

Bulletin of the COUNCIL of UNIVERSITY CLASSICAL DEPARTMENTS



Bulletin 24 (1995)

Contents

Loose Connections

CUCD Conference Panel on Postgraduate Training, Exeter 1995:

Susanna Morton Braund

The Needs of Graduate Students, or How to Make It into the Ivory Tower

Emma Stafford

Postgraduate Teaching Experience

Judith P. Hallett

Graduate Education in Classics: Some American Perspectives and Initiatives

Appendix: Acculturating the Aspiring Classicist

Digest of conference discussion

Geoffrey Eatough

Classics at British Universities, 1995-6: Statistics

Lorna Hardwick

The Humanities Higher Education Research Group

Fergus Millar

Using Major Classical Libraries

Survey on *Ab Initio* Language Teaching:

- Background to the survey
- Notes accompanying the questionnaire
- Results of the survey

Loose Connections

To be upfront up front, this isn't quite the super soaraway blockbuster *Bulletin* its incoming editor originally planned. The survey on *ab initio* language teaching had already expanded during the course of collation to fill every available crevice in the contents, when the arrival on 4 November of Georgia Kathleen Welbank Lowe (8lb 4oz) threw an infinitely delightful but not altogether timely final spanner into the preparation of copy. For frantic reasons of space and time, therefore, some items planned for this issue have been squeezed out from this edition.

But there's still something left in the other urn: some of the missing items are now likely to make their bow instead in the *Bulletin*'s electronic avatar on the World Wide Web, which should be up and online by the time this paper edition hits the streets of Bloomsbury. While the print edition of the *Bulletin* will remain its defining incarnation for whatever part of the future can be called foreseeable, the hope is that an electronic edition can be a touch more responsive and flexible than a once-a-year print run of 450 can aspire to.

It will also, I hope, be seen by more eyes. Though the *Bulletin*'s role and identity will continue to be defined by its status as the professional organ of University teachers in classical subjects in the UK, its contents have always been (potentially, at least) of interest far beyond its limited circulation to full-time classical teachers in British Universities. First, as the papers on postgraduate training by Judy Hallett, Emma Stafford and Susanna Morton Braund underline, the shadow community of part-time and postgraduate teachers have an appreciable interest in issues affecting the profession, not least because their own position in it is often so ambiguous or precarious. Second, consumers as well as producers of the service have a right to an interest too. Thus (a little alarmingly for an ingenu editor to contemplate) the *Bulletin* is already itself a prescribed text for undergraduate study in Cambridge's Part II course "Classics". And finally, British classicists are increasingly conscious of our own position in a global professional community: until recently, perhaps, primarily as net exporters of staff to Universities abroad, but colleagues particularly those involved in appointments over the last three or four years will be aware of a greater willingness to shortlist, and often to appoint, candidates (at all levels) from Europe or the US. Putting the *Bulletin* on-line allows all those wider communities a chance to eavesdrop on our deliberations. That seems both proper and inevitable.

Meanwhile, it's 5 in the morning, the printers need copy at dawn, and our firstborn has well-defined other ideas about how she'd like to spend her first night home. I'll have to get back to you next year. © Council of University Classics Departments 1995

Nick Lowe

CUCD Conference Panel on Postgraduate Training, Exeter
1995:

THE NEEDS OF GRADUATE STUDENTS

or

how to make it into the ivory tower

Susanna Morton Braund

The focus of the conference

CUCD chose for its conference this year the topic of the needs of graduate students as an issue of increasing relevance to the profession. We are living through a period of increasing professionalisation of the education process and it seems timely to review the 'training' we (do, don't, might or should) offer to the coming generations of university teachers. This is not an entirely new topic for CUCD: it complements the earlier Working Party which resulted in the document on taught MAs in Classics Departments. The focus of the 1995 conference was primarily upon research postgraduates who seek entry to the ivory tower of academe. Three speakers presented papers with complementary perspectives: I started with an overview of the skills needed by graduate students (which follows here); Emma Stafford spoke from a postgraduate's perspective about the experiences of graduate students as teachers of undergraduates; and Judith Hallett provided an American perspective on the management of graduate students. The topic provoked a lively debate. This issue is so important that the debate needs to continue beyond the conference. Hence the invitation from the editor to present our papers in the *Bulletin* was most welcome.

My views doubtless derive from my experience and observation over the years: it is clear to me that some Classics departments are more aware of these issues than others and that some already look after their graduate students really well. That's terrific. But this is an important issue for *all* Classics departments and I hope that, whether or not my views find support, those which have not reviewed their provision will be inspired to do so as part of this debate. My final point in this preamble is to emphasise that my views are entirely personal and in no way represent the collective view of the Classics Department at Bristol (my affiliation when I wrote the paper).

Some variables

Many factors make the subject of the needs of graduate students a huge one. Three very different kinds of variable occur to me, though there are doubtless others too.

(1) There are different kinds of graduate students. There are those studying for the MA for its own sake, those taking the MA as preparation for the PhD (whether that MA is designed to fill in gaps in the undergraduate experience or constitutes a dedicated research methodology) and those who go straight into the PhD; there are graduate students from different educational

backgrounds (depending upon the nature of their first degree, e.g. non-linguistic/linguistic; international; closely structured or 'cafeteria' modular degrees); there are full-time and part-time students and there are mature students.

(2) There are both formal and informal modes of communicating skills: specialised courses (instruction in MA courses and in research skills components taught by departments or faculties); personal interaction between PhD supervisors and students; attendance at conferences and research seminars; seminars with and without staff present, the last offering the excellent possibility of peer education.

(3) Resource factors, both financial and human. The inadequacy of funding available (from the British Academy and from individual universities) means that a greater proportion of postgraduates than before are self-funded, which increases interest in 'value-for-money' (which is not necessarily to be dismissed as Thatcherite ideology but poses a reasonable challenge to us). Diminishing funding within universities combined with increased pressures on staff time raise the crucial question - how much provision can we (afford to) make? Human resources are limited too: except in large units, it may seem preferable to target specific areas or groups, otherwise our graduate provision may not be viable. This may be achieved by recruiting postgraduates in limited areas or setting up programmes with core + optional elements or, alternatively, entirely composed of optional elements, to meet the needs of individual students. Different models will suit different institutions; collaboration between departments (e. g. in Faculty units) or between Classics departments in different institutions may become more and more desirable, despite the inevitable resistance to this engendered by the competitive structure of postgraduate provision.

The needs of research students

I now address specifically the needs of graduate students who undertake research, starting with a discussion of academic skills (items 1-6), including the difficult issue of language skills (item 2). The experience of being a postgraduate (PG) is one area which is not adequately addressed currently (and perhaps never has been), I believe, and I attempt to flag some aspects of this in item 7. I then offer some thoughts on maximising employability in terms of (self-)presentation (item 8) and I close with the thorniest issue of all, that of recruitment practice (item 9).

1. Starting up techniques

This includes the use of libraries and bibliographic techniques, including familiarity with *L'Année Philologique*; use of dictionaries; use of relevant reference works, which will include some of *RE*, *OCD*, *DS*, *RAC*, *TLL*, *LIMC* and doubtless many more. Essential too are IT skills, including word-processing, creation and use of databases, CD-ROM, the electronic network of email (and - soon - the internet and WWW - but here I go beyond my own capacities!).

2. Language skills

I expect we can agree that there are modern languages in which PGs need a competence - French, German, Italian, and perhaps others, motivated by particular projects. But what about

the ancient languages? What level of linguistic expertise is necessary for our PGs? It is clear that many PGs, whether they are graduates of Classical Studies degrees or of 'traditional' Classics/Greek/ Latin degrees, will benefit from linguistic consolidation and extension - and there is a variety of ways this need can be met, for example, by attendance at UG classes at the appropriate level or at classes targeted specifically at PGs; and there are supplements to conventional classroom teaching, for example, intensive weekend or summer schools. But should we insist that a PG without Latin or Greek should devote a substantial chunk of their research time to acquiring this language? I'd like to suggest that this might depend upon the proposed research project *and* upon the sort of teaching that PGs might end up doing.

I don't think we should assume that a high level of linguistic competence is necessary for every kind of project (although we might want to insist upon an adequate level of competence). There are topics of research in ancient culture in which it is not self-evident that time devoted to acquiring Greek or Latin is time well spent. And when we consider the sort of teaching that is increasingly required in Classics departments, teaching for degrees which involve little or no study of the ancient languages but which focus on wider aspects of ancient culture, the argument for diversity among the PG cohort becomes stronger. It should not be a given that those of high linguistic competence necessarily have the skills to teach on 'non-traditional' degrees courses. The contrary is clearly the case, sometimes. There is a subtle tendency to downgrade the skills acquired in 'non-traditional' degrees. What I am suggesting is, in essence, that there is value in diversity - and that graduates from 'non-traditional' degrees have many skills to offer which cannot be guaranteed to be found in those of high linguistic competence. Ideally, we will foster and look for both kinds of skill; but, realistically, we should acknowledge that one or the other will have been privileged in any individual's educational experience.

As a profession, we have been pretty successful in diversifying our range of degrees to maintain student enrolment - in fact, better than that: according to the most recent CUCD figures (1992-3), the numbers of students in Classics Departments are on a rising trajectory (while the numbers of staff have been declining, of course). But I am not convinced that we have been equally successful in ensuring that the most appropriate people are there to teach on this wider range of degrees. So I hope that we shall openly address this as an issue and try to consider and value other skills besides the purely linguistic. It goes to the heart of the question of what is comprised in our discipline of 'Classics'.

3. The evidence: what is it?

Not every PG will need to assimilate everything in this list, but there will be items which are crucial. The list includes an understanding of the sites and landscapes of the ancient world - that is, the *physical* evidence of topography: visual assimilation of the ancient world is to be encouraged, preferably by visits but at the least by the study of maps, photographs, plans, reconstructions. In terms of *material culture*, a PG may need to study the visual arts, sculpture, architecture, inscriptions and coins which survive. *texts*, including literary and non-literary texts, will be central for some PGs, and here it may prove useful to understand the circumstances of the production and distribution of ancient texts, palaeography and the survival and transmission of texts from antiquity. For some students, an awareness of the skills of textual criticism will be important.

4. Questions about the evidence

Once a PG has become familiar with the evidence relevant to her/his project, it is time to raise questions about this evidence. These could include, how does this evidence survive? how (in)complete is it? how (un)representative is it? who produced these forms of evidence? from what social and educational background? why? for what audience? what did 'publication' consist of? what (if any) are the shared expectations of author and audience? how is power being expressed in these different types of evidence?

5. Issues around the - our - selection of evidence

A further issue which arises from consideration of the evidence is, which texts/statues/coins/inscriptions should be studied? Who chooses them? And should we go for canons? (As an undergraduate at King's, Cambridge, I had to fill in an enormous sheet listing the major classical authors as I sampled them - but I never challenged the choice of those authors.) The tendency to offer UGs increased choice in modular systems means it is more and more possible to avoid areas you are not immediately drawn to (and even under an older system, I must confess that as an UG I managed to avoid studying any Tacitus!). To what extent, then, is it our responsibility to ensure our PGs fill in the 'gaps' left by their UG training? Such questions are in essence professional questions and it seems to me valuable to raise awareness about these questions among our PGs.

6. What we do with the evidence

PGs need to be acquainted with the approaches used in previous and current centuries and periods, to become aware of their advantages and limitations. For those working closely on language or literature, this might involve some insights into how authors of dictionaries and commentaries work. And for everyone, this invites a list of -isms. We can all make up our own list, but it might include some of the following: ancient literary criticism, Marxism, formalism, linguistics, genre theory, structuralism, deconstruction, feminism and psychoanalysis. Whatever the list, I should like to see included some awareness of the differing scholarly traditions available (e.g. European vs. North American), to foster awareness of the endeavours of colleagues in other countries. And I would like to see more attention paid to the rhetoric of scholarship and what it means to 'be' an 'academic'. In another paper on the subject of the personal voice in classical scholarship (forthcoming), I describe how as young academics we learn to adopt the impersonal voice of classical scholarship: I wish to challenge this procedure. I hope a debate on this topic will ensue and ultimately stimulate a diversification in the voices available to us as classical scholars. But that's perhaps a professional issue for another forum, another year...

All of the above items are, I take it, desirable, but it is hardly feasible to expect every PG to gain competence in every one. So - which skills are to be privileged, by whom, and to what extent there should be a set sequence in the acquisition of these skills? I do not wish to prescribe answers, but believe that everyone would benefit from greater awareness of our expectations of PGs and from a greater fluidity and flexibility than hitherto.

And all of the above items are things that can be taught. I turn now to another aspect to the experience of being a PG which is less often addressed.

7. On being a PG

The nature of independent study is probably the single biggest shock for the new PG. It can be a very lonely life. (First I wrote 'is', but I was then rightly reminded by John Wilkins of how cohesive and mutually supporting the postgraduate cohort at Exeter is. Clearly the degree of loneliness depends upon the ethos of the institution and upon the personalities of fellow PGs.) Getting into good working habits is very important. This should, of course, be conveyed by the PG's advisor(s), but often isn't! PGs need to know what resources exist in their institutions to help them through any problems, acute or chronic. There needs to be a forum for discussion of shared situations and problems, e.g. how hard should I be working? how many hours per day? how do I go about beginning to write something as enormous as a dissertation? Ideally, too, there should be physical space devoted to the PGs collectively. Apart from the intrinsic desirability of this, PGs will iron out each others' problems by consulting and collaborating with one another, on any and all of the six types of skill outlined above, and more.

8. The importance of presentation

The importance of presentation in both written work and in 'live' professional situations cannot be overestimated. In written work this pertains to typography, layout, accuracy in footnotes and references to bibliography and so on. Other contexts where attention to (self-)presentation is crucial include giving research papers, composing abstracts (i.e. brief proposals of a paper to be given at conferences such as the Classical Association and the American Philological Association), writing proposals for grants, letters of job application, preparing a CV. And PGs need to be aware of the (usually) unwritten qualifications for a career - teaching experience *and* publications - since it seems to be increasingly impossible to land a job without scoring on both these points. Again, an advisor who is on the ball will cover all these points, but, given that times have changed since most of us were appointed and these are things not all of us had to do, it seems useful to set them down as the start of a semi-formal agenda.

I hope we might agree that most if not all of the above are skills which need to be communicated to our graduate students. I hope, too, that in each institution where there are graduate students the process of inculcating these skills will not simply be presented to the students as a *fait accompli*. There needs to be a consultation mechanism and communication between us (as the providers of the skills) and the recipients. It matters little whether these avenues of communication are formal or informal, so long as they are effective. Perhaps the ideal is to have graduate representatives on staff-student liaison committees, so that there can be PG input to decisions about skill provision and so that PGs can appreciate why we (academic staff) make the decisions which we make.

9. And the ultimate question: "Will I get a job?"

I shall close by emphasising the importance of this entire issue of the needs of graduate students: the choices which we make *are* political and *will* affect the future shape of the profession. Which leads me to the thorniest issue: the perceived tendency for 'cloning' by selection committees. This has two facets, equally pernicious: the apparent stranglehold of Oxbridge and the apparent inability (of some institutions) to appoint women. I refer to the

tendency of so many selection committees when faced with an array of PGs from which to choose to play safe and appoint an Oxbridge product - usually male. And I would venture to say that Oxford and Cambridge are probably the worst offenders in this.

