finished their PhDs within the last five years, and do not hold permanent

employment, and we aim to give particular support to those who lack proper institutional affiliation. We have accepted papers from proposals in all fields of Classical Studies and the ancient world (broadly defined). Thus, ECRs have the opportunity to present a substantial piece of work (each paper is 45 minutes long) based around their new projects following their doctoral work. We hope that the timing of late Friday afternoon allows some researchers the chance to use the many libraries in close proximity to the ICS earlier in the day, which may otherwise be difficult for those not based in central London. We have also arranged the Friday slot to avoid clashing with the numerous other seminars which the ICS runs. This regularity of meetings in term time will, we hope, help to establish a community of ECRs, both locally and nationally - which will be able to provide peer support, particularly for those ECRs who lack institutional support.

In addition to the seminar, we have created a web-site dedicated to the seminar, at <http://postdocsem.hypotheses.org/about>. This is part of the European hypotheses platform, which hosts a series of academic and scholarly blogs from Europe and internationally. Here, we are posting details of the seminar programmes, and abstracts of the papers each week. We are also creating links with other early career sites, so that this site can become the hub for linking to other blogs by early career classicists.

In the future, we would like to develop workshops in addition to the seminar itself, where ECRs can receive training and support in all the essential tasks: publishing, writing post-doc proposals, and finding research grants which they may be eligible to apply for. It's worth observing here that the hub of research grants online, researchprofessional.com, is only fully accessible from a computer on a subscribing university's network - something which many ECRs may not have access to. While we can't make the process of gaining permanent employment easier, we hope at least to establish a support network which will ease feelings of isolation among ECRs, and help them gain the connections, confidence and momentum needed to further their research.

The seminar is open to all, and we warmly welcome all interested classicists to attend. Please see our blog for further details: <http://postdocsem.hypotheses.org/about>

Frances Foster, University of Cambridge

Classics in Communities:

Preparing for Ancient Languages 2014 and Beyond

The Classics in Communities is a new and exciting project set up by the University of Oxford, Swansea University, and the Iris Project in order to promote Latin and ancient Greek in primary schools. This project responds to the inclusion of the two ancient languages in the primary curriculum from September 2014 onward. We started with a conference in Oxford on the 30th November (keynote speakers: Prof Edith Hall and Dr Michael Scott; see <http://sundaysolday.wordpress.com/2013/12/02/sol-day-01dec2013-onward-classicists-soldiers/> and <http://storify.com/classicslibrary/classics-in-communities-opening-conference> for information), will tour the country with a series of 7 workshops for primary teachers in June 2014 (session providers: Barbara Bell, Steven Hunt, Aisha Khan-Evans, Lorna Robinson, and Evelien Bracke, among others), and will provide help and support to schools and teachers who wish to start teaching one of the languages.

The dates of most of our workshops have now been finalized:

3 June: King's College London

4 June: Oxford

6 June: Cambridge

10 June: Birmingham

26 June: Swansea

27 June: Exeter

(Glasgow: TBC)

Our website is <http://classicsincommunities.org/>, and you can stay in touch on Facebook (Classics in Communities) and Twitter (@ClassicsinCommunity).

Anyone interested in supporting us or getting involved in some way, please don't hesitate to get in touch by emailing e.bracke@swansea.ac.uk.

Vale!

Evelien Bracke (Swansea University), Mai Musié (University of Oxford), and
Lorna Robinson (Iris Project)

Eric Handley



Eric Handley died on 17 February 2013 at the age of 86. He had been involved in the creation of CUCD and served as its Secretary in 1969-70, and later as its Chairman, from 1975 to 1978. He was a man of quiet energy who took his responsibilities as a teacher just as, if not more, seriously than he took his research, and for that matter, the wide range of administrative tasks he encountered. He enjoyed teaching. He enjoyed Classics, and until well into his 80s, he sought to pass on that enthusiasm to a new generation. He liked the personal contact of small-group teaching best. It was an environment in which he could discover what an individual might react to, in which he could develop a student's interest in a detail, sometimes linguistic, sometimes philological, sometimes visual, that would in turn lead to a comprehension of the bigger picture.

One thinks too of the dynamism that he, along with his wife Carol, brought to the JACT summer schools at Bryanston over very many years.

He also had an incredible memory for his students, not only those that impressed in his early years, but from throughout his career; he enjoyed staying in touch and put a lot of effort into doing so. Like many of us, he took pride in the successful ones, in whatever field they pursued, but he was equally glad to maintain links with and to encourage the less outstanding, something which is not always that easy.

Eric Handley was a prodigy, going up to Trinity College Cambridge to read Greek and Latin at the age of 16 and beginning his teaching career at UCL at the age of 19. He was nonetheless remarkable too for his modesty, his gentle humour and his kindness. The early years had not been easy: the war (the family house was bombed), rationing, the ruined state of University College and its library, teaching students older than himself just returned from military service. As he himself put it: "An essay on the Greek trireme has a certain edge to it if its author has driven a destroyer round the Mediterranean."

He was in many ways fortunate in his colleagues at UCL in the late 1940s and 1950s. He learned a lot from Eric Turner, Tom Webster and Otto Skutsch, and he enjoyed the atmosphere they created. In retrospect it is hardly surprising that he developed his underlying interests in papyrology and Greek and Roman Comedy. That the group also contained Willis, Furley, Cunningham, Kells and others gives some idea of their dynamism. Turner and Webster also demonstrated to him what could be achieved through quiet but strong diplomacy.

The mid-1950s also saw the creation of the Institute of Classical Studies across the road in Gordon Square and he quickly became a key player, well before he became its Director in 1967 (at much the same time as he was appointed to the chair of Latin and Greek at UCL). He very quickly perceived the Institute's role in fostering international relations in Classics throughout the Commonwealth and North America, but he also developed a particular interest in breaking down the isolation of colleagues in the eastern bloc. This was important work and it brought some notable successes.

The later 1960s were in fact a critical and extremely active period for him. As can often happen, the imposition of responsibilities in his two institutions encouraged him to rise to the challenge and it also became a very creative period for his research: while he maintained his interest in Plautus as a writer of New Comedy, this was the time when he established himself as a student of Menander, not only with his edition of the *Dyskolos* (1965) but with a string of articles on other plays and a substantial contribution on the conventions within which to appreciate Menander written for the Fondation Hardt volume edited by Turner (1970).

A period at Harvard in 1966 remained important to him throughout his life. It was a time at which many good scholars, including him, found the idea of the U.S. very attractive. He finally persuaded himself that he was better based in England (also for Carol's career), but he continued to enjoy formal visits abroad, for example to Princeton in 1971, to Stanford in 1977, to Melbourne in 1978, to Princeton again in 1981. All apart from giving him a broader perspective and confirming his sense of the importance of fostering international relations, these visits served to increase his energy in London, both in the department and at the Institute as well as with the CUCD.

In some ways because of this combination of his continuing dedication to students on the one hand and the needs of colleagues on the other, by the early 1980s he was becoming ever more frustrated by the growing burden of form-filling and petty administration not only at UCL but more especially at the University level as it impacted on his role as Director of the Institute. He was also very active as Foreign Secretary of the British Academy (1979-1988; he had been elected to the Academy in 1969). Although he agonised about the decision, he could not resist the temptation of moving back to Cambridge as Regius Professor of Greek in 1984.

He enjoyed being back at Trinity College, revelled in traditions and conventions, thrived in the atmosphere of small-group teaching, exclaimed at the treasures of the College and the Faculty Libraries while expressing the normal frustrations with the University Library. (For some things he continued to find it easier to go back to the Joint Library in London.) The dark days came in 1989 when he was derailed for some five months by a devastating attack of cancer. That he survived and that it was as little as five months reflected his moral courage and his wife Carol's support. He returned as alert as ever and with the same values as ever, continuing successfully until his retirement in 1994. And even then he kept teaching new generations of students until very close to the end, as well as adding to our knowledge and appreciation of Menander.

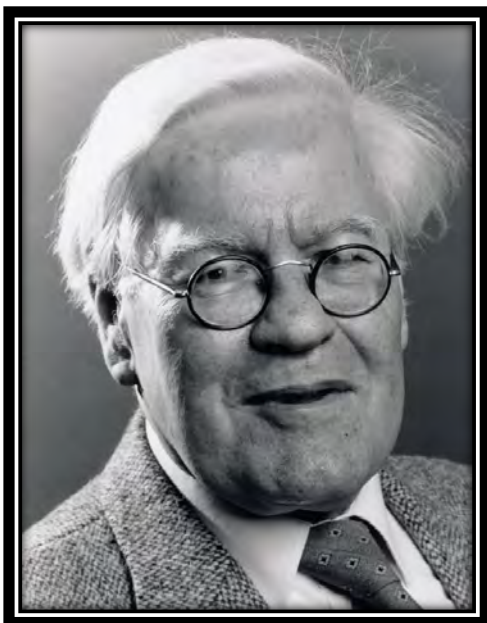
A fascinating and revealing, if brief, overview he gave of his own career at a celebration at Trinity College of his 80th birthday may be found at

<http://www.trin.cam.ac.uk/show.php?dowid=737>. A list of his publications is being included in a *BICS* Supplement dedicated to him.

The accompanying photograph was taken in 1995, on one of a series of annual visits to my excavations at the site of the ancient theatre in Paphos. It shows him thoroughly relaxed, his camera on his lap after taking photographs of some caper-flowers by his feet. He would go on to chat to those tough-minded Australian students, and they loved it.

Richard Green, University of Sydney and Institute of Classical Studies

Robin Nisbet



Robin Nisbet (known professionally as R.G.M. Nisbet), who died on Tuesday 14th May 2013 at the age of 87, was one of the most influential Latin scholars of his time.

Born into an academic family (his father, R.G. Nisbet, was a lecturer in Humanity (Latin) at the University of Glasgow, who like his son wrote a commentary on a Cicero speech, and Nisbet was sometimes amused to be confused with his father in bibliographies and the like), he had a distinguished undergraduate career at Glasgow before going to Balliol College, Oxford on the prestigious Snell Exhibition (previous holders include Adam Smith) to read for a second undergraduate degree in Classics. He moved as a Junior Research Fellow to Corpus Christi College, Oxford in 1951, where he was appointed as a Tutorial Fellow in 1952, and then elected as Corpus Professor of Latin in 1970. He retired in 1992 and was (unusually) elected to an Honorary Fellowship at Corpus; other distinctions included an Honorary Fellowship at Balliol, and a Fellowship of the British Academy.

His first scholarly book was a commentary on Cicero's *In Pisonem* (1961), a masterpiece of Roman invective oratory, where he made major contributions to both text and interpretation; its introduction contains the best brief guide to Latin metrical prose-rhythm, always a topic close to his heart. Cicero remained a key figure for him, but for the next forty years his main scholarly energies were dedicated to a commentary on the first three books of Horace's *Odes*, for the first two books (1970, 1978) in collaboration with Margaret Hubbard, his Oxford colleague, and for the third with Niall Rudd, formerly of Bristol (2004); here he was fortunate in both his co-authors. The first volume set a new standard for depth and learning in Latin commentaries, and was notable for making terse and sometimes controversial literary judgements on a canonical Latin poet, and for quoting English poetic imitations. From the late 1970s he also produced a regular and wide range of stimulating essays on the literary and textual criticism of Latin poets from Catullus to Juvenal, many of which remain fundamental for any scholarly work: most of these appear in his *Collected Papers on Latin Literature* (1995).