On the Oxbridge point, as an Oxbridge product myself, I do not speak with a chip on my shoulder. But this tendency is an acute problem for Classics perhaps more than any other humanities discipline because the domination of Oxbridge is, I think, unparalleled. Between one quarter and one third of the Classicists in post in Britain are in Oxbridge and an overwhelming number of British classicists were themselves trained in Oxbridge. This doubtless makes any attempt to broaden the base harder than it would be in another discipline where this pattern does not pertain. On the point about gender, I believe, in retrospect, I may have experienced discrimination - very likely subconscious - in at least two of the positions for which I was interviewed unsuccessfully in my career. (I don't think I have a chip on my shoulder here either - and I am delighted to be moving now to a chair in a department where the gender balance is equal throughout the status ranks.) But I am not speaking personally here. I am trying to reflect a perception, accurate or otherwise, which I have detected among graduate students known to me. And it is, simply, that Oxbridge PGs - and especially male Oxbridge PGs - have the advantage in applications for jobs in British Classics departments. I raise this because, for many PGs in Classics, one of the things they really need to know is, will I get a job? And if the answer is that it's unlikely unless you've done 'Greats' and pee standing up, then perhaps all our efforts at redesigning graduate programmes to meet the putative needs of our colleagues-to-be are a waste of time and, worse, perhaps we are wasting the time - and the lives - of these young (and sometimes not-so-young) people whom we encourage into graduate work.

What I seek is a greater diversity of voices in the profession and a greater diversity of role models for our graduate students. I am NOT an advocate of positive discrimination, on gender or on other grounds. (I apologise to more ardent feminists than me for this. Of course, I applaud it in theory, but in practice I think it puts everyone involved in an impossible position. But that doesn't mean I wish to sit back and acquiesce in continuing discrimination. Hence this final section.) And, happily, sporadic progress is being made. But I believe that if the general tendency to cloning continues, it will be the death-knell to the profession. At the least, it will be used to 'prove' the widespread prejudice about Classics being a traditional and slow-moving profession and may provide a stick with which we can be beaten.

I realise that to raise this issue is controversial. It may even cause offence. That is not my intent. What I have said, I have said in the sincere belief that the best interests of our profession are best served by confronting this issue - by putting it firmly on the agenda.

SUSANNA MORTON BRAUND

ROYAL HOLLOWAY, UNIVERSITY OF LONDON

POSTGRADUATE TEACHING EXPERIENCE

Emma Stafford

Know Your Tutor: The Whizzkid Graduate

30ish but looks seventeen. They will give you four-hour tutorials at eight in the morning. They mark your essays assiduously, find all the mistakes, make you feel like you know nothing, and never miss a tutorial. They know everything about their own narrow subject.

(Bluffer's Guide to University)

The teaching of undergraduates by postgraduate students is very much a topical subject of debate. The Association of University Teachers has just completed a survey of current practices in Britain, *Postgraduate teachers in UK Universities*, which is due to be published by the end of November (available from the AUT's press office), and a teaching accreditation scheme is under discussion. With British Academy funding for humanities PhDs becoming harder and harder to win, and with academic teaching loads being increased by financial constraints, getting graduates to do some teaching, at relatively cheap rates, is an obvious way forward. With a view to this, Loughborough, Hull and Keele have already established a formal system of American-style graduate teaching assistantships, whereby a PhD student is paid the equivalent to a grant in return for teaching six hours a week during term time.

Most of us, though, have not experienced such a formal arrangement, from either end. My own position during the session 1994-5 was that of a fourth-year PhD student in the Greek and Latin Department at UCL, my three years of British Academy funding used up. In my second and third years, by badgering the head of department, I had managed to acquire one or two hours a week language teaching in own department, in those days, I was not at all sure of the propriety of such self-promotion, but I knew I needed something to go on my C.V., and nothing had as yet been offered. I then obtained a term's standing in for someone at Birkbeck (for three hours per week) by the time-honoured method of loitering in the Institute of Classical Studies tearoom. That was all good experience, but with the advent of my fourth year, financial considerations became acute, as I had no other source of income. So during the autumn and spring terms '94-5 I taught part-time at Royal Holloway, Birkbeck and Leicester (total 6-10 hours per week). Again, all these jobs came my way through knowing the right people, and being in the right place at the right time. Naturally my views are coloured by my own experience, but talking to other postgraduates, from various universities, I have found everyone very keen to air their views on the subject, most with a good deal of discontent.

The area is badly in need of discussion, with input from both sides. I realise that graduates sat around moaning into their pints (cadged off anyone present with a salary) about how overworked and underpaid they are unlikely to get more than passing sympathy. So, to facilitate *constructive* discussion, I shall briefly outline firstly the main arguments as to why postgraduates *should* teach undergraduates--from the various points of view of all concerned and secondly the more common problems currently experienced, in practice, by graduates. Lastly I should like to make one or two suggestions for improving the situation.

I: WHY SHOULD POSTGRADUATES TEACH UNDERGRADUATES?

i) The Postgraduates' point of view: experience and finance

Firstly, for anyone aiming to pursue an academic career there is an obvious need for experience. Job application forms all seem to have a large space to be filled in with "teaching experience". This of course fits with the general trend in the job market, that all must have experience as well as qualifications, and one cannot blame employers for preferring the tried and tested to a relatively unknown quantity. Secondly, there is the matter of finance. The current funding situation for humanities postgraduates is hardly encouraging: even if you are one of the lucky few who obtains British Academy funding, the grant is barely sufficient in areas which have a high cost of living, such as London and Oxford. In my second year, 1992-3, the basic grant, including London weighting, was £6,115 p.a., out of which £3,150 had to be spent on rent and household bills, and £792 on daily travel, leaving just £1,173 to cover such frivolities as food, clothes, books, etc. - ie £22.56 a week. Would that the best Classics research libraries were located somewhere cheaper. Some supplementary income, then, is bound to be necessary even during the three years of funding. That a fourth year seems almost universally to be required for the completion of a humanities PhD thesis is due at least in part to the conflicting demands already made upon the student's time by her need for teaching experience and for money. Whether the thesis-writing process can should be speeded up by doing a preliminary MA, in order to acquire research skills and a more focused approach to a special field of study, is a question for another paper. I mention it here because the main reason I did not do an MA myself was that I doubted I would get funding for more than a total of three years, and knew I would need all of that time for a PhD.

Lastly, apart from such immediately practical considerations, teaching is invaluable to postgraduates in the development of communication skills and the broadening of intellectual horizons. Research projects inevitably concentrate on a narrow subject area, in which it is easy to become immersed to the exclusion of all else. Being made to look at broader range of material is not only healthy as a corrective to specialisation, but it often leads to unexpected finds which feed back into the research. Having to explain things clearly to non-experts is of course always a very useful exercise, helping to clarify your ideas and putting more specific studies into their broader context. Returning to the C.V., such experience beyond your immediate area of research is likely to be of considerably more use when it comes to your first academic teaching post than any amount of specialised research. My own thesis topic, on Greek personification cults, is more wide-ranging than most, but I still doubt I shall ever get to teach an entire undergraduate course on the subject.

ii) The department's point of view

Postgraduates are a ready-to-hand source of relatively cheap labour. With an increasingly high ratio of students to full-time staff, some assistance is needed by most departments. Obvious candidates for teaching by graduates are the seminar/discussion groups into which the students on a larger course are often divided, or smaller language classes, reducing the amount of repetition in any one member of staff's teaching load. At a social level, contact between graduate and undergraduate students is important for integration within a department, especially if the majority of graduates are not "home grown". In the longer term,

any department should be interested in the employment prospects of its postgraduate students, as their success will of course reflect well on the parent institution.

iii) The undergraduates' point of view

To the average eighteen- to twenty-year-old undergraduate, postgraduates may well seem more accessible than older/more established members of staff. Postgraduates may conceivably be able actually to remember the trauma of sitting exams, they still have supervisors of their own to complain about, and have not yet attained a qualification to prove that they are ridiculously clever. In my own experience, I have found undergraduates happy to ask me "stupid" questions which they said they were afraid to ask the presumably more awe-inspiring members of staff. Several have also been very interested to find out from "the horse's mouth" more about what further study would entail, an interest surely to be encouraged if we want our subject to continue to flourish.

So, in theory the teaching of undergraduates by postgraduate students is a Good Thing. But what actually happens in practice?

II: PROBLEMS CURRENTLY EXPERIENCED BY POSTGRADUATES

i) Getting the opportunity in the first place

How many postgraduates want teaching experience, and how many actually get it? In very few cases is teaching offered to postgraduates by a department as a matter of course; most have to ask for it, and too often have to kick up a fuss before it is forthcoming. Departments usually plead lack of money as an excuse (reasonable, though unhelpful), but I have heard of a case where the head of department claimed to be against postgraduates teaching on principle (he was not willing able to explain why). Different systems provide varying degrees of resistance to the gaining of experience, and the divide between Oxbridge and the rest of the country is particularly apparent here. The Oxbridge supervision tutorial system is very different from the class-teaching situation prevalent elsewhere. With the best will in the world, an Oxbridge postgraduate is unlikely to gain experience of anything other than one-to-one discussion of a student's essays. With recent relaxation of language requirements for entrance at Oxford, a few places are now available to postgraduates for teaching beginners' language classes, but very few compared to the numbers competing for the dubious privilege. Oxbridge postgraduates are perhaps compensated for this lack of available class-teaching experience in the initial getting of a job by the Oxbridge bias in job appointments, emphasised in Susanna's paper, but they will hardly be prepared for what a job anywhere else in the country entails.

ii) Pay and conditions

"... thank God that you've got even that half in return for sitting from early dawn in a cell that no tradesman, no workman would tolerate. Be thankful, I say, that you earned as much as a halfpenny for your grimy labours..." The question of pay and conditions for teachers of all varieties comes up with monotonous regularity; Juvenal's satire on the plight of the *grammaticus* (7.215 ff) is all too recognisable. I shall confine myself to a few points which, while more widely relevant, are of particularly immediate interest to postgraduates operating on a tight budget.

The substantial variation in terms experienced, even within the same institution, is cause for widespread discontent. Methods of payment can be the initial frustration, as personnel departments are not usually geared in favour of casual labour. Often they are unwilling to pay out "small" amounts on a monthly basis, making you wait until the end of term for a lump sum. Then there is the question of different pay for the same work. In my own experience (1994-5), I have been paid sums varying from £14 to £42 for giving identical seminars at different institutions. Within *one* institution, I have been astonished to discover that the holding of a doctorate makes the difference between £15 and £30 per hour, quite regardless of how much practical experience the teacher in question has: while I would expect some recognition for the qualification, I find it ludicrous that anyone should be paid *double* for doing exactly the same work. Conversely, much discontent is aroused by the application of the same rates of pay for very different work. In two departments I have been paid the same rate for a lecture, requiring a whole day's preparation or more, and a seminar, requiring a couple of hours' reading. Such flat rates also fail to take into account the size of a class, which makes a huge difference if any marking is to be done. Language classes suffer especially from this: if paid £15 per contact hour for a class which takes up to two hours to prepare, would you be eager to mark the homework of fourteen students on a regular basis? It might be more complicated administratively, but it would be considerably better for teacher-morale if preparation marking time were more obviously allowed for than it is in the simple flat rate for contact time only. (Essay- and exam-marking usually are paid for separately, but again at widely varying rates.) Talking of administration, this is a "hidden extra" rarely acknowledged. It is tedious even for full-time members of staff to spend hours chasing up non-attenders, writing notes and contacting their tutors, end-of-year reports on individual students or on courses as a whole are further time-consumers, however necessary. When you are being paid by the (contact) hour, and at less-than-generous rates, such extras become more than irritations. The exploitation may be unintentional, but exploitation it certainly appears to be from the receiving (or should I say "non-receiving") end.

iii) Relationship with undergraduates

Although postgraduates may be psychologically more accessible than members of staff, this is not the case physically. Administration is particularly difficult if you do not have an office in the department, and you may not even have a pigeon-hole of your own where students can hand in work. At best several postgraduates will share one office, making it an unsuitable venue for seeing students individually. In three years of peripatetic teaching I have had occasional recourse to teaching in a Students' Union cafe and the gardens of Gordon Square, and have never been able to reassure a student "You can always find me in..." Lack of a good base can contribute at a less tangible level to the feeling that you are not a "proper" teacher. What do undergraduates think of their postgraduate teachers? I dared to ask one of my own classes for their opinions, and was surprised to find that most had not given the matter any thought at all. On the whole, the verdict seemed to be that they were happy to be taught by a postgraduate for first-year courses, but would expect someone more senior for more advanced courses. One mature student hit the nail on the head: ~In the end it all comes down to whether you sound like you know what you're talking about."

iv) Training

Or should I say, lack of... People outside academe find it extraordinary that no formal training is required of teachers in tertiary education. You would not expect your child to be taught by an unqualified junior or senior-school teacher (even public schools are less keen to take on recent graduates with no PGCE these days), so why should you be content to have your

teenager's further education in the hands of people whose only training is in research rather than teaching? It is a commonplace that being a good academic and a good teacher are not the same thing. And from the potential postgraduate teacher's point of view, it is pretty terrifying to be thrown in the deep end, more especially if, as in my experience at Birbeck, the students are all old enough to be your parents. But what is most people's experience of training? At Royal Holloway I was offered one afternoon on "small group teaching", which turned out to be of more relevance to the Geographers running it than to me. It was at least a start, but it was never followed up. By then, anyway, I had already been doing a little teaching for two years, and this seems to be the general case: too little, too late.

III: POSSIBLE IMPROVEMENTS

Obviously not every postgraduate student needs or wants teaching experience. Not all intend to pursue academic career. Some may need to concentrate on finishing thesis as quickly as possible for financial reasons, especially if they are foreign nationals, only here for a strictly limited period. But for the rest of us it is indispensable, and should at the very least be borne in mind by all concerned.

i) Preferably, all departments should have an explicit policy. King's College London Classics Department have recently outlined such a policy in their graduate prospectus. It may not be possible to make guarantees, but a statement of intent would be a step in the right direction. Clarification of a department's position on the subject would be helpful for prospective graduate students deciding where to place their applications, as well as for those already within the system. Lack of money is the most frequently cited excuse for a department failing to provide teaching experience. Obviously funding circumstances may make things difficult, but I would argue that more imaginative use of existing resources could be made. After all, fees over £2,000 a year are paid by/on behalf of full-time graduate students even for a humanities research degree, which seems expensive for use of a library and a few hours per term of a supervisor's time. At the current rates of pay, a postgraduate could be given a healthy 40 hours teaching experience for a mere £600-- surely a very small investment for the returns that can be expected.

ii) Some are more natural teachers than others, but all could be helped by a little training. I am not advocating a full-time course, which would be neither practicable nor necessary, but rather training days and on-the-job training. The History Department at UCL, for example, has a formal teaching assistantship scheme whereby a graduate follows the lectures of an undergraduate course and takes responsibility for a seminar group and essay marking under the lecturer's direction. Similarly, at St. Andrews a how-to-teach course is followed up by regular coordination meetings between whoever is in charge of a course and those assisting. Such subject-specific guidance is probably the most economical approach, in terms of both money and time. For the postgraduate student, it combines training with "hands-on" experience; for the department, the input of time spent training could be set against the hours of teaching gained.