For many years Nisbet played a central role in the administration of classics at Oxford, and in particular (along with his colleague and close friend Donald Russell) helped to establish the study of classical literature at Oxford as part of the final honours course in Classics (until the early 1970s it had effectively been restricted to the first part of the course). This provided an outlet in teaching terms for the growth of the study of classical texts as literary artefacts in research in the 1960s and 1970s, a growth in which

Nisbet (alongside such figures in the UK as E.J. Kenney, Niall Rudd, and the late lamented David West) played a key part, publishing important essays on Cicero and Horace which showed that classical texts deserved close New Critical-style literary scrutiny as well as textual criticism and biographical/historical analysis.

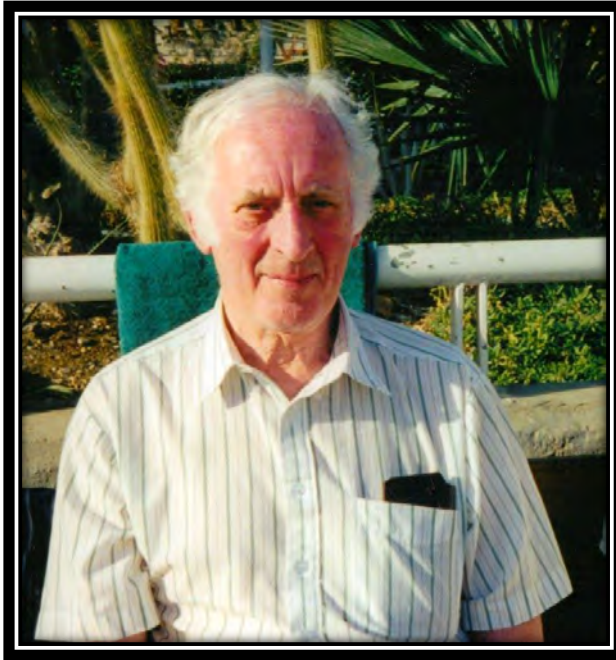
As Corpus Professor, he supervised a large proportion of the doctoral students in Latin of the 1970s and 1980s, on a wide range of topics (with many doing commentaries on texts), and was a conscientious and acute reader of his students' work, often well into their professional careers, which he supported generously. His graduate seminars were fundamentally formative for his students, taking a Latin text, whether well-known or not, and subjecting it to the widest range of scrutiny, textual, literary and cultural; his role was essentially maieutic, to encourage, point students towards key bibliography and very occasionally correct. For many, these seminars exemplified true and tolerant scholarship in action.

Many of his doctoral students went on to considerable distinction in the scholarly world, currently holding chairs at Harvard, Princeton and Toronto as well as major UK universities. Though he did not travel, his scholarship and students did, and he enjoyed a worldwide reputation as a Latinist and trainer of scholars. As often happens, having been a reformer in his early career he became more conservative later on, and did not always approve of the emergence of literary theory in Latin studies, driven in the 1990s UK by two of his most brilliant students, John Henderson in Cambridge and the late Don Fowler in Oxford.

In his first years at Corpus he lived the then life of a bachelor don and dedicated tutor in college, but in 1969 he married Anne Wood, with whom he had worked closely as College Secretary in his progress through the various college offices (Corpus was always close to his heart, and he gave it sterling service). The pair moved to Cumnor, close to Oxford, where they enjoyed many years of happy marriage; in retirement Robin was often willingly enlisted in Anne's active charitable life, for example delivering 'meals on wheels'. Her death in 2004 was a sad blow, and the serious ill-health which followed a couple of years later eventually confined him to his home, leaving him unable to visit his beloved Corpus as he had done weekly since retirement. He was sustained in Cumnor by excellent carers and by the devotion of a local family, and kept in touch with friends and colleagues largely by telephone, always keen to know and discuss the latest news, whether political or academic. As Horace says to Virgil in one of his odes, *multis ille bonis flebilis occidit*, 'his death is to be lamented by many worthy people'.

Stephen Harrison, Corpus Christi College, Oxford

Patrick (Peter) Gerard Walsh



Internationally recognized for his numerous and ground-breaking publications, which range from large-scale monographs on Livy (1961) and the novels of Petronius and Apuleius (1970) to annotated translations of the medieval poems *Carmina Burana* (1976 and 1993), the history of William of Newburgh (1987 and 2007), and the tragedies of Scottish humanist George Buchanan (1983), Peter Walsh, well-known among colleagues and students for his generous kindness, his contagious cheerfulness and sense of humour, his skill in cricket and tennis, and his unfailing optimism,

died peacefully at the age of 89 in Glasgow on 16 January 2013. His wife Eileen, their five children, and eighteen grandchildren survive him. This brief obituary is a tribute to Peter's wonderful charisma as a teacher and a person. It is written jointly by Ronald Knox and Costas Panayotakis, both of whom had the good fortune to have been both his students and his colleagues at completely different stages in Peter's academic career. This started in 1952 at University College Dublin, where Peter obtained his PhD and was subsequently appointed Lecturer in Ancient Classics, and ended at the University of Glasgow, where he was a popular Professor of Humanity (Latin) from 1972 to 1993 and a supportive Dean of the Faculty of Arts in the difficult period of the late 1980s.

Many of Peter's former colleagues and students not only from UCD and Glasgow but also from the University of Edinburgh, where Peter taught from 1959 to 1971, will undoubtedly have their own memories of him and stories about him. Ronald remembers that he first encountered Peter just over 50 years ago when he (Ronald) was a Classics student at Edinburgh. In what was already a strong department of Humanity (Latin), Peter, along with David West, made an unforgettable impression on him, both as a lecturer and as a human being. At a time when most lecturers on set books confined themselves to translation and comment, Peter ranged impressively widely. In each lecture two thirds of the time was devoted to the text, but one third kept in hand for discussion of the broader literary, historical, and cultural context of the work. This teaching approach worked particularly well, Ronald remembers, with Cicero's *De Natura Deorum*, where Peter's illumination of the rival philosophical and theological points of view was masterly. Most of Peter's teaching was classical, but already in 1965 he was introducing some of his Edinburgh students to the interest of medieval and Christian Latin, joining with John MacQueen to lead a volunteer classical and English literature reading group through Alan of Lisle. The discovery that

enjoyable Latin lasted a thousand years longer than Ronald and his fellow students had thought was inspirational. But, as with all great teachers, the attraction of Peter's intellect was inseparable from his humane personality. He cared for his students inside and outside the classroom. He and his wife Eileen regularly entertained his tutorial groups to tea, where in a warm family atmosphere the conversation needed none of the alcoholic stimulus sometimes desperately resorted to elsewhere. (Their welcoming hospitality was also extended to all the postgraduate students in the department of Classics until Peter's retirement from the Chair of Humanity at Glasgow in 1993.) Still more memorable was a three-week tour of Rome and the Bay of Naples, on which Peter led some of his Edinburgh students: well informed from his brothers who were priests Peter settled the group of students in a *pensione* near the Vatican, where half board with superb cooking was had for 2,000 lire per day!

When Peter moved to the Chair of Humanity at the University of Glasgow, he took charge of a department that had been strong in a traditionally linguistic way, governed by the autocratic C. J. Fordyce. Peter's broader teaching interests and his more relaxed and friendly style of leadership were exactly what was needed to face the challenges of the late twentieth century. He introduced Beginners Latin, Classical Civilisation in translation, and classes on Roman history. (Douglas MacDowell, who in 1971 was appointed to the Chair of Greek at Glasgow, made similar changes to the Greek side of the existing curriculum.) During Peter's teaching leadership, the Roman Novel and Medieval Latin became integral parts of the Latin syllabus.

Peter looked after his postgraduate students with great care and affection. Costas remembers that, when he was doing his PhD with Peter Walsh as his supervisor (1990-1993), he would always take Costas down to tea every third Friday at 3 pm to talk about Petronius and the work that had been submitted for comments. On the first Friday of each month he would have a supervisory meeting with Ivor Davidson, who did his PhD on Ambrose, and on the second Friday he would meet with Patricia Woods (now Brignall), who did her PhD on Abelard; the third Friday was reserved for the low and unholy Petronius. Peter was delighted with this alternation of authors, and for many years afterwards he would say to Costas that this was his most enjoyable period as a supervisor. All his informal messages to his postgraduate students were handwritten, and any official/formal letters he happened to send them were typed on his favourite typewriter, from which he never parted. Costas fondly remembers that Peter Walsh always encouraged him to be pro-active with his research and never made him feel subordinate; most importantly, Peter Walsh had a remarkable ability to guide his students to see their own weaknesses by themselves without him actually pointing them out in a patronizing or demoralizing fashion.

More broadly, Peter's personal warmth was welcomed not only by his colleagues and students, but also beyond the department in the wider world of the Faculty of Arts, leading to his election as Dean for 1985-1988, in a time when the Arts needed defence against Thatcherite contraction; as Dean he staunchly championed Arts colleagues and their disciplines, unlike many of the appointed "managers" of today, who see it as their business to toe a line handed down from above. Ronald remembers finding it immensely refreshing when Peter once told him with a smile

that he believed that if an action seemed clearly right one should just do it and not be deterred by nervous looking over the shoulder because someone else higher up might criticise. Better to get it done and apologise later than not do it at all.

No appreciation of Peter Walsh would be complete which ignored the extent to which both his intellect and his life were underpinned by his devout Catholic Christianity. In his retirement years he was a prolific translator of Latin authors (Apuleius, Boethius, Cicero, Petronius, and Pliny the Younger) for the Oxford World's Classics series, but he particularly enjoyed working on his annotated translations of St Augustine's *City of God*, and the last publication which he saw through the press was his edition of *One Hundred Latin Hymns: Ambrose to Aquinas* (Harvard 2012); he attended mass to the end; and his life reminded one of Chaucer's tribute to the truly Christian parish priest: "Christes lore and his apostles twelve / He taughte, but first he followed it himselve"; for although Peter did not formally teach the former, by his conduct he assuredly did the latter, without fuss or pomposity, in a manner deeply impressive. In 1983 he was elected to a Fellowship of the Royal Society of Edinburgh and in 1993 he both received an Honorary DLitt from the University of Edinburgh and was appointed Knight Commander of the Order of St Gregory the Great. But he boasted about none of this. Ronald observes that in fifty years he never heard him say an unkind or unfair word. We shall not soon see his like again.

Ronald A. Knox and Costas Panayotakis, University of Glasgow

David West



The notice in the *Hexham Courant* read:

'David West, Emeritus Professor of Latin at the University of Newcastle on Tyne, died suddenly, after a morning's scholarship, a jolly good lunch and an afternoon gardening, on 13 May 2013 aged 86.'

A consummation devoutly to be wished, then; and a final day that epitomised the man. He regarded travel, especially foreign travel, as a snare and a delusion, and in

retirement, home was where he wanted to be, at his desk or in the garden, and among close friends and family (he was a father of five). Though there was always an element of austerity about David, in life as in scholarship, his hospitality was second to none.