In conclusion, at present it is a very precarious business being a postgraduate. Is this state of affairs a necessary rite of passage for the aspiring academic? Some might argue that it is not such a bad thing that you have to be pretty determined to remain in the game, somehow proving that you are not just pursuing academia because you are unable to get any other kind

of job. I am one of the fortunate few who now have a "proper", i.e. full-time, job complete with all the trimmings; this is only on a one-year contract, the usual "bottom-of-the-ladder" position, but that is another debate. My recent experience of interviews for such positions has confirmed what I suggested back at Easter in St. Andrews, that employers are as anxious for a track-record in teaching as they are for publications to boost their research rating. My efforts to gain teaching experience have evidently paid off at last, but I am well aware that for many the opportunities have just not been there. Financial constraints upon departments are obviously considerable, but if the matter is taken seriously, things could be considerably improved, even by adopting only a few of the measures suggested. Most graduates I know would be glad of at least recognition and open discussion of the problems.

EMMA J. STAFFORD

UNIVERSITY OF WALES LAMPETER

Graduate Education in Classics: Some American Perspectives and Initiatives

Judith P. Hallett

Hands Across the Water

In preparing to give my presentation at the CUCD in April 1995, I consulted with several of my fellow Americans. I was eager for their input and advice on what I should tell a group of British classicists about what we in the United States have recently been thinking about, and doing about, postbaccalaureate education in classics. Often, however, I got neither input nor advice, but a stunned and incredulous reaction: Don't those British classicists have any idea of who it is they've invited to do this? Haven't they heard about your public pronouncements on the prominent presence of European (and especially of British) imports in US classics departments offering graduate degree programs? In fact, one fellowcountrywoman assumed that I would be adapting the closing routine immortalized by a prominent British import on the American scene, the non-classicist Tracey Ullman, who used to bid farewell to the studio audience at her television comedy hour by yelling "Go Home!" My colleague even urged me to incorporate a fashion statement the garb and hat of our Statue of Liberty and the arm-lifting but unwelcoming STOP-gesture of a traffic cop as I yelled "Stay Here" to those who would populate graduate programs in American universities (as potential teachers and students in them, and as potential recommenders of teachers and students to them).

What prompted this reaction? Well, my public pronouncements about the presence and prominence of these overseas imports and I'm one of a very few Americans even to address this topic have raised serious questions: why it is that foreign scholars have been appointed to so many positions at our leading, Ph.D.-granting, institutions when it was possible to hire highly qualified Americans; why it is that hires from abroad have not been held to exactly the same standards in terms of teaching experience, or of broadly-based academic training as their American competitors. My decision to start speaking publicly on this subject was, moreover, a way of dealing intellectually with powerful, personal feelings of anger and exasperation over what many of us in the States perceive as practices and attitudes which

privilege European, and denigrate American, training in classics. At my angriest and most exasperated I had started referring privately to the foreign-born and trained scholars occupying the highest perches of the professoriate on our shores, the likes of Edward Courtney, Sally Humphries and Marcel Detienne, as "wetbacks" a derogatory term for Mexican laborers who cross over the US border, via the Rio Grande River, stealthily and illegally, and then make no attempt to dry off, i.e. assimilate to American cultural *mores*.

My anger and exasperation, however, have always been directed at my fellow American classicists who patrol and control our borders, who allow those from abroad to slip into our professional midst without sufficiently briefing them about our American, democratic, educational system and its values. And I have always suspected that American classicists are motivated to hire foreign-trained scholars because they because we suffer from low esteem about our own academic worth. In a forthcoming contribution to a volume on the personal voice in classical scholarship, I have dealt at some length with my own feelings of inferiority about the value of American education in classics relative to that provided by English and European institutions, and provided documentation that my feelings obtain widely. I suspect, too, that foreign scholars have fared so well, appointment-wise, on our shores because of the unwillingness of American classicists to recognize that, and reflect upon why, the study of classics in US higher education is distinctly different from that elsewhere.

Nevertheless, I came to the CUCD not only to encourage recognition of and reflection upon these transatlantic differences, but also to stress our common concerns and interests, and to brief CUCD members about a new American initiative. Educating the next generation of classicists is an enterprise we're all engaged in together, whether as educators or educatees. What my colleague Nancy Rabinowitz would no doubt call "the traffic in graduate students" is increasingly becoming a two-way street. American students have traditionally flocked to Europe, particularly to the UK, and particularly to Oxbridge, for their post baccalaureate training in classics. Lately, though, we've been welcoming significant numbers of European, and largely British, students to American graduate programs. And the multinational educational experiences which this traffic pattern creates has attracted the attention of a new project, based in the Classical Studies department at the University of Pennsylvania.

The University of Pennsylvania Classics Graduate Education Project

My own involvement with this project began in November 1993, at a day-long colloquium held on the Penn campus in Philadelphia on graduate education in classical studies. Its organizers were (and its guiding lights remain) several then-members of the Penn classics faculty: Joseph Farrell, Jeremy McInerney, Sheila Murnaghan, James O'Donnell, Ralph Rosen, Matthew Santirocco, and Wesley Smith (let me clarify at this point that we in the US use and I'll also be using the term "faculty" for instructional staff, as opposed to administrators and clerical workers). They were assisted by two Penn graduate students, one of whom Nigel Nicholson had done his undergraduate work at Oxford and after a year's teaching teaching stint at my own alma mater, Wellesley College in Massachusetts, has taken a tenure-track position at Reed College in Oregon. Several in attendance at this colloquium came from a variety of classics doctoral programs elsewhere in the US: Helene Foley (from Barnard College/Columbia University in New York), Michael Halleran (from the University of Washington in Seattle), Ralph Hexter (then at the University of Colorado at Boulder, now at the University of California at Berkeley), Dan Hooley (from the University of Missouri at

Columbia), John Peradotto (from the State University of New York at Buffalo), Charles Segal (from Harvard University) and Giulia Sissa (from the Johns Hopkins University in Baltimore, Maryland). I alone represented institutions which offer the Ph.D. degree in various areas of classical studies (e.g. ancient history and art history) but only the MA in classics itself. Still others Carrie Cowherd (from Howard University in Washington, DC), Ellen Finkelppearl (from Scripps College in Claremont, California) and James May (from St. Olaf College in Northfield, Minnesota) represented institutions which only have undergraduate classics programs, two of them small liberal arts colleges, and the third our country's only historically black university with a classics department.

We all were sent twenty questions to mull over in advance. Among those which ended up as the focus of our discussion were: Are students applying to graduate school with sufficient training in both Greek and Latin? What special expectations do institutions that do not grant the Ph.D. in Classics place upon newly hired classicists? How well-prepared are classics Ph.D's to meet those expectations? Many of us felt that those commencing graduate study in classics nowadays were not as strongly grounded in the languages as we ourselves had been (and we ranged in age from mid-thirties to early sixties). In view of institutional limitations on the length of time that students are eligible to receive funding, or even be enrolled, in American doctoral programs, this was a worrisome development. And this development is even more worrisome in view of the fact that most American classics Ph.D's find employment (if they even do find academic employment) at institutions which do not grant the Ph.D. Once there, they teach many if not most of their courses in translation, on extra-linguistic aspects of ancient Greco-Roman literature and society, to non-concentrators, students filling general education distribution requirements. How do we prepare graduate students for such teaching situations?

Furthermore, even at institutions offering advanced degrees in classics, decisions about hiring, tenure, promotion and salary require classicists and indeed all faculty to be assessed by colleagues from outside their field. These non-classicist evaluators usually need assurances that we are contributing more to the intellectual life of a campus than pounding in the fundamentals of languages no longer spoken and hammering out translations of works by people no longer living. They also need to know that our scholarship is keeping pace with what our colleagues are doing in other humanities (and indeed social science and science) departments.

Yet another issue which occupied us that day, though not one addressed by these twenty preliminary questions, involved the fact that most faculty members on American college and university campuses teaching courses on ancient Greek and Roman literature and culture, in translation, to non-concentrators, are not themselves classicists. A relatively small proportion of American institutions of higher education even have classics departments, and not all that many more employ even one faculty member with any sort of classics training. There are, in fact, probably more students being taught classical texts by non-classicists at community colleges alone public institutions at which more and more Americans obtain their first two years of higher education than are being taught by classicists elsewhere.

As one way of coping with the serious employment crisis in our field (and in US higher education generally), we obviously need to get classicists hired at places where they have not been hired previously. We must make the case that employing a classicist to teach classical texts would serve an institution better than having someone with an advanced degree in another humanities field. But even if some instructors with classics training do manage to get

hired for these positions, we also need to face the reality that most American college and university faculty teaching classical texts, prospective as well as present faculty members, are going to be from other humanities fields. Thus graduate programs in classics need to reach and teach graduate and post-doctoral students in these other fields, most likely through advanced literature and culture courses in translation: most of these students will not have the time or inclination to do much (if any) work in the ancient languages themselves.

I should clarify, too, that US graduate programs in classics have always consisted of at least two years of course work, usually followed by qualifying examinations on the field of classics generally, and then the writing of a dissertation on a specialized topic (a pattern which holds true in other disciplines). So how are classics graduate faculty supposed to find the time to work with these, often highly motivated and deserving, pre-professionals from other humanities disciplines if we are also doing more language teaching to get our insufficiently prepared graduate students up to speed? Like many of my colleagues, I've done so through summer institutes for college and university teachers funded by an agency of the U.S. government the National Endowment for the Humanities.

The NEH has required that all of its institutes which focus on classical topics and texts teach these texts in English translation, and mandated that these institutes enrol non-classicists as well as classicists. Thus most of the sixteen participants enrolled in an institute (on women writers of Greece, Roman and the English Renaissance) which I co-directed in the summer of 1994 regularly taught Greek and Latin literary works at their colleges, community colleges and universities, but only one of them held a doctorate in classics, and only a handful had ever studied Latin or Greek. The NEH, however, was threatened with extinction by the Republican-controlled Congress elected in November 1994, and has only managed to survive in a much less generously funded form. Furthermore, at the Congressional hearings about the future of the NEH held in the spring of 1995, the allegedly Marxist, feminist, subversive approaches of these summer institutes were specifically cited by the former NEH heads under Reagan and Bush who proudly instituted and promoted these very institutes as reasons for the withdrawal of federal funding from the humanities altogether. It is possible that the NEH, and the important educational programs that its funds, may vanish altogether.

Follow-up efforts to the Penn 1993 Colloquium

Since that initial gathering of the Penn classics graduate education group, we have launched follow-up efforts in diverse venues. On the national level, the group sponsored an open meeting at the 1993 meeting of the American Philological Association in Washington, DC, entitled, "Graduate Education in Classics: the 1990's and Beyond: A Continuing Conversation." There our project engaged the serious interest of several movers and shakers on the American classical scene: Erich Gruen (of the University of California at Berkeley) and Ludwig Koenen (of the University of Michigan), both recent presidents of the APA; Susan Guettel Cole (of the State University of New York at Buffalo), major author of the APA's Statement on Professional Ethics; and Richard Thomas (of Harvard University), an outspoken proponent of traditional values in our discipline. At the December 1994 APA meeting in Atlanta, Charles Segal, the organization's president that year (and one of the participants in the November 1993 colloquium), devoted his presidential panel to the topic of graduate education in classics. Panelists included Sheila Murnaghan of the Penn classics group steering committee and James May, both participants in the November 1993 colloquium; Erich Gruen and Susan Cole, both recruited at the December 1993 open meeting;

Carolyn Dewald (of the University of Southern California), Jon Mikalson (of the University of Virginia), and Gregory Nagy (of Harvard).

Many of the participants in the November 1993 Penn colloquium were, moreover, assigned organizational responsibility for individual task forces. My own task force has been concerned with socialization and culture. Its charter statement poses such questions as "how should we think of the relationship between faculty and students? training? apprenticeship? collaboration? what kinds of advising and mentoring are appropriate?" Not posed explicitly as a question in this statement, but central to the charter's subtext, is the issue of acculturation: how professors initiate their graduate students into the established *mores* and folkways of their classics communities. And insofar as few things have given me more professional satisfaction than my collaborative efforts with the Women's Classical Caucus to disestablish and transform the unjust *mores* and superannuated folkways of our profession I'm determined to consider how classics professors can best challenge the status quo for the *benefit* of their students. But my first task force task was to undertake some fact-finding, or at least opinion-polling, on one aspect of who socializes whom into what, when and how.

In the spring of 1994, therefore, I solicited some reflections on the multi-national composition and education of our US classics community. In part I was seeking responses to one of the Penn group's original twenty questions, which read: "Our field is notable for its willingness to bring distinguished foreign scholars to these shores, giving us a refreshingly international profile. But does this willingness in fact constitute a mistrust of our own products...do we too easily resort to *Auslander*? Does the supply of foreign talent make it easier for us not to address the questions of the quality of our own product?" But I did so instead by asking an array of colleagues to what extent they would agree with a remark recently made in print, by Z. Philip Ambrose, of the University of Vermont, that classicists in the US and elsewhere transcend their specific institutional and geographical contexts by viewing the study of classical antiquity with an "international perspective."

While the majority of those I contacted in this context were American-born, American-trained and American-employed, I additionally approached several classicists here in the UK as well as some foreign-born and/or trained North American colleagues. From these, immensely thoughtful and helpful responses, I've been strengthened in my belief that Ambrose's international perspective is a naive ideal. Insidiously, the international perspective is often invoked to deny distinctive national differences among classicists in diverse countries and educational systems; in our country, moreover, such invocations invariably have the effect of disparaging the priorities and achievements of American classicists. For this reason I feel that we American classicists urgently need to have a serious talk among ourselves about how our country's more "generalist", diversified and democratic educational system makes our academic experiences and research agendas distinctive and different from those of classicists elsewhere. Not until we have this conversation can we clearly conceptualize how we resemble classicists from other countries in our outlook on the ancient Greek and Roman world and its possible roles in higher education today.

Meanwhile, though, during the 1994-95 academic year the Penn department sponsored a series of Saturday afternoon colloquia on its campus about issues of central concern to anyone interested in the graduate education project. The announcement for the December 1993 open meeting at the APA proclaimed "We seek not to develop a single package of reforms but to nurture a climate friendly to various kinds of change, including far-reaching reconceptions of our entire endeavor, as well as improvements to our current practices." It

went on to indicate that there had been general consensus at the November 1993 colloquium on three main points. First, "that our graduate programs have not kept pace with changes in the disciplines they inculcate, with changes in relations between the classical disciplines and the rest of the humanities, and with changes in the ways in which classicists can or may be employed in the academic world of the 1990's and beyond." Second, "that there is room for specific repair work on parts of the traditional program that can and should be undertaken soon." And third, "But there are also strategic issues about the nature of the discipline itself that need to be addressed not merely as theoretical concerns but with a sense of their impact on the way we do our departmental business." The colloquia held in 1994-95 focused on various implications of these assertions.

The first colloquium, held in December, looked at the classics graduate curriculum. Entitled "If it's not broke, why fix it?", it featured brief presentations by three faculty members from departments which award the doctorate in classics. Lowell Edmunds of Rutgers University in New Jersey, the co-editor of a 1989 volume of essays pondering whether or not there is a crisis in our profession and discipline, returned to some of the more provocative points made in that book. Richard Thomas cited as proof of appropriate curricular change the incorporation of ancient historical, philosophical, artistic and comparative literary studies into courses required in Harvard's classical philology program (of which I myself am a product, and in which we used to be reminded regularly of our overwhelming superiority to our philologically-challenged peers consigned to the ancient history, philosophy, art and comparative literature programs). And Bernard Frischer of the University of California at Los Angeles outlined a range of disciplinary survival strategies, among them several modeled on academic practices in the sciences: collaborative research; the involvement of undergraduate as well as beginning graduate students in independent research for publication and public presentation. Attendees agreed that a major problem we encounter involves the way that classics is perceived by others, within and outside of the academy, and that our salvation may lie in, as it were, developing new marketing techniques.

I did not attend the second colloquium, "Wir Philologen", featuring Josiah Ober of Princeton University and Julia Gaisser of Bryn Mawr College (since my own department had its annual retreat that weekend). My understanding, though, is that discussion focused on the relative importance of ancient language study. But I along with Susan Cole and Matthew Santirocco (now a dean at New York University) was one of the presenters at the third colloquium, "Acculturating the Aspiring Classicist". There we pursued matters which were probably responsible for my invitation to participate when this group got started, and certainly responsible for my assignment to the task force on socialization (as Barbara Gold and myself received a good deal of attention in 1992 for organizing an APA panel on sexual harassment in our profession). Speakers at this colloquium focused to a large extent on how we classics faculty use our power, for good and for ill, singly and collaboratively, intra- and inter- and extra-institutionally: both to initiate students into the established *mores* and folkways of our profession, AND to challenge and change those mores and folkways to create a better environment for all classicists, particularly those with the least power.

The text of my own presentation is appended. I began with the now-notorious 1919 letter to a Cornell University graduate student, Harry Caplan, from four of his professors, urging him to abandon plans for a college teaching career because of widespread anti-Semitism (which these professors deplored but were unwilling to combat). I likened Caplan's response to *this* letter his strengthened determination to succeed in college classics teaching to my own toughened resolve to continue collaborating with other classicists in speaking out and

educating about sexual harassment when I received a letter on that topic from a beloved mentor three years ago. My mentor's letter claimed that the true victims of sexual harassment were male professors, like himself, whose rights to engage in the traditional, natural process of "meeting and mating" were under attack from potential female blackmailers brainwashed by man-hating lesbians. I used this letter, which invoked the office procedures of gynecologists as a model for male classicists, to emphasize my own view of the professor's role and responsibility as involving a sacred bond of trust best described as parental. And I then explored the limitations, the problems, of this parental analogy (i.e. the difficulties entailed in single professional parenting, in refusing to let the fledglings under our wings "fly from our nests", and in failing to comprehend the key differences between our students' lives and our own).

While the Penn group has not organized any similar colloquia during the current academic year, our national profession-wide conversation about graduate education is continuing in a variety of venues. Substantial impetus has been provided by an article in the September/October 1994 *Lingua Franca* entitled "Can Classics Die?", by David Damrosch, a Columbia University professor of English and Comparative Literature who has recently published a provocative study of US higher education entitled *We Scholars: Changing the Culture of the University*. I would be happy to provide my readers with copies of this *Lingua Franca* article, which incorporates a mini-symposium entitled "Is Classics Ancient History" with "sidebars" by Ward Briggs (University of South Carolina), William Calder III (University of Illinois), James O'Donnell, Hayden Pelliccia (of Cornell), Richard Thomas and myself. And I would like to thank the CUCD for the opportunity to air my, American-based, take on issues of concern to us all. Unlike Tracey Ullman, I implore you to "STICK AROUND" and contact me if you have further questions.

Judith P. Hallett

University of Maryland, College Park

APPENDIX

Acculturating the Aspiring Classicist

**Presentation for University of Pennsylvania Classics Graduate Education Group
March 18, 1995**

I can't say that I have ever read much about acculturation of graduate students in our common pursuit of classics, what I will later label "professional philological parenting". But of what I have read, I have probably been most affected by accounts of a letter, found in the desk of the Cornell classicist Harry Caplan, soon after his death in 1980: it had been sent to Caplan in his graduate student days, over sixty years earlier, by a group of his former teachers at that same institution. Some of you may know this text by heart (and I may bear some responsibility if you do, since I've quoted from it in a number of papers I've published and presented: indeed, this text was one of the main reasons that I started publishing and speaking out on the history of our profession). The letter says:

"My dear Caplan: I want to second Professor Bristol's advice and urge you to get into secondary teaching. The opportunities for college positions, never too many, are at present

few and likely to be fewer. I can encourage no one to look forward to securing a college post. There is, moreover, a very real prejudice against the Jew. Personally, I do not share this, and I am sure the same is true of all our staff here. But we have seen so many well-equipped Jews fail to secure appointments that this fact has been forced upon us. I recall Alfred Gudemann, E.A. Loew both brilliant scholars of international reputation and yet unable to obtain a college position. I feel it wrong to encourage anyone to devote himself to the higher walks of learning to whom the path is barred by an undeniable racial prejudice. In this I am joined by all my classical colleagues, who have authorized me to append their signatures with my own to this letter. [Signed] Charles E. Bennett, C.L. Durham, George S. Bristol, E.P. Andrews [Dated] Ithaca, March 27, 1919.[1]

Two things strike me about this letter. First, that its sentiments are voiced jointly by *four* Cornell faculty members, colleagues working together rather than at cross-purposes: it's a collaborative effort at academic co-parenting. And second, that although the members of this quartet are eager to work together in advising an aspiring classicist, they don't seem interested in combining forces to combat the undeniable prejudice that they wish to go on record as deploring. Instead, they seek to quash this young man's aspirations. That they failed to do so is a matter of general knowledge, but I only learned recently, from Helen North's entry on Caplan in the *Biographical Dictionary of North American Classicists*, how badly they failed: Caplan's dissertation, produced two years later, was "The History of the Jews in the Roman Province of Africa: A Collection of the Sources."

Now it's been my experience that if I make common cause with as many as three colleagues, it's usually so that we can pool our energies in order to change, rather than to acquiesce in, something we regard as unjust and unfair. So, too, we are usually trying to change something we regard as disproportionately unfair to those less powerful than ourselves: students and junior colleagues. But I've also had experiences like Caplan. Not seldom have I heard discouraging words, which are well-intentioned defenses of our professional status quo, from my own teachers and mentors. At times these advisers, like Caplan's Cornell quartet, have collaborated with one another in quashing my aspirations. I was, for example, advised by two of my former undergraduate teachers not to contribute anything to the first *Arethusa* issue on women in antiquity. They felt that its editor surely had, and would be widely assumed to have perpetrated, sexual designs on all (and you'll forgive the term) submitters.

When I recently chose, however, to enshrine a mentor's discouraging words, as Caplan did by placing that letter in his desk, I selected a solo performance. With me at all times in my Land's End attache case, snuggling together with my handwritten correspondence from Daniel Day-Lewis, is the following (from a male professor holding a named chair at an Ivy League institution):

"On 'sexual harassment' I feel rather strongly, and not on what I take to be your side. There has obviously been a lot of it going on, and those really guilty ought to be held up for public obloquy and, in suitable cases, suitably punished. But the whole thing has got out of hand. The charge is ill-defined, as you will know, and it has begun to be used for blackmail (certainly in academic contexts you will know of cases, just as I do). I suspect, though I have no evidence, that it's also being used, at times, out of plain nastiness, to make trouble for a man a woman dislikes (for whatever reason not relevant to this issue). It is certainly easy enough to do.

As you will know, male gynecologists now often insist on having a female nurse present when they examine a patient. I think the time has just about come when I and my colleagues

will have to insist on having another woman present whenever we see a female student in a tutorial or an office-hour visit. It really is time that, with the issue now firmly established as a serious one, the protection of the innocent (the usually male victims of baseless charges) begin to be of equal public concern. We have fortunately seen this happen in the case of sexual abuse of children, where much the same situation prevails.

I suspect, however, that the "sexual harassment lobby" has been infiltrated by the lesbians who seem to run the women's movement on most campuses and who have their own agenda, of discouraging the traditional process of 'meeting and mating' between the sexes. Fortunately, human nature being what it is, they probably won't succeed. But I think one ought to realize what the agenda amounts to."

I received this letter right after making common cause with several colleagues, my fellow panelists Matthew Santirocco and Susan Guettel Cole among them, to present a panel dealing with sexual harassment at the 1992 APA meeting. We had pooled our energies to effect profession-wide change by educating our classics community about a phenomenon which we regard as unjust and unfair, and as especially so to its less powerful members. And my profound commitment to educating our profession on this issue has if anything been strengthened by this letter's effort to question the assumptions of our enterprise, and particularly by its author's odd determination to maintain that the most powerful members of our profession suffer a greater degree of victimization from *potential* charges of sexual harassment than do those who have *actually* been sexually harassed. Like Harry Caplan, with his dissertation on Jews in Roman Africa, my colleagues and I, who had labored against great opposition to make our panel possible, have gone on to do more public thinking and writing about sexual harassment in spite of discouraging words.

Yet I remain puzzled, and distressed, about the notions of professorial role and responsibility informing my mentor's letter. The implicit equation between the professional functions of Ivy League classics faculty and those of gynecologists disturbed me the most. Whyever view these two professions as even remotely similar, I keep asking myself (it's not if you'll forgive another tasteless terminological joke as if we were medievalists, with a journal already named *Speculum*)? To be sure, my correspondent is not alone in his representation of university sexual harassment policies and their feminist defenders as puritanical, totalitarian, and suppressing spontaneous and healthful hormonal urges. Jane Gallop, who defines herself as a pro-sex feminist, has recently challenged university policies on sexual harassment as anti-sex, saying "As a woman who, when a student, had aggressively pursued sexual relations with teachers, I felt my desire erased and the way it had made me feel powerful denied [by such policies]. I discovered that a large number of my [feminist academic] friends [of my generation] had had sexual relations with teachers either as undergraduates or graduate students. These relations had been part of our embrace of the intellectual life." [2]

But even Jane Gallop merely justifies sexual relationships between students and teachers as an educational, a culturally constructed, desideratum. She never invokes the "traditional" or natural "process of meeting and mating." Is coeducational schooling supposed to provide schoolers and schoolees with (and you'll forgive my conservative language, reminiscent of our Speaker of the House Newt Gingrich) a free marketplace for connecting with sexual partners? What models of an academic community are being endorsed by professors who hold such beliefs (and especially by professors who suspect that *if* their female colleagues and students are uncomfortable with compulsory eroticizing of the academic workplace by its

more powerful denizens, then these women *must* have been infiltrated and presumably brainwashed by unnatural lesbian manhaters with their own agenda)?

Now in my ongoing efforts to do some professional consciousness-raising about sexual harassment, last summer I had a conversation with a male secondary school classics teacher at an elite private co-educational academy. He quickly acknowledged, and lamented, that several of his colleagues had become involved with their students sexually. But he then added that sexual involvements with students shouldn't be a problem on college campuses. After all, he said, students *there* are no longer under age: once they have reached the age of consent, it's only natural that they'll meet and mate, as it were, with faculty. I responded, incredulously, that one of my own children is no longer underage but I do not have sexual relations with him, and that I was never involved sexually with my own parents (or, for that matter, stepparent) before *or* after I reached my age of majority. And I launched into an impassioned explication of the professor's role and responsibility as first and foremost parental: it is my credo (and one which I routinely make known to my own graduate students) that a sacred bond of trust exists between teachers and students of *any* age, a bond which is comparable to that between parents and children.

Now obviously this analogy between being a professor and being a parent is nothing original: it is made explicit by the term *Doktor Vater*, applied in Germany (and throughout Europe), for the faculty member who supervises not only a student's research but also his or her professional development (are there also *Doktor Mutters*?). As it happens, I had puzzled out this "professor as parent analogy" long before I had ever encountered the term *Doktor Vater*: when my mother married an alcoholic around the same time that I entered a graduate school program whose faculty numbered several sufferers from that disease. Similar problems soon arose in my dealings with both my parents and my professors, and in looking back over those formative years I regard myself (and my fellow students) as having experienced the same kinds of mistreatment from my department as I did from my family.

If, however, we are willing to view our relationships with our students as parental, if we in the professoriate attempt to acculturate future classicists much as our parents acculturated us, and we our own children, what are the limitations of this model? Let me conclude with some questions about problems of professional philological parenting. At the risk of sounding even more Gingrichian, I am extremely uncomfortable with single parenting, with the European tradition of having only one professor supervise, support and sustain the aspiring classicist. It allows the professorial parent too much control, and can be risky for the offspring if something unfortunate happens to either the relationship or the professor. Yet, within the confines of a single graduate department, providing multiple or even dual parents for an individual student may be difficult or even counter-productive owing to the specific scholarly interests of the faculty members or (more often) their complicated relationships with one another. I myself do not teach in a department which offers the Ph.D., but have taken on numerous parental commitments for graduate students and recent Ph.D.'s from other institutions. Many other classicists who do feminist scholarship are in the same situation and even welcome such opportunities for what is officially labelled mentoring (although I sometimes call it my Junior League volunteer work, after an American charitable initiative organized by post-debutantes and other youthful socialites). Can we use the APA, or this group here at Penn, to set up further, extra- and intra-institutional parenting structures (which I would not, mind you, equate with those orphanages that Newt Gingrich favors: our profession, with its centuries of male-monopolized elitism and exclusivity, has no need for another Boys' Town)?

How, moreover, do we familiarize our students with the established *mores*, scholarly and social, of our professional culture? *When* do we even start what I suppose some would regard as the professional equivalent of toilet training (I believe that waiting until the beginning of graduate school is too late, that many undergraduates unsuited for the academic life would not apply for advanced degrees if they had a clear idea of what research and teaching and academic citizenship entail)? How long does or should the parental relationship continue (I believe that it's inappropriate for it to end when the student receives the Ph.D., and have in fact been actively seeking out additional new mentors throughout my professional life, especially after I assumed professional parenting roles myself; on the other hand, all parents, professorial and otherwise, need to learn when to let go)?

Although we rightly assume that a great deal of informal teaching goes on about professional practices and values, that students learn from our example, how much do they know, how much can they comprehend, about the *entirety* of our professional lives (even if we shepherd students to professional meetings, or involve them in our research projects)? So much of what we do involves confidential deliberations, and can't appropriately be shared. And even if it could, would they understand (when I once showed an American student of Werner Jaeger, the quintessential Doktor-Vater, all of his correspondence with various colleagues about his failed bid for the APA presidency, she refused to take it seriously, replying that this failure couldn't have meant much to him as he never mentioned it to her)? Furthermore, given that the times they are a-changing, given that many of our students have backgrounds and lifestyles very different from our own, and given that quite a few of them will work in institutional settings totally unfamiliar to us, how much can *we* expect to understand about the problems that *they* may face? Many of my own mentors, even the ones I sought out myself, enjoy privileged existences in sheltered academic environments, and haven't a clue about what my life at a large, financially strapped, demographically diverse public institution is like.