Son of a ship's carpenter, David was born in Aberdeen, and after the local Grammar School and University, National Service (RAF) and Cambridge, started research in 1951 on the manuscript tradition of Aristophanes' *Frogs*. It was a false start. In 1952 he took up a lectureship at Sheffield, and in January 1956 moved to Edinburgh. The articles now started to roll out: the first on the metre of Catullus' elegies (1957), five on passages in Lucretius, a note on Sallust's *Jugurtha* and in 1967 *Reading Horace*, soon followed by *The Image and Poetry of Lucretius* (1969, both Edinburgh), this latter one of George Steiner's books of the year. The same year his 'Multiple-correspondence similes in the *Aeneid*' (*JRS*) also appeared, and he took up the chair of Latin in Newcastle. There followed further articles on Horace, Gallus and Lucretius, and co-edited essays on Latin literature (*Quality and Pleasure* [1974], *Creative Imitation and Latin Literature* [1979], and *Poetry and Propaganda in the Age of Augustus* [1984], all Cambridge); his Jackson Knight Memorial Lecture at Exeter ('The Bough and the Gate', 1987) was especially memorable. In 1990 Penguin published his prose translation of the *Aeneid*, which he felt did more justice to the poetry than most so-called 'poetic' translations.

He retired in 1992, the moment marked by a Festschrift, *Author and Audience in Latin Literature* (1992, Cambridge), testifying to the affection and respect in which he was held by colleagues, and Newcastle's first Exaugural lecture,

on George Herbert's poem 'Easter Wings' (Herbert was a favourite poet of his). But his stride did not falter. His three-volume commentary on Horace's *Odes* (1995-2002) and complete translation of the *Odes* and *Epodes* (1997, all OUP) were followed by his most daring venture: *Shakespeare's Sonnets: With a New Commentary* (Duckworth Overlook, 2007). He was busy translating Gavin Douglas' *Eneados* (1513), itself a translation of the *Aeneid* into Scots, when he died.

David's central interest was poetry. He regarded a poem as a logical construct and the question he asked about it was: how did it work? This meant what the argument of the poem was – the point it was trying to make – and how that argument, the logic, was articulated in the words themselves. What those words meant and how they fitted together to construct the argument – that was what fascinated him and what he dedicated his scholarly work to revealing. From 1990-1991 he wrote a weekly column in *The Times*, entitled 'How it worked', doing just that on a poem in English (the first was Edward Thomas's 'Adelstrop').

Anyone who wants a brief introduction to his methods should read his 1995 presidential address to the Classical Association entitled 'Cast Out Theory', contrasting Horace *Odes* 1.4 and 4.7. There one can see him working intensely with every word, but with a view to uncovering the structure, logic and sense of the whole. It was, for David, an attempt – only that, no more, and (as he admitted) bound to fail – to approach some sort of objective, historical judgement about how the poet was working. What emerges is a deeply humane exposition of the two poems as poetic constructs, which ended 'the job of the literary scholar is to point to what's there and give a historical explanation of it, where explanation is necessary ... it's just a matter of using our senses, intelligence, emotions and, let's not forget it, our imagination, all of these under the discipline of history, as best we can'.

He later wished he had entitled the address 'Fling Away Theory', subtitled 'By that sin fell the angels' (*Henry VIII* iii.2.440, only for 'theory' read 'ambition'). The reason for the title was that David wanted to contrast his approach with that of much contemporary scholarship which he regarded with the same outrage as the physicist and mathematician Alan Sokal.¹ David also turned his fire on reception theory and intertextuality, on the grounds that they contributed nothing of significance to the understanding of the ancient texts: reception theory merely took classicists into important historical areas where they were not experts, while intertextuality 'produced [no] new knowledge, but new terms to describe old practices'. Nor could he resist a stab at a favourite bugbear, the widespread 'pansemantic fallacy' (as he called it) 'by which any shade of meaning of a word can

¹ Sokal decided to see if the journal *Social Text* would publish 'an article liberally salted with nonsense if (a) it sounded good and (b) it flattered the editors' ideological preconceptions'. When 'Transgressing the Boundaries: Toward a Transformative Hermeneutics of Quantum Gravity' was published (May, 1996), Sokal revealed that it was a hoax, 'a pastiche of left-wing cant, fawning references, grandiose quotations, and outright nonsense...structured around the silliest quotations [by postmodernist academics] he could find about mathematics and physics ... [The editors] apparently felt no need to analyze the quality of the evidence, the cogency of the arguments, or even the relevance of the arguments to the purported conclusion'.

be thought to be active in any context' (the word 'Voices' always got him going). David, in other words, had no time for what he regarded as vague, evidence-light conclusions, let alone authority or fashion, in scholarship or anything else. He argued his case and would argue it with anyone, courteously and rigorously, but without fear or favour. Indeed, he once good-humouredly objected to a vote of thanks to himself after a lecture – a world first? - because the speaker had misunderstood his argument.

As for the teacher and colleague, his arrival in Newcastle in 1969 caused widespread astonishment. Since time began, it seemed, the previous professor of Latin, the formidable GBA Fletcher, had wielded a rod of iron over the department and the university administration. That a professor of Latin should leave his door open, invite in all-comers and welcome engagement with anyone, at any time, on any topic, seemed to defy a basic law of nature. But for David, that was what a university was for, and where a university teacher should be – at his desk. Vacation as well as term-time found him there, every day, on call for students and colleagues alike. If anyone had a problem, he would drop everything to help grapple with it. It was no surprise that he served, among much else, as a pro-vice chancellor.

David admitted finding it hard to lecture to large classes, especially if the text was in English translation, even his own, and not the Latin; there was no give and take, and he did not deal in large generalisations. His sentiments were not shared by the audience. He always drew huge crowds on schools' open days. He himself felt he did his best work in the seminar, students all huddled round a Latin text, which he encouraged them to pull apart, bit by bit, word by word.

In fact he loved the sheer fun and challenge of using his brain to solve problems, whatever the problems were. He said he knew no better club than the daily car-pool from Hexham into the university, where medics, architects, historians, scientists – come one, come all – would argue ferociously all the way there and all the way back. He was always putting on random lunch-time seminars with other departments – a series on the English Hymnal here, George Herbert there, and many others - especially with the English department, whose flights of fancy he took great pleasure in teasing apart with his intellectual scalpel. In that light it is no surprise that his *Shakespeare's Sonnets* was greeted with almost total silence by the frozen wastelands of English scholarship. Anyone who has ever been baffled by a sonnet and wants to know what it is getting at, and how it gets at it, will find his text, analysis and commentary a revelation.