Finally, how do we best go about explicit instruction in established professional *mores* and practices, about telling the aspiring classicists who are under our wing "the facts of life"? Susan Cole's APA presentation last year reported that at SUNY-Buffalo the graduate pro-seminar includes discussion of the APA Statement of Professional Ethics. Do we want to set up extra-institutional discussion groups of this sort, at the APA or at regional meetings, for classicists, aspiring or otherwise, whose institutions do not afford such opportunities? And how else might we work collaboratively, both intra- and extra-institutionally, at group (rather than at strictly individual) professional philological parenting which seeks to transform aspects of established professional mores and practices which are unfair, or outdated? How can we do a better job than Harry Caplan's well-meaning Cornell quartet?

Judith P. Hallett

University of Maryland, College Park

[1] *Cornell Alumni News* 84 (July 1981) 7, cf. Lewis A. Coser, *Refugee Scholars in America: Their Impact and Experiences* (New Haven and London, 1988) 7 n.7/ 321. Comment seems superfluous. Capland did not follow this advice. For a general treatment of anti-Semitism in the American sciences, cf. E. Digby Baltzell, *The Protestant Establishment* (Washington,

D.C.: Smithsonian Institution Press, 1983) pp. 111-22. Cf. also Judith P. Hallett, Lee T. Percy, et al: "*Nunc Meminisse Iuvat: Classics and Classicists Between the World Wars*," *Classical World* 85.1 (1991) 27; Helen F. North, "Harry Caplan", in Ward W. Briggs, Jr., editor, *Biographical Dictionary of North American Classicists* (Westport, CT 1994) 82-83, esp. "Caplan was not deterred by this doubtless well-meant counsel, and in fact his rapid advancement in his profession seems not to have been impeded by prejudice. His promotion to the rank of professor in 1930 at the age of 34 long antedated the influence of refugee scholars, who are thought to have opened the gates for American Jewish classicists."

[2] Jane Gallop, "Sex and Sexism: Feminism and Harassment Policy," *Academe* 80.5 (September/October 1994) 22.

Digest of conference discussion

Summing up from the chair, John Richardson identified two key issues fingered by the papers: (i) we need new structures for PG training, fair practice &c.; (ii) we need to develop procedures to help PGs into the profession. If PGs are to be used as cheap teaching to relieve staff load, there is a professional obligation to consider these structures and procedures extremely carefully.

Under (i), John Davies noted that the HEQC auditors ask both a group of PGs and a group of deans and other senior figures what PGs are used for, and what kind of training they get. His own view was these issues should be thought about independently of the subject matter: that the primary level of discussion should be the basic aims and methods of undergraduate teaching. We need to decide what should be passed on before we can decide the skills and responsibilities of teachers, and we need benchmarks - both general and specific - of intended achievement to enable the role of PG teaching to be defined. (Should an undergraduate degree, for example, be a training for postgraduate research?)

There was discussion of the Edinburgh system, under which PGs contract for 70 hours teaching in a year, with followup seminars. The main reservation was that the scheme was not departmental, and thus could be too general; but John Richardson outlined the role of "Departmental mentors" in trying to meet this. Among particular problems of training identified were beginners' language teaching, large-group teaching, and library skills. (Postgraduates often come in undertrained in library use, and - as Ian Martin vigorously argued - need to learn from specialist subject librarians rather than just from academics.)

Under (ii), Philip de Souza suggested that the Oxbridge stranglehold on posts could be read as implying that other universities aren't doing their jobs and turning out the right product; against this, it was suggested the situation arose largely because the Loxbridge triangle is simply where most PhDs are done. PGs do need to be pushed elsewhere than Loxbridge; Richard Seaford supported this, holding up Exeter's policy as a model, and rebutting the myth that Loxbridge has better resources, noting that PG culture in Exeter is widely felt to be better.

One issue not directly addressed by the papers was the predicament of part-time teachers, whose numbers have grown rapidly. Sue Blundell pointed out that the European courts have now ruled that hourly-paid workers have to have pension rights; something her own institution (Birkbeck) cannot afford - effectively putting pressure on part-time staff to sacrifice themselves in order to avert the closure of Classics altogether. Richard Seaford noted that few part-time teachers join AUT; all should be encouraged to, and the Exeter branch have recently put together a code of practice on the subject.

CLASSICS AT BRITISH UNIVERSITIES, 1995-96: STATISTICS

Geoffrey Eatough

There has according to Table A apparently been a slight decline in the numbers of Honours students in Classics departments, of all students in Classics departments, of staff and of first year honours students, with a slight increase in the staff/student ratio. At the moment 1994 would seem to represent a peak, albeit a slight one, and slighter in regard to 1993 than the figures indicate, since the 1994 figures included for the first time an institution with some highly significant returns. (See CUCD Bulletin 24 (1995) p.13). The table shows between 1994 and 1995 a 2.1% fall in the number of Honours students with a 5.1% fall in the FTE figure. FTE figures in institutions which practice extreme forms of cost centre devolution are the more important of the two kinds of figures, though clearly the number of students who can be identified as Honours students in Classics departments is also important. In the figures for all students in Classics departments the fall is again slight and the FTE figure is almost identical with the 1993 figure, though the 1993 figure does not offer a sure basis of comparison, because of the institution newly included in 1994. There has it would seem been a sharp fall in the number of staff. The numbers of students who are identified as first year honours students is more or less the same in 1995 as 1994, but there is a fall of about 3.9% in the FTE figure. This may be a reflection of modularisation, with increasing numbers of students taking courses outside their parent department, a trend which can perhaps be detected from a comparison of the 1993 and 1994 first year figures where a significant increase in the 1994 student number yielded a FTE figure which was almost identical with the 1993 figure.

So much for appearances. The figures which I present are dependent on the will and vagaries of departmental correspondents. Some are acutely aware of all the activities which are taking place in their department, and I have received returns which look like a page from a Renaissance book, with an intricate text surrounded by a mass of commentary. At the other extreme are those who use a broader pen, who are for example not too concerned whether there might be people from other departments doing courses within Classics. Within a department one type of correspondent might succeed the other. There are also problems of demarcation, whether a topic should be classed as Classical Studies or Ancient History, and increasingly, with modularisation, whether a particular group of students should be classed as Single Honours, Joint Honours or for the moment as Other. One of the constant problems is Ancient History. It can be located in non-Classics departments, and if there is some local antipathy between the Classics and Ancient History sections there can be problems. There has been one very recent case of Ancient History being hived off to another department, and the return from that department was minimal and difficult to use. Classical Ancient History also

becomes entangled with other forms of Ancient History, and it becomes hard to determine what should be included. This is at the heart of this year's problems. A change of correspondent in one major university has led to a radically new perception of what might be called the legitimate activities of that department. Last year we were told that they had 107 Single Honours and 23 Joint Honours Ancient History students. This year they merely have 24 Single Honours Ancient History students. The staff numbers have gone down from 23 to 9. This is a conscious decision and represents the new truth for that department. We could therefore remove, on a rough basis of comparison, 106 students from the figure for Honours students in Classics departments 1994 to give us a figure of 5625 which is very close to the 1995 figure.

On the student front there seems then to have been little change. The staff figures are much more problematic. Besides the drop of 14 in staff returns for the institution just noted, the institution where Ancient History has been hived off now returns a staff figure of 10 instead of 18, and another institution has returned a staff figure of 10 instead of 16, and the new figure does indeed look the more plausible figure. This does however represent a drop of 30 staff in those three institutions, whereas the decrease overall between 1994 and 1995 was merely 17.4, which might suggest that elsewhere there has been an increase in staff.

I have in the past been happy to write about percentage changes in the various categories. There seems to be little point in doing that amid the present turbulence. I shall merely draw your attention to places where there is apparent major change. In Table B there is evidence of fairly sharp drop in Classics, Greek, Latin SH which is not really compensated by the rise in JH in those categories. In the Classical Studies, Ancient History and Archaeology category the drop in SH is almost balanced by the rise in JH though this not the case with the FTE figures, but obviously these figure are affected by the different policy of return by the institution mentioned above, and the underlying movement may still be upwards.

From Table C it can be seen that the drop in Classics, Greek, Latin SH is mainly because of a steep drop in the numbers being returned as SH Latin and SH Greek, though there are increases in both Latin and Greek in the JH categories. There is a steady and quite strong movement upwards in JH Classical Studies, but the Ancient History figures for reasons which will now be clear are much more volatile. The 1992 figures in last year's bulletin support these last two statements.

I suspect that we are for the moment on a plateau, but what the underlying structure of this plateau is, is difficult to assess. The competition for students in some parts of the sector is becoming fierce. There is evidence from this summer's university entrance exercise that departments are accepting students with lower grades. They have of course over the years been accepting students with lower linguistic achievements. My reasonable guess is that the present figures also include an increasing number of foreign students and perhaps we should try and elicit this figure from the departments. As always the returns from the individual universities, which must remain confidential, offer some of the most interesting facts. Departments whose futures were uncertain are solidly recruiting in areas where students are available, departments whose interests may have been mainly linguistic, are insuring themselves with Classical Studies and Ancient History. This is leading to increased competition in those areas. There are huge disparities in the staff/student ratio. Some major departments are now operating on ratios of 25:1 and above. This could lead to quite dramatic effects in two or three years time.

I end this year as last year with postgraduates. There has apparently been a sizeable increase in the number of postgraduates counterbalanced by a severe fall in the number of Taught MA students. This may be the results of careless accounting, but it probably points to a real problem and one which we may have to address, since Taught MAs should play an important role in the new scheme of things.

Geoffrey Eatough

University of Wales, Lampeter

The Humanities Higher Education Research Group

Lorna Hardwick

This is a joint Arts Faculty/Institute of Educational Technology research group based at the Open University. It undertakes both empirical and theoretical studies and aims to work across the barriers between 'pure' and applied research in Higher and Adult education. Current projects include investigations into teaching and learning strategies in Art History, Philosophy, Drama plus research into the learning patterns of adults studying Classical Languages and into ways of teaching Greek and Latin texts through translations in which key words are kept in the original. Work is also being developed on the uses of computing in Humanities distance learning. More broadly, the group plans to produce detailed studies of curriculum development in the context of the changing structure and role of the humanities in higher education in the UK and Europe, to develop a database of active researchers in relevant fields and to promote networks of communication between them. The Institute of Educational Technology is well placed to support the group's work. It has an international reputation for excellence and innovation in pedagogy, educational computing and research methodology.

The current database of members include representatives of some thirty universities, professional bodies and the WEA. A Humanities Disciplines Network has been developed to disseminate information about work in progress, research projects and sources of finding and to encourage contacts between disciplines as well as within them. Newsletters are published three times a year and plans are in hand to establish an international academic journal in the broad field of Humanities Higher Education. A conference will be held on Saturday 14th October 1995 at the Open University, Milton Keynes.

The Network, which is supported by funding from the Department of Employment, also has a commercial partner, Blackwells' the Publishers. Together with Oxford Brookes University's Department of Publishing Studies research is being undertaken into the knowledge, skills and qualities which publishing companies expect from humanities graduates entering employment and a national survey is in progress.

The Research Group and the Network both have a strong Classical Studies input. Initially the priority is to support research into the teaching and learning of Classical languages (especially for University level beginners and improvers). Consideration is also being given to the most effective way to work with other providers to disseminate good practice. The October 14th conference will have a Classical Studies strand of seminars bringing together practitioners with special expertise in language teaching for adults and undergraduates. As

the network grows, it is hoped that it will provide a useful source of contacts and information for the increasing number of part time University teachers of Classics & Ancient History (including postgraduates) as well as for established lecturers who wish to discuss the teaching applications of their research (and vice versa).

If you wish to join the Network or find out more about it, please contact:

Carol Rowland (Humanities Network Manager) **or** Ellie Chambers (Project Director)
Institute of Educational Technology
Walton Hall,
Milton Keynes
MK7 6AA.
Fax: 01908 653744 Tel: 01908 652629
e.mail: c.a. rowland@open.ac.uk e.a.chambers@open.ac.uk

THE OPEN UNIVERSITY

Using Major Classical Libraries

Fergus Millar

Colleagues may be aware that one of the very few more or less sensible and constructive things done by the Higher Education Funding Council has been to commission a report (the Follett Report) on University library provision. One of its recommendations is that extra funding should be devoted to a few major national libraries (the Library of the Institute of Classical Studies in London is specifically mentioned), in return for a undertaking that they will be accessible to all genuine scholars without fee.

The relevance of this to the use of ICS as a national resource for all of us is obvious. But I thought it appropriate to add that the same will surely apply to the Bodleian and Ashmolean Libraries in Oxford. The Bodleian will presumably have to cease to make the modest charge which it asks of scholars from outside Oxford, though for security reasons a fairly careful procedure will still have to be operated by its Admissions Office (now situated under the archway in the Clarendon Building). No date has yet been fixed for the ending of charges. It is open 9am-10pm in term on weekdays, and 9am-7pm in vacation, 9am-1pm on Saturdays.

The Ashmolean Library has never made any charge, and the process of admission takes about one minute. In about a year and a half the Ashmolean Museum will even boast its own brand-new cafeteria in the basement, which will of course be open to readers in the Library. As a concentrated, open-access library, covering Classical literature, epigraphy, papyrology and (in the Coin Room) numismatics, with extremely helpful staff, it is a priceless resource which is open to all colleagues. Now that the M40 to Birmingham is complete, there are very few Universities in the country which are more than 2 or 2¹/₂ hours drive from one of the three park-and-ride car parks on the edge of Oxford (or risk parking in the centre if you really want). Even if a longer stay is not always possible, from most places an energetic person could start at 6 or 7 on a Saturday morning, have four hours to catch up with new books or periodicals (the library is open 9am-1pm on Saturdays, as well as 9am-7pm on weekdays during term, and 9am-5pm out of term), and still be home not long after tea. And for the

moment the coffee-bar of the Playhouse still serves very well for a mid-morning break (or for a light lunch).

Brasenose College, Oxford

SURVEY ON *AB INITIO* LANGUAGE TEACHING

The 1994 issue of the *Bulletin* reported on an inter-University conference held in Oxford in September 1994 to discuss common problems in the teaching of basic Latin and Greek at Universities. A number of key themes emerged, one in particular to do with the aims and content of *ab initio* courses; and an outcome was the formation of a representative working group to consider this issue, which is likely to concern all UCD's more and more over the years ahead. It was clear from early discussions that each University has its own distinctive problems, but there was also a strong sense that thinking and experience could valuably be shared. The first step forward would therefore be to assemble information on current practice.

A questionnaire survey was consequently conducted in July 1995, with an accompanying set of notes based, like the questionnaire itself, on a discussion paper used by the working group to focus its own thinking. The notes, which were intended as a stimulus to general discussion as well as an ancilla to the questionnaire, are reproduced in full here. After some debate, it was decided to append as an optional annex to the questionnaire a checklist of grammatical forms covered for each language, with a view to providing teachers with an at-a-glance guide to the range of grammar typically covered in beginners' courses in the UK.

The questionnaire was sent to all University Classical Departments in the UK, with responses also sought for comparison from teachers of courses in New Testament Greek and of non-examined courses at adult education institutes. Almost everyone replied - though not all institutions offered, or posted separate responses for, beginners' courses in both ancient languages. 20 returns were received for Latin, of which 16 completed the annex on grammar; the figures for Greek were 27 and 25 (though one arrived too late to make the full collation).