The great thing about David was that he was never afraid to say what he thought, whether he knew anything about the subject or not, because he saw things no one else did, came up with angles you had never thought of. Coffee time in the department would not be coffee time without David there, to launch some argument about something or other. Big issues would be dealt with by a lunch in an Italian restaurant or a walk along Tynemouth beach – all quite off the cuff. *Joie de vivre*: that was David. Make the most of this life: and he did, enriching ours and showing us how to make the most of it as well.

His friend Tom Stoppard always turned to him if he had classical questions (David's influence on *The Invention of Love* was profound). On hearing of David's death, he immediately e-mailed 'a lovely man, who gave intellectuals a good name'. Later, in conversation, he said: 'It was an honour to know him. He was alert to *everything*. Nobody was less up an ivory tower than David. He was a moral example too: a deeply humane person. He constantly pricked one's conscience about where we as individuals, as a community and as a planet were going. I wish I'd known him longer and seen him more frequently. But that does not matter now: I knew him. He was one of the most important people in my life.'

As in the lives of all of us who knew him.

Peter Jones, University of Newcastle 1979-97

Classics at UK Universities, 2012-13

Statistics

This year's statistics report continues with the staff-student figures that have been part of this report since its inception, as well as the staff-student-ratios (SSRs) directly solicited from the contributing departments, introduced last year. The results of this for this year continue the pattern that was evident already last year: the average SSR hovers around 1:18, but with a wider range of SSRs across the country, starting with 1:7 and ending with 1:34, i.e. nearly five times as high.

What is very positive is the fact that the overall number of students taught Classics ('traditional' or 'modern') in the country has not dropped despite the introduction of study fees of up to £9000/annum. One would hope that the continued lively interest in the study of the ancient world will bring good numbers of students to all departments in the future. 'Traditional Single Honours' and 'Modern Joint Honours' are a bit up from last year, whilst 'Modern Single Honours' is a touch down: but overall the pattern is stable.

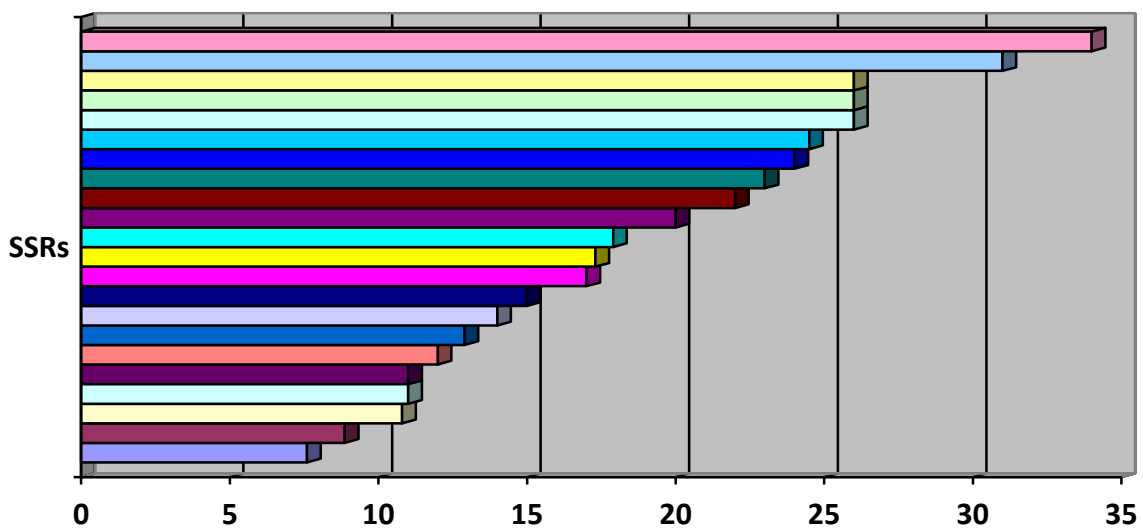
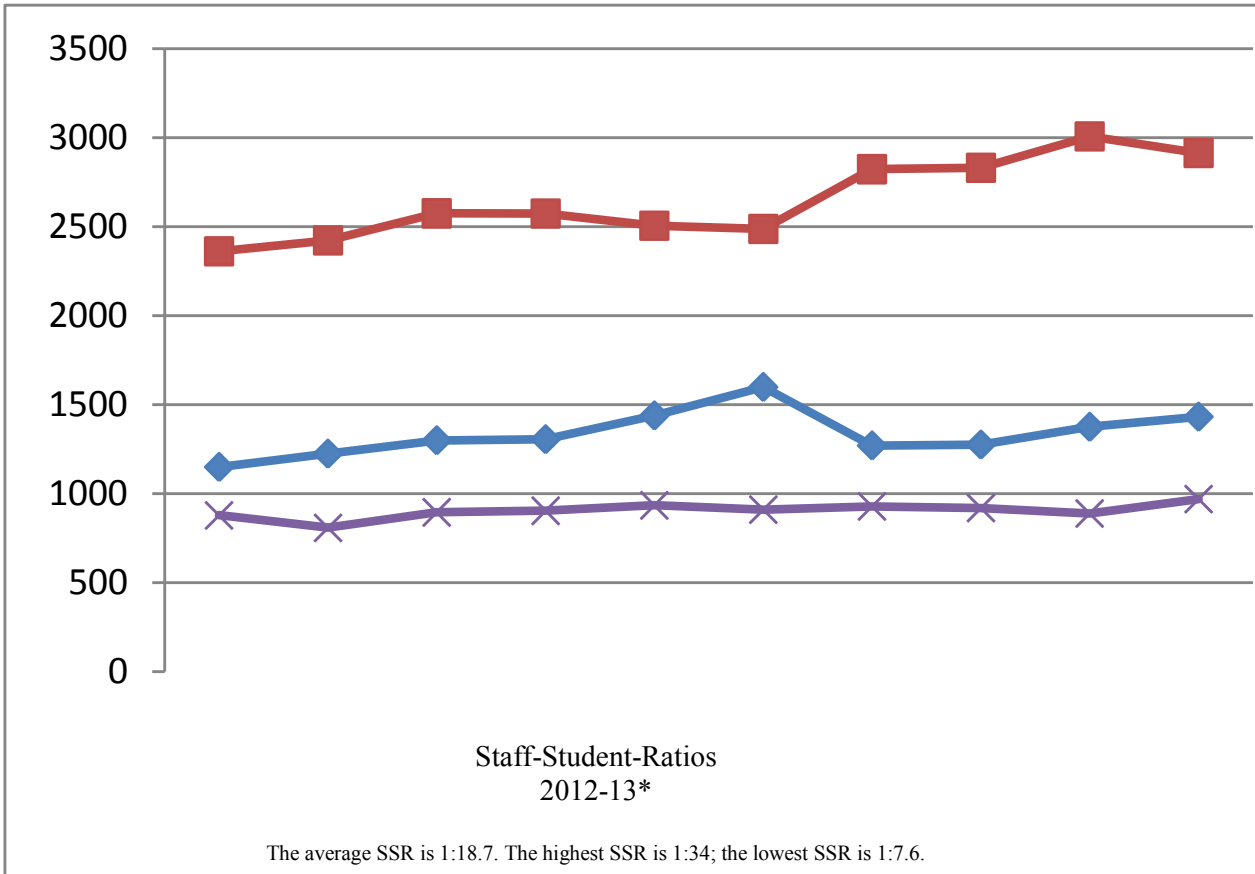
The publication of the statistics is also always the moment to thank everyone who has helped to compile their department's staff and student figures in the first place. Thus, very warm thanks are due to those colleagues – academic and administrative – who have put together the staff and student figures of their institution for 2012-13: without their help and assistance, the CUCD statistics on 'classical' teaching at HEIs would not be possible.