It is hoped that the information assembled will be of interest to all Departments and will encourage continuing discussion. To that end, it is presented here with the minimum of interpretative (and nil judgmental) comment. The working group will be considering the responses in the hope of producing further observations or suggestions, and the CUCD conference panel at the 1996 Classical Association AGM in Nottingham will have beginners' language teaching as its theme. In the meantime, a second group has been progressing with arrangements for a national course of training for classical-language teachers, and details are expected to be confirmed around the time this *Bulletin* appears.

It was agreed that results of the survey would be collated anonymously, since the aim of the exercise was to inform teachers of such courses of the general range of national practice - rather than to draw any institution-by-institution comparison (which would have looked perilously close to a "league table" of classical language teaching, and would in any case be highly misleading without far more rigorous checking of like-for-like comparison than would have been possible within the compass of such a relatively brisk questionnaire). In some cases this has unavoidably entailed the suppression of quite innocent, public-domain information - such as particular Departments' published course descriptions - that might otherwise have been of interest to colleagues seeking models and comparisons for their own

future practice. It has also, more seriously, set limits to the extractability from the survey of certain kinds of patterns of correlation - between, for example, choice of coursebook and grammar coverage, or differences between the English and Scottish University systems. A few general patterns of this kind are informally noted in the comments on the results.

The group was composed of: Barbara Bell (JACT), Christopher Collard (Swansea/Chairman), Ken Dowden (Birmingham), Chris Emlyn-Jones (OU), David Ferraro (Henley College), Barbara Goward (City Lit), Lorna Hardwick (OU), Nick Lowe (London), Damien Nelis (Durham), David Raeburn (Oxford/Convenor), Keith Rutter (Edinburgh), and Kathryn Thompkins (Manchester); collation was by NJL. Profound thanks are due to all who responded; the care, thought, and time put into the replies was itself a testimony to the dedication of classical language teachers nationwide, and to the seriousness with which they take these issues of method and practice.

Notes accompanying questionnaire

1. AIMS

The purpose for which students undergo the labour of mastering the basis of Latin and Greek may be differently defined. It is important, for example, to distinguish between possible aims such as the following:

- for students to obtain a grasp strong enough to allow them to engage with a range of literary texts (poetry as well as prose) and/or other documents in the original
- to enable students to read a specific corpus of literature, e.g. historical or philosophical texts, or other documentary material in the original
- to offer students an elementary introduction to a classical language for its own sake (the justification for doing this needs to be further clarified).

Economics, however, often require that students with different aims should be taught together, at least initially. Thought needs to be given to how these diverse aims can be harmonised without losing sight of distinctive aims and their associated targets.

2. COURSE DESIGN AND UPTAKE

These will tend to be a function of (i) the defined aim of a course, including its role within a degree programme; (ii) resources available, especially of staff and time. Some compromise is generally needed to reconcile these two functions in practice. If a certain amount of time is given, it needs to be asked what can reasonably be achieved within that limit, taking into account expectations of the average student's linguistic aptitude and previous language learning experience (including knowledge of formal grammar).

3. COURSE MATERIALS

If specially devised, these will want to reflect:

- the course's aims and specific targets

- the needs, ability and maturity of students
- time constraints for class-work and private study
- preferred methodology
- study methods envisaged

If published textbooks are used, the happiest choice is likely to be the one which conforms best with the above factors.

4. COURSE TARGETS

Targets may be expressed in a variety of different ways, in terms of:

- linguistic ground (accidence and syntax) to be covered and mastered
- textual material to be read and understood
- skills to be acquired

If a course has more than one stopping-off point, the 'surrender value' may be variously defined at each point to show an appropriate return for effort put in.

5. LINGUISTIC ABILITY

Should students who have difficulties with formal language learning be required (or offered the opportunity) to learn Greek or Latin? The question has implications for the structure of degree programmes, the management of class teaching, and the pacing and content of courses.

6. CLASS SIZES

Ideally, classes should not be too large to preclude active participation by all members, with the teacher eliciting individual responses from each. But this is not always an option. Can language teaching be effective in larger groups? What adjustments are needed to traditional teaching methods and expectations?

7. SHORT COURSES

Classes need to be sufficiently frequent and regular for learning-momentum to be maintained. But with young adult students language-learning, particularly at the very earliest stages, may be most productive when undertaken in concentrated bursts if conditions will allow this.

8. TEACHING METHODS

These are bound to vary considerably with course aims and targets, the ability and maturity of students and the predilections of the teacher. Issues may include:

- how much class-time needs to be allocated for regular testing of accidence and vocabulary;

- whether progress, momentum and motivation may be most effectively sustained by a method which develops a reading skill from the outset, alongside and in conjunction with a knowledge of linguistic features;
- the part played by the ear in language-learning, and whether students should hear Greek and Latin accurately spoken by their teachers and practise delivery by reading aloud themselves in class;
- whether consideration should be given to some element of translation into Greek or Latin, if only at the simplest level, as a means of reinforcing knowledge through active use;
- whether linguistic teaching should be linked to information about the culture which the language reflects;
- how far the proportion of class time spent on different kinds of skill and exercise should be reflected in the weighting of assessment.

9. STUDY METHODS

These similarly are likely to vary from traditional rote-learning of grammar and vocabulary, through independent study guides to the use of computer software. But it may be felt, for example, that:

- students need some guidance on study methods
- teaching should take account of and be linked to whichever methods of study are advocated
- study should be geared not only to the reading or revision of specific textual material but also to the retention of information and the systematic development of linguistic knowledge and reading confidence
- courses may need to include some guidance in the use of dictionaries as an aid to independent reading of texts.

10. ASSESSMENT METHODS

Terminal assessment needs to reflect a course's aims, and the purpose of any part of an examination, together with the linguistic ground to be covered, should be clearly conceived and conveyed to the student. A clear distinction may be drawn between the translation of prepared material, where there is a heavy premium on recall, and unseen material which tests a student's ability to apply knowledge acquired. For some purposes it may be appropriate to permit the use of dictionaries in the examination room, and for papers to be set with this in mind.

Results Of The Survey

1. COURSE AIMS

1.1 Respondents were invited to rank a number of possible aims for an elementary introduction to a classical language, in what the particular respondents felt to be their descending order of priority for students on their courses *as a whole*. Five suggested such aims were printed on the questionnaire, with write-in spaces for up to three others. Results were

collated with a weighting of 7 for a first-place ranking, 5 for a second, 4 for a third, 3 for a second, and 2 for a fifth or lower. In the event, write-ins were relatively few and diverse - too much so to be included in the number-crunching - but a few recurrent points were made, reported below.

	Latin Greek total		
(1) as a means to engage with literary texts and/or other documents in the original	119	173	292
(2) as a "toe in the water" to test aptitude and interest for further study of the language	60	93	153
(3) as a means of finding out about the structure and character of the language (without necessarily progressing to reading in the original)	41	66	107
(4) as a training in general linguistic concepts and skills	45	75	120
(5) as an "initiation ritual" for entry to the classical community	18	24	42

Write-ins were relatively few, and limited in the main to variations on 1-5 (such as substituting "generate" for "test" in the wording of 2). On 4, one respondent noted that general linguistic training becomes ever more important as such training disappears (apparently) from the schools. 5 was the most controversial formulation, with some respondents ranking it first and others prompted to uncollatable expostulations.

One further objective did, however, emerge clearly and repeatedly: what was variously termed "promotion of cultural awareness", "a vehicle for authentic experience of the Greek/Roman world & its values", and "a vehicle through which students can explore other aspects of the Classical World; through this strategy Latin is learnt not just as a linguistic exercise but as part of an integrated approach to Roman culture".

The artificiality, of course, of any such ranking needs to be stressed; a couple of respondents stressed the diversity or ambiguity of aims among different students within the same group. "Is this ranking really useful?" wondered one. "Most students have mixed and often vague aims/motives - which can clarify over the year."

1.2 Does the course documentation include a statement of course objectives?

	Latin Greek total		
No	3	9	12
Yes	13	17	30

In cases of "yes", it was suggested that respondents might wish to append a copy; 5 Latin and 4 Greek courses did so, with documentation ranging from a paragraph in a Departmental degree programme document to several pages of detailed course outline. One institution offers a formal "teaching and learning contract" signed by both teacher and student.

2. COURSE DESIGN AND UPTAKE

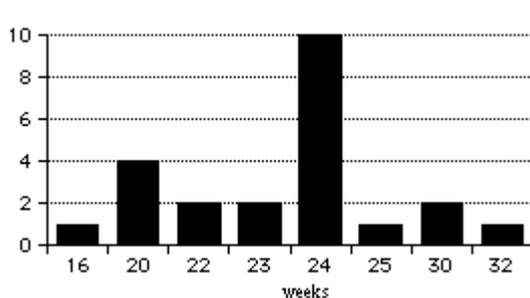
2.1 Who teaches the course?

	Latin	Greek	total
full-time staff	15	20	35
part-time staff	9	10	19
postgraduate students	1	5	6

4 Greek courses recorded "Others", specifying schoolteacher fellows, postdoctoral students, and retired schoolteachers; probably some or all of these were also included by other respondents under "part-time staff".

2.2 What is the length of the course in: (a) terms, semesters, or academic years? (b) teaching weeks?

Nearly all courses reported ran for a single, full teaching year, though several respondents stressed the continuity between the first and subsequent years' courses (with longer coursebooks such as *Reading Greek* and *Teach Yourself* finished off in the second year). One University runs its beginners' courses in both languages over three semesters, and one confines its *ab initio* Greek course to a single 12-week semester (with a reading course following in the second semester); one offers an alternative, two-year version of its Latin course for non-classicists; and the adult-education courses tended to run for fewer hours weekly over a longer span (2 hours weekly over an extended teaching year of 30 or 32 weeks in two cases, 1.5 hours weekly over 4 years for the whole of *Reading Greek* in a third).



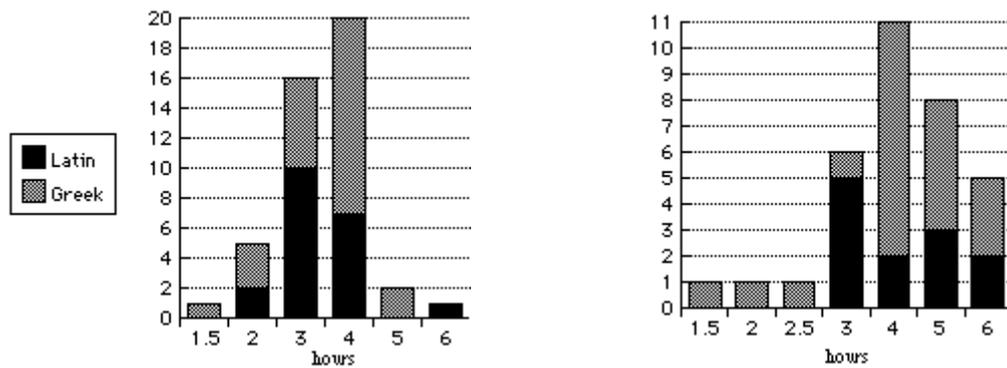
The vertical axis of the chart counts institutions rather than (as elsewhere in this survey) courses or respondents, since the length of the year in teaching weeks tends to be determined institutionally rather than course-by-course, and practically all responding institutions quoted the same figure for courses in both languages. The handful of courses lasting longer than a single teaching year are not included in these figures. It

comes as no surprise to see that the number of teaching weeks in a year can vary by almost 100% - from two 8-week Oxbridge terms to a three full 10-week teaching terms (though it should be remarked that the two 30-week figures came from adult-education institutes).

Some respondents hesitated understandably over the definition of a "course" for present purposes - sometimes from hesitation over the separability of a beginners' language course

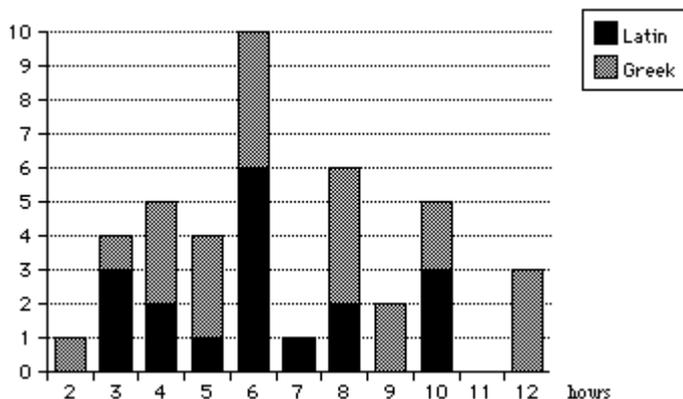
from parallel strands of a less-than-completely modularised degree programme, or from subsequent and closely-continuous language courses (for example, in second and higher years of the degree), but mostly because the elliptical drafting of the questionnaire failed clearly to define "course" as meaning, for these purposes, a modular or quasi-modular unit within a degree programme, rather than the entire span of study leading to a particular degree. Nevertheless, responses were sufficiently meticulous in practice to allow like-for-like collation in most cases. Since nearly all courses ran for a whole academic year, the responses to later questions has, where appropriate and feasible, been taken from information provided about first-year teaching only.

2.3.1 How many contact hours are there per week? 2.3.2 How many would be ideal?

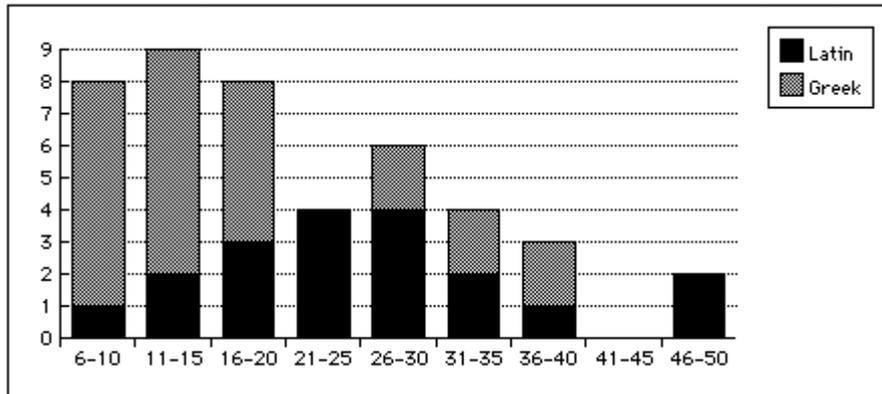


Respondents were begged to give a collatable figure (rather than "as many as possible", &c.); only one defiantly responded "infinity". The difference between the contact hours felt appropriate for the two languages in 2.3.1 is still more pronounced in 2.3.2. The three low-figure responses all came from adult-education courses, which run to a different pattern of contact hours from undergraduate courses.

2.4 In addition to class hours, roughly how many hours per week of private study are students expected to do for the course?

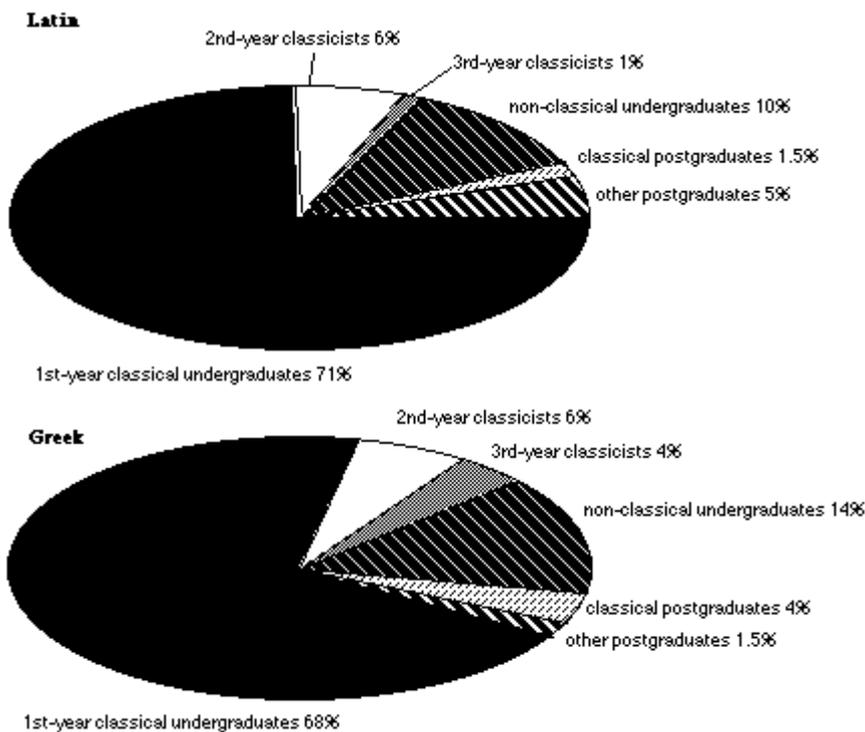


2.5.1 How many students are enrolled on the course in a typical year?



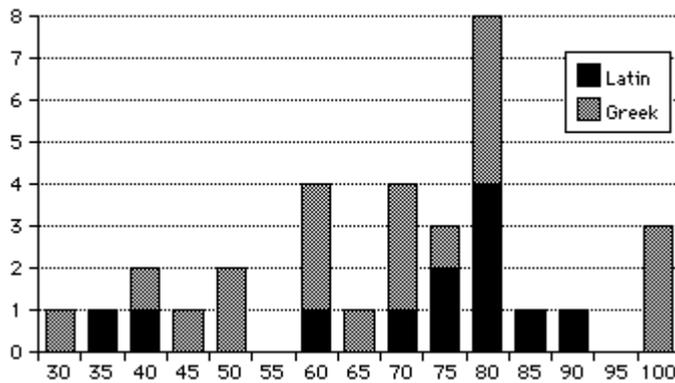
2.5.2 What categories of students are involved?

(Respondents were invited to indicate the approximate percentages on their course of six principal types. The figures below give the averages of these percentages - whence their failure to add up to exactly 100%).

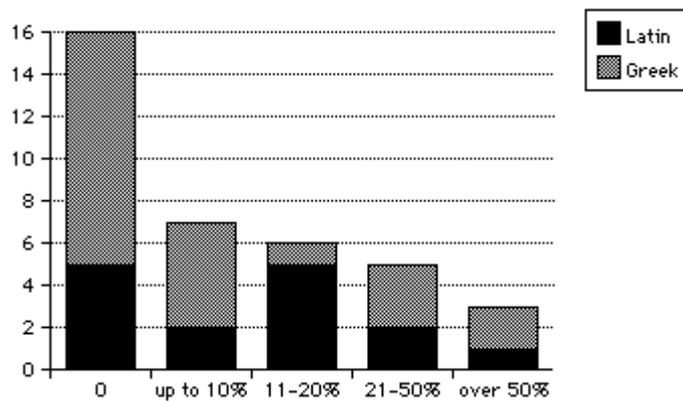


Others, generally too few to show up statistically, included: students on Combined Honours degrees; exchange students; part-time students; non-classicist members of academic and administrative staff; adult education students (not just on AE courses), members of the general public, "Associate Students", researchers, occasional students; external and Open University students; auditors and voluntary attenders. Two institutions used summer schools or adult-education classes as access courses for students entering for the BA.

% of course made up of first-year undergraduates on classical degree programmes:



2.6 Are non-beginners (other than resit candidates) included in the course?



3 COURSE MATERIALS

3.1 What published textbooks (if any) do you use?

LATIN:

Jones & Sidwell, <i>Reading Latin</i>	9
Randall & Cairns, <i>Learning Latin</i>	3
Betts, <i>Teach Yourself Latin</i>	2
Wheelock, <i>Latin: An Introductory Course</i>	2
<i>Cambridge Latin Grammar</i>	2
Kennedy's <i>Latin Primer</i>	1
HarperCollins College Outlines	1

GREEK:

JACT, <i>Reading Greek</i>	13
Balme & Lawall, <i>Athenaze</i>	4.5
Wilding, <i>Greek for Beginners</i>	2
Mastronarde, <i>Introduction to Attic Greek</i>	2
Beetham, <i>An Introduction to New Testament Greek</i>	2

no textbook/own materials	3	Abbott & Mansfield, <i>Primer of Greek Grammar</i>	1
One Department runs two beginners' groups, one on <i>Reading Latin</i> and one on <i>Learning Latin</i> . The once-mighty Wheelock has almost vanished from the scene. <i>Teach Yourself</i> seems (from anecdotal rather than questionnaire evidence) to be more popular with Intermediate, second-year, and non-beginner courses.		Betts & Henry, <i>Teach Yourself Ancient Greek</i>	1
		Nairn & Nairn, <i>Greek Through Reading</i>	1
		Randall, <i>Learning Ancient Greek</i> (unpublished beta-testing version)	1
		Usher, <i>An Outline of Greek Accidence</i>	1
		North & Hillard	1
		Paine	1
	own materials		1

The survey was conducted before the appearance of the long-awaited UK revision of *Athenaze*, which redresses the universally-loathed transatlantic case system.

3.2 Would you prefer to be using a different textbook, or none?

In the event, most respondents felt happy with their current coursebook; discontent was expressed by 5 for Latin and 7 for Greek.

Latin: no statistically ponderable results here. One user of *Teach Yourself* would prefer to be using *Reading Latin*; one user of *Reading Latin* hankered after Laughton's *Latin for Latecomers*; and one user of the *Cambridge Latin Grammar* would prefer to be using in-house materials.

Greek: two users of *Reading Greek* expressed a preference for *Athenaze*; one *Athenaze* user had a regard for Hansen & Quinn, but felt it perhaps too intensive for student beginners; two users of other books would prefer their own materials. *Athenaze* drew the widest praise of any single textbook, here and in 3.4, but *Reading Greek* commanded a greater depth of enthusiasm from its adherents.

3.3 What original or supplementary materials (if any) do you provide?

This was a write-in category; responses ranged from the elliptic ("handouts") to the quizzical ("the occasional joke"). Six types of material not unexpectedly predominated, but there were some interesting *hapax* ideas.

1. grammatical tables, paradigms, example sheets, etc (home-produced or from other books)
2. unseens
3. passages for reading
4. exercises & informal testing material (including English-into-Greek)
5. set texts (not widespread in beginners' courses, but the Edinburgh *Historia Apollonii* abridgment has several users; Ovid and selections from Catullus were also mentioned for Latin, and Lysias i for Greek)
6. vocabulary lists

Other materials mentioned included:

- worksheets; a sheet for each session with (i) aphorism of the day (ii) grammar &c. to be learned (iii) supplementary material to textbook; synopsis sheets when particular topics are completed; summary sheets of "special" usages (eg participles, subjunctive, optative); vacation revision programmes
- hints on learning methods; notes for reading Greek texts
- answer-sheets to exercises; English-into-Greek exercises using "model sentences"
- English translations of omitted portions of *RL: Text*; comprehension questions to expedite and vary the preparation of some of the long sections from *RL: Text*, eg 3B
- considerably simplified paradigm of *fluvv*
- original in-house commentaries on set texts
- easy pieces of Greek verse for memorisation.

Not surprisingly, *Reading Greek* and *Reading Latin* tended to be the most commonly supplemented with additional grammatical material, and the *Teach Yourself* volumes with additional exercises and reading.

3.4 What do you feel are the particular strengths and weaknesses of your current textbook?

All comments recorded are reproduced more-or-less verbatim. Special apologies are owed to three authors who found themselves invited to pass judgment on their own coursebooks. ("Ouch!" said one; "Perfect," brazened another.)

LATIN

Reading Latin

STRENGTHS:

- gradation of material
- variety of approaches, texts, exercises
- modest aims of course
- content of Text volume engaging
- gets students reading lots of adapted real Latin
- interesting text based on real (though "doctored") Latin
- Plautine dialogue good for introducing full range of verb (person) endings
- concise presentation of grammar
- illustrations of Latin in modern usage
- thorough presentation of accident

- good exercises
- reasonable choice of vocabulary
- Latinstudy computer package

:

WEAKNESSES

- expensive
- diffuseness
- too much material to work through
- text longer than necessary to illustrate grammar of each section
- excess of Plautus, & of Plautine vocabulary: not very representative of what one actually reads
- unwieldy grammar
- quirky order & manner of presentation of language topics
- sequence of grammar too much dictated by Greek pattern (as in *RG*)
- layout of language charts could be more careful, eg [[section]]50 future indicative perversely prints 3rd conjugation alongside 1st & 2nd
- late introduction of passives & subjunctives
- unnecessary confusion, eg *-is* as 3rd decl. acc. pl.
- presentation of participles

Learning Latin

STRENGTHS: computer package

WEAKNESSES: too little accessible grammatical/syntactical information

Wheelock

STRENGTHS: clarity & arrangement; coverage; designed for mature students; mistakes of Latinity which instructor can show off by correcting

WEAKNESSES: misprints; too difficult for undergraduate beginners in places; moralising sententiae over-adapted & a bit boring; too given to subject-verb-object ordering

Cambridge Latin Grammar

STRENGTHS: grammar clearly set out

WEAKNESSES: agrammatical experience of students; inability of students to appreciate necessity of private learning; poor vocabulary; few examples

Teach Yourself Latin

STRENGTHS: "none" (!); clear structure & progression

WEAKNESSES: clutter of military verbiage; lack of running/continuous passages; difficulty of exercises; insufficient explanations of grammatical points; insufficient elementary exercises & reading material; lacks clear method of building up vocabulary

GREEK

Reading Greek

STRENGTHS:

- course design

- gradation of material
- close integration of language learning with development of reading skill
- interesting
- appeals to students
- lively text
- excellent material for reading
- reading continuous Greek straight away
- introduces students to lots of adapted real Greek
- introduction to continuous, idiomatic Greek set in a cultural background
- engages students in reading & makes the rote-learning worthwhile for them
- presents morphology thoroughly, notwithstanding problems of layout & coverage
- introduces cases & tenses in a logical order
- sensible sequence of syntax & morphology (esp. optative before subjunctive)
- explains stem changes well
- concentration on "core" vocabulary
- interest & usefulness of background matter

WEAKNESSES:

- cannot easily be completed in a year
- too slow in places (reading in some sections needs to be cut)
- imposes own pace & pattern on the course: difficult to skip passages because new grammar introduced in too many passages
- early stages introduce too much vocabulary & not enough systematic grammar
- too much Demosthenes from section 11 to end
- presentation of morphology
- presentation & sequence of accident & grammar
- accident should be introduced in less discrete bits (eg all tenses at once, & middles & passives together)
- haphazard presentation of grammar, insufficiently explained
- tabular design doesn't set grammar out very clearly
- occasionally offers grammatical material in large chunks
- assumes a (Latin) knowledge of grammatical terminology
- occasional omissions
- formation of some parts of verbs (eg infinitives) & adjectives (eg comparison) not adequately covered
- layout too complicated, with the committee trying to do the tutor's work for him
- layout of eg cases very confusing ("dotty" columns)
- nouns & adjectives should be learned *vertically*
- some forms, eg perfect tense, introduced too late
- full paradigms should either be learned at once, or their presentation deferred until later
- reference grammar could be more clearly & boldly presented
- more vocabulary should be starred
- could do with more exercises (as in *RL*)

Athenaze

STRENGTHS:

- bright & interesting
- ease of access
- good stories
- high interest levels
- clarity of explanation, print, direction, purpose
- course broken down into manageable units
- excellent presentation of grammar
- appropriate amount to be mastered at a time
- visible grammar
- good exercises & cultural material
- good reinforcement
- sense of achievement
- "even a halfwit *ought* to be able to cope with it"

:

WEAKNESSES

- rather dull
- aimed at too low a target audience
- a bit too easy for a good student
- transatlantic case order (NGDA), since mended in UK edition (9/95)
- oversimplified grammar
- incomplete presentation of many items
- confusing, partial presentation of some grammar that is then later reintroduced

Mastrorarde

STRENGTHS: very clear & full explanation of grammatical concepts & principles (English and Greek); early use (by about lesson 19) of longer connected passages of original or adapted Greek texts

WEAKNESSES: course & exercises too full for a single-semester course; includes quite a lot of advanced linguistic concepts &c. in the explanations; sometimes insufficient translation examples of lessons' key grammatical topic

Beetham

STRENGTHS: grammar well explained; plenty of practice sentences; assumes no formal knowledge of grammar (even English)

WEAKNESSES: badly typeset; shortage of continuous passages; criticised for ignoring some of the more specialised aspects of Christian Greek

Teach Yourself Ancient Greek

STRENGTHS: economical; contains basic grammar *and* "dictionary" facilities; covers grammar in an order sensible for a course of this type

WEAKNESSES: introduces Homer too soon; not enough *easy* translation passages; felt meaningless by comparison with *RG*; why learn the grammar unless to engage in a text?