Ulrike Roth, University of Edinburgh

CONTRIBUTING DEPARTMENTS *(in two cases the data from 2011-12 was reused)*

Birkbeck	Leicester
Birmingham	Liverpool
Bristol	Manchester
Cambridge	Newcastle
Cardiff	Nottingham
Durham	Oxford
Edinburgh	Reading
Exeter	Roehampton
Glasgow	Royal Holloway
KCL	St. Andrews
Kent	Swansea
Lampeter	UCL
Leeds	Warwick
	and the OU.

FTE Student Numbers in the UK
 'Traditional' vs. 'Modern' Classics, Single and Joint Honours
 10-year-view (2003-13)



*figures were received from the following departments: Bristol, Cambridge, Cardiff, Durham, Edinburgh, Exeter, Glasgow, Kent, KCL, Lampeter, Leeds, Leicester, Liverpool, Manchester, Newcastle, Nottingham, Oxford, Reading, Roehampton, RHUL, St. Andrews, Swansea, Warwick, and UCL. (In four cases the figures from 2011-12 have been used.)

Table A : Overview

	Honours students (SH + JH)				All students (incl. Other)							
					<i>excluding OU</i>				<i>including OU</i>			
	no.	FTE	% change FTE	index (1992-3 = 100)	no.	FTE	% change FTE	index (1992-3 = 100)	no.	FTE	% change FTE	index (1997- 8 = 100)
2003-4	5,854	4,527	7.1	118	8,399	5,129	2.2	96	17,866	6,460	1.0	103
2004-5	5,834	4,571	1.0	119	8,366	5,220	1.8	98	16,877	6,244	-3.3	100
2005-6	6,186	4,868	6.5	141	8,937	5,500	5.4	112	17,448	6,524	4.5	104
2006-7	6,258	4,878	0.2	142	9,296	5,600	1.8	114	15,032	6,696	2.6	107
2007-8	6,812	5,044	3.6	146	9,851	5,672	3.1	115	16,183	6,831	4.7	109
2008-9	6,922	5,163	6.1	150	9,980	5,808	5.6	118	16,334	6,864	5.2	110
2009-10	6,500	5,149	-0.3	149	9,456	5,791	-0.3	118	12,070	7,716	12.4	123
2010-11	6,465	5,164	0.3	150	10,530	5,817	0.5	118	14,028	7,566	-2.0	121
2011-12	7,247	5,385	4.3	156	9,916	5,825	0.1	118	12,628	7,855	3.8	126
2012-13	6,785	5,450	1.2	158	8,545	5,675	-2.6	115	10,921	7,527	-4.2	120

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 ('92- 3 = 100)	no.	FTE	% change FTE	index ('92-3 = 100)	no.	FTE	% change FTE	index ('92- 3 = 100)	no.	FTE	% change FTE	index ('92- 3 = 100)
	trad SH				trad JH				mod SH				mod JH			
2003-4	1,362	1,150	12.5	91	221	126	4.7	91	2,582	2,363	4.8	144	1,689	879	6.1	110
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
2005-6	1,624	1,300	6.2	107	200	96	-16.2	62	2,792	2,576	6.3	175	1,571	896	10.9	147
2006-7	1,616	1,306	0.4	108	187	92	-4.0	60	2,808	2,575	0.0	175	1,647	905	1.0	149
2007-8	1,773	1,440	10.8	119	296	163	70.0	106	2,924	2,506	-2.7	170	1,819	935	4.3	154
2008-9	1,958	1,600	23.0	132	289	164	71.3	107	2,822	2,488	-3.4	169	1,853	911	1.6	150
2009-10	1,399	1,271	-20.6	105	252	124	-24.4	119	2,989	2,824	13.5	192	1,860	929	2.0	153
2010-11	1,437	1,276	0.0	106	254	136	10	88	2,961	2,832	0.0	192	1,813	920	-1.0	151
2011-12	1,754	1,376	8.0	114	314	112	-18.0	73	3,388	3,008	6.0	204	1,791	889	-3.0	146
2012-13	1,600	1,433	4.1	118	261	132	17.8	85	3,195	2,915	- 3.1	198	1,729	970	9.1	159

**TABLE C.1:
ALL STUDENTS**

	'Traditional classics'					
	Classics		Greek		Latin	
	No.	FTE	No.	FTE	No.	FTE
SINGLE HONOURS						
2008-9	1,705	1,408	171	149	82	43
2009-10	1,312	1,212	41	21	46	39
2010-11	1,318	1,215	40	23	79	38
2011-12	1,306	1,161	105	24	152	50
2012-13	1,497	1,358	40	27	63	48
JOINT HONOURS						
2008-9	126	75	17	9	146	79
2009-10	79	39	13	7	160	79
2010-11	110	59	17	10	127	68
2011-12	134	47	33	8	147	57
2012-13	144	72	23	12	94	48
OTHER						
2008-9	131	51	70	15	948	224
2009-10	26	11	404	98	456	160
2010-11	110	30	270	116	932	393
2011-12	184	55	223	97	743	311
2012-13	204	35	191	89	589	245

ALL

2008-9	1,962	1,534	258	173	1,176	346
2009-10	1,417	1,262	448	126	662	278
2010-11	1,538	1,304	327	149	1,138	499
2011-12	1,624	1,263	361	129	1,052	418
2012-13	1,845	1,465	254	128	746	341

Figures in italics include Open University data.

**TABLE C.2:
ALL STUDENTS**

	'Modern classics'					
	Class. Civ./Studs		Anc. Hist.		Class. Art/Arch.	
	No.	FTE	No.	FTE	No.	FTE
SINGLE HONOURS						
2008-9	1,310	1,169	1,404	1,226	108	93
2009-10	1,475	1,430	1,425	1,338	89	56
2010-11	1,435	1,388	1,470	1,397	66	47
2011-12	1,641	1,457	1,672	1,500	75	51
2012-13	1,565	1,376	1,594	1,519	36	20
JOINT HONOURS						
2008-9	539	261	1,213	595	101	55
2009-10	572	277	1,145	574	143	78
2010-11	626	310	1,089	557	98	53
2011-12	558	268	1,131	565	102	56
2012-13	582	294	1,031	599	115	77
OTHER						
2008-9	6,432	1,052	1,413	284	418	75
2009-10	2,169	1,586	1,531	304	984	408
2010-11	2,617	1,134	1,601	311	1,029	418
2011-12	1,971	1,517	1,538	284	903	347
2012-13	1,887	1,471	717	169	549	237

ALL

2008-9	8,281	2,483	4,030	2,106	627	222
2009-10	4,216	3,293	4,101	2,216	1,216	542
2010-11	4,678	2,832	4,160	2,247	1,193	518
2011-12	4,170	3,424	4,341	2,349	1,080	454
2012-13	4,034	3,141	3,342	2,118	700	334

TABLE D: STAFF

	Full-time				Part-time				Other	
	permanent		temporary		permanent		temporary		no.	FTE
	no.	FTE	no.	FTE	no.	FTE	no.	FTE		
2003-4	333	323	49	49	9	20	82	37	142	29
2004-5	327	324	41	41	12	5	75	35	148	35
2005-6	345	342	38	39	40	19	53	15	150	56
2006-7	370	367	34	35	38	18	73	18	115	48
2007-8	394	390	33	34	30	14	72	27	124	36
2008-9	401	398	33	34	29	16	87	32	125	31
2009-10	369	369	45	45	26	12	92	39	155	33
2010-11	380	377	36	24	26	12	106	44	161	44
2011-12	399	389	40	38	28	13	71	24	135	55
2012-13	392	389	41	39	22	11	80	20	114	50

Summary (all staff)

	no.	FTE	% change	on leave (FTE)	effective FTE	% change
2008-9	674	510	8.3	63	445	10.2
2009-10	687	498	- 2.4	86	412	-7.5
2010-11	692	501	0.6	67	434	5.4
2011-12	665	517	3.2	85	434	0
2012-13	650	510	- 1.4	67	443	2.1

TABLE E: BEGINNERS' LANGUAGES

	Greek			Latin		
	no.	FTE	% change	no.	FTE	% change
Undergraduates						
2008-9	1,163	331	-1.8	1,492	377	6.7
2009-10	950	288	-18.3	1,309	343	-12.3
2010-11	850	267	-7.3	1,387	454	32.0
2011-12	736	228	-14.6	1,170	397	-12.6
2012-13	800	446	95.6	1,100	468	17.8
Postgraduates						
2008-9	74	21	31.4	156	37	87.4
2009-10	78	22	5.4	130	27	-16.7
2010-11	87	19	-15.6	168	64	137.0
2011-12	119	32	68.4	123	43	-32.8
2012-13	93	41	28.1	165	79	83.7

TABLE F: POSTGRADUATES

		Full-time	Part-time	Other (FTE = 0)	Total no.	FTE	% change
TAUGHT							
	2008-9	305	284	30.6	619.6	400	-5.5
	2009-10	389	201	14	604	491	-2.5
	2010-11	405	207	5	612	469	-4.7
	2011-12	452	184	3	739	518	10.4
	2012-13	328	189	1	519	432	-16.6
RESEARCH							
	2008-9	377	126	20.6	523.6	415	-15.3
	2009-10	430.5	119.5	23	573	455	9.4
	2010-11	444	116	10	560	504	10.8
	2011-12	455	128	0	583	520	3.2
	2012-13	507	139	20	666	575	10.6