Wilding

STRENGTHS: continuous (adapted) passages introduced early on

WEAKNESSES: some information misleading or wrong

3.5 What needs would you wish to see addressed in future course materials?

Latin respondents:

- straightforward explanations for students with little grammatical background
- a coursebook for students with little linguistic ability which still has a good surrender value
- Latin passages reflecting on history & culture of Roman world
- textbook exploring aspects of Roman culture, society & history via a choice of approachable texts which would act as an aid to a more traditional grammar/exercise book
- wider use of simple extracts of original Latin (including inscriptions)
- stress on Latin roots of English words
- clear, modern, concise descriptive syntax and morphology
- intensive grammar exercises in the form of sentences/short pieces of prose
- well-developed & cheap computer program
- more precisely defined basic vocabulary
- group work projects
- concise, clear exposition
- examples
- practice
- ample vocabulary aid
- ample examples & exercises on grammatical points
- unpretentious course that gets good students a long way & allows weak ones a pass unless they do no work

Greek respondents:

- simple layout, with grammar laid out simply & clearly in separate sections (as in back of Hillard & Botting); this allows the Tutor to point out similarities/differences in forms, & suggest own methods for memorising forms; also easier for students to consult
- adequate handling of transition from textbook to real texts, eg by "exploded" texts
- better access to original texts (eg inscriptions) at an early stage
- less fuss about the middle
- more inventive, open-ended projects - perhaps group/team work
- affordable computer backup, properly developed (eg disk issued with book)
- a clear outline of how grammar functions, as needed by those without previous Latin
- plentiful exercises from which teacher could select (saves teacher's time making them up)
- more thorough definition of grammatical terms for those confined to the National Curriculum, probably with preliminary exercises in English
- a primer like Usher or Abbot & Mansfield with additional *easy* drill exercises
- systematic grammar
- lively texts for 2nd & 3rd year
- investigating use of computer-aided learning in areas where it seems most useful: for consolidation of grammar & syntax

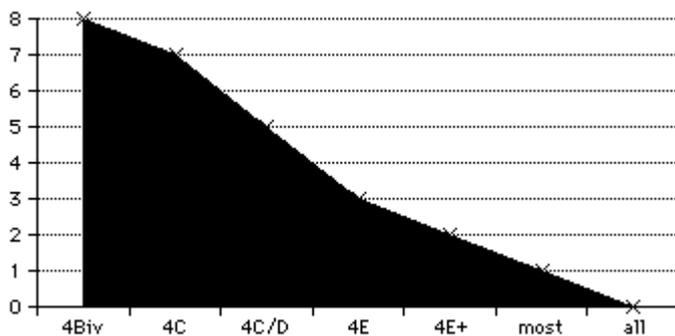
- simple or multiple substitution drills to enable students to analyse sentences as a whole
- a greatly simplified grammar book to meet the needs of students in their first & second year of study, containing only Attic Greek, no words that the students will never meet again, or technical jargon of the kind found in A&M
- lots of easy, intelligent elementary Greek to read
- building English vocabulary alongside classical
- recognition that majority of students have little to no foundation in grammatical terms & concepts even of their own language
- some sort of "self-correcting" reinforcement exercises?
- a coursebook for students with little linguistic ability which would introduce them to significant Greek words without overwhelming them

4. COURSE TARGETS

(see also Annex on grammatical coverage)

4.1 *If you use a coursebook, which section would you expect to reach?*

Reading Latin: 8 respondents indicated coverage in a 1-year course or the first year of a longer course; the results are charted below. "Most" in this instance means all of the grammar and syntax, but omitting the scansion and verse-diction. Regrettably, the questionnaire did not think to ask how long it took to finish the book in cases when a year was insufficient.



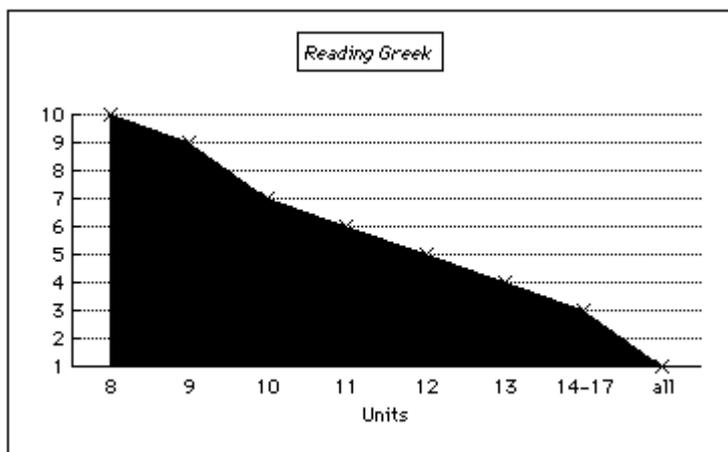
Wheelock: Of the 2 users, 1 finished the book and the other moved to handouts once the basic grammar was covered.

The sharpest apparent contrast was on *Teach Yourself Latin*, where one of the two users reported completing the book (31 Units) in a year, while the other made it only as far as Unit 15 or 16. But the first was a non-assessed postgraduate course for non-classicists, while the second was a compulsory undergraduate beginners' course (the largest, in fact, recorded in the survey).

GREEK

Reading Greek

10 respondents gave figures for one-year courses; as the graph shows, they vary widely. Only one was able to finish the book in a year, and then not with all groups; others omitted sections (6D-E, 11) to get as far as they did. One course aimed to complete *RG* in 3 semesters.



Athenaze

4 courses completed both volumes in a year; 1 aimed at Chapter 22 (of 24); and 1 completed the first volume only in a semester, thereafter proceeding to other materials.

The solitary users of *Greek for Beginners* and of *Learning Ancient Greek* completed the books; the lone *Teach Yourself* respondent made it to Unit 12, omitting most of Unit 11.

4.2 *By the end of the course, which of the following can most students realistically be expected to be able to do?*

	Latin Greek total		
consult a text in the original language alongside a reading translation	17	23	40
read original texts with the aid of dictionaries and commentaries	13	19	32
translate unseen passages from ancient authors in modified/unmodified form	9	14	23
read original texts unseen with reasonable understanding	3	4	7

5 LINGUISTIC ABILITY

5.1 Do you "screen out" students who students who have difficulties with formal language learning? (Respondents could tick more than one box if appropriate.)

Latin Greek total

no	10	9	19
in admissions	3	6	9
at course enrolment	1	5	6
early on course	8	40	18

5.2 Are you able to offer an "exit route" for students who prove unequal to the challenge?

Latin Greek total

no	9	9	18
exit with part credit	2	3	5
exit without credit	7	8	15

5.2.1 If you do offer an exit route, what kinds of exit are available?

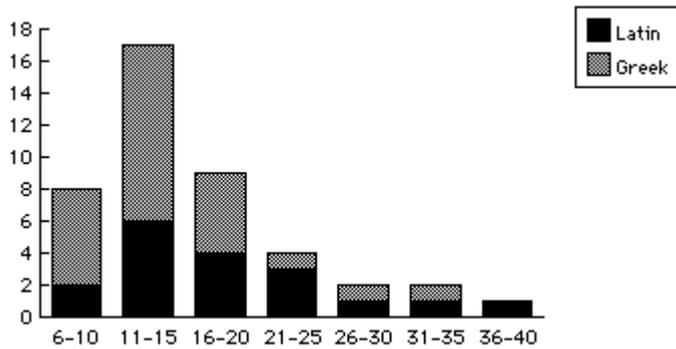
Latin Greek total

(a) transfer to alternative, non-linguistic course within the Department	5	10	15
(b) transfer to non-linguistic course outside the Department	2	7	9
(c) transfer to non-linguistic course modular course	3	1	4
(d) transfer from Greek to Latin, or to Latin-only degree	0	2	2
(e) transfer to non-classical degree programme	0	2	2

(e) is presumably a widely-available option, but will have be seen by most respondents as equivalent to not offering an exit route at all. Most of the offers of (c) came from north of the border, where the highly-modular Scottish system makes such transfer comparatively painless; one respondent offered the interesting variant of transfer to a non-linguistic course outside the Department, which nevertheless would still take much or all of its materials from the Department.

6. CLASS SIZES

6.1.1 How many students do you have in a single class?



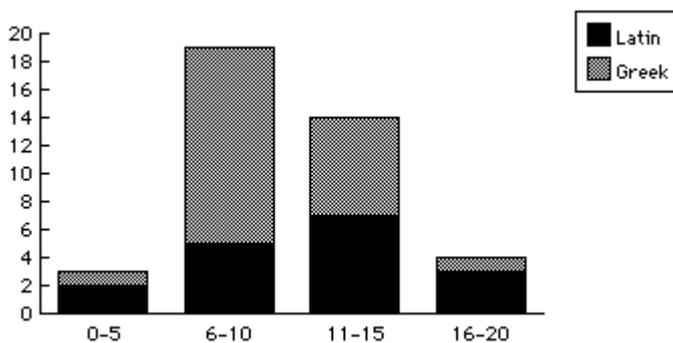
6.1.2 Is it, so far as you know, typical of language classes in your institution?

Latin Greek total

lower	1	3	4
similar	4	8	12
higher	3	3	6
not known	9	12	21

An interesting and somewhat unexpected set of findings, if the pattern exposed by the small number of positive responses is typical.

6.1.3 In your view, what number would be ideal?



Two respondents (with Greek classes of 10-20 and 35 bodies) felt that class size was immaterial: "size is irrelevant; student *ability* is crucial".

6.2.1 If your classes are larger than ideal, what particular pressures would you identify as resulting from this?

Considerable convergence between responses here; most of the following points were made repeatedly.

- uneven levels of students' attainments
- slower speed of course

- not possible for all students to participate in class
- insufficient time to help each student with grammatical problems (esp. weaker ones)
- difficulties keeping students' interest
- keeping all individuals fully engaged, especially when spread of ability becomes more apparent as the year proceeds
- less chance for individual student/teacher rapport
- class can fragment into subgroups
- keeping track of absentees
- danger of "losing" students through failure to identify problems early enough in course
- possible embarrassment of weaker students having to contribute before large audience
- pressure on staff workload
- excess marking, and inhibitions in setting work to mark
- fewer or shorter assignments because of demands on marking time
- marking the amount of written work needed to see (a) that work is being grasped (b) which difficulties persist and where
- additional work of detailed marking of assessed tests
- identifying those who are experiencing difficulty
- preventing those who don't need to from doing all the contributing
- pacing
- high dropout rate (for voluntary, non-assessed course)
- difficulty in arranging individual tutorials
- difficult to ensure that all students are tested at each stage; oral exercises (vitaly necessary) become too time-consuming
- easier for some students to "ride" on the better ones
- hard to keep track of patterns of attendance

6.2.2 Are there particular techniques that you have found useful for coping with large classes?

- arrange the room as a group rather than as rows
- splitting group in 2 & doubling hours
- subdivision of one class period into two smaller groups
- weekly tutorials of 6-7 students
- dividing class into 2 groups for 1 hour a week for return of exercises/language revision
- programme 2-hour classes with 10-minute break in middle to field problems
- "monitorial" help from more advanced students in the class for others
- getting students to work in small groups (2/3) during class
- buzz groups
- dividing students into pairs (a) to test each other on what they've learnt/understood in the middle & at the end of sessions (b) for grammar exercises/translations
- making one of them run the class (with teacher present to help)
- plenty of active exposition from the board
- constant repetition of grammatical rules
- exercises on common mistakes & difficulties
- short, sharp tests
- worksheets
- soliciting dialogue rather than monologue
- bringing in whole class by getting students to read aloud, translate, answer questions

- oral working of manipulation exercises around the class
- not expecting anyone to translate in public if he/she has not prepared beforehand
- keeping up momentum by being consistent & well organised
- clear statement at end of each class of work planned for next class (so that nobody needs to be caught unprepared)
- having specific goals for each student
- knowing each student well, & discussing with them ways which will help them learn
- computer-assisted study in students' own time
- will power
- stamina
- sense of humour
- histrionics
- "no"

7. SHORT COURSES

7.1 Are you able to use short-burst language courses (excluding Summer Schools)? If "yes", what is the length of the course, how many contact hours are involved, and when in the academic calendar does it fall?

Unsurprisingly, only two institutions were able to answer in the affirmative. One offered Latin short course of 3 weeks in September-October with 32 contact hours, and a one-week pre-sessional Greek course of 10 contact hours at the same time of year. The other, catering for part-time students, offered a series of three intensive five-hour day classes in Greek on Saturdays towards the end of the year.

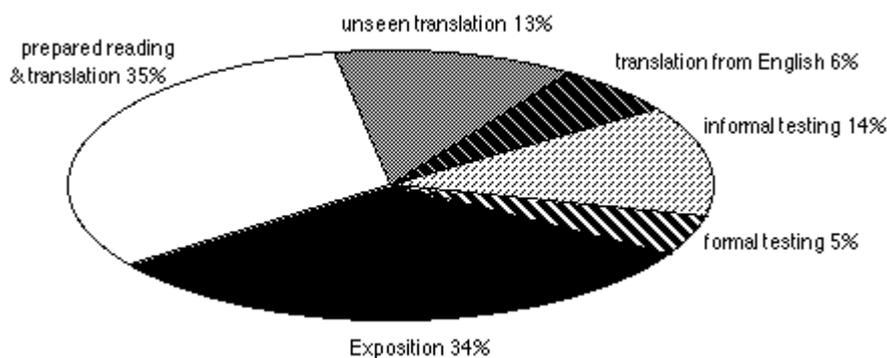
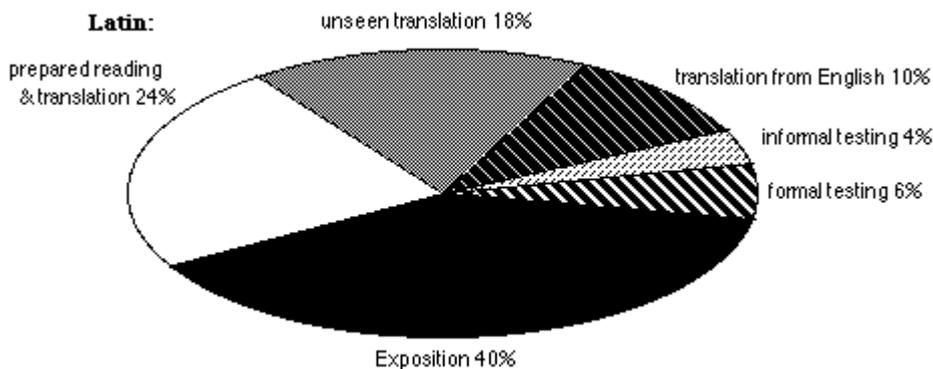
7.2 Do you encourage students to attend Summer Schools? If so, which, and are you able to subsidise students' attendance?

4 positive responses for Latin and 14 for Greek, though only 1 and 5 respectively could offer subsidy. Of the Summer Schools specifically recommended, JACT had two Latin and seven Greek mentions, Lampeter 1 and 3, London 2 Greek, and City Lit 1 Greek.

8 TEACHING METHODS

8.1 Approximately what percentage of class-time on the course is allocated to different activities?

The pie charts again are based on averaging the percentages reported, to give a breakdown of the average proportions of time spent on the six listed activities. There is, of course, considerable necessary overlap between categories.



Greek:

Since many found this extremely hard to quantify, differences between the average allocation of class time reported for the two languages may easily be a statistical ripple. They are nevertheless suggestive enough to seem worth presenting in the form of separate pie charts.

8.2 At what point in the course (if any) is the reading of continuous passages from original texts introduced?

week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	never
Latin	1			1		1	1						1		5				2	5
Greek	1		1	1					2	1	1	1	1	1	1		1			6

The question was slightly flawed by the failure of the wording to distinguish adapted from unmodified passages (and, to a lesser extent, by an intentional vagueness over the scope of "continuous"). Some respondents, for instance, reasonably felt that *Reading Greek* and/or *Reading Latin* introduced "continuous passages from original texts" at the outset, rather than in (say) *RG* section 11; these answers have not been counted in the above table. "Never", of course, means for these purposes "not in the first year of study".

8.3.1 Which of the following do you include as regular elements of the course?

Latin Greek total

aural learning (oral drills, reading aloud by teacher or students, etc.)	14	23	37
translation into Latin or Latin (at sentence level or above)	12	18	30

comprehension exercises	7	45	22
comparison of translations	3	4	7
survey of English grammar	11	15	26
non-linguistic information about the culture	10	17	27
computer-aided instruction*:	4	4	8

*Latinstudy and LLCP had two users each, and SCIO one; the remainder were in-house programs devised by Departmental staff.

8.3.2 Are there other kinds of special language or reading exercise that you have found especially helpful, and would recommend to other teachers?

- pattern of exercises in *RG* sensible & helpful: (a) vocabulary (b) morphology & syntax (c) English into Greek
- springing unseen translations on the class; breaking them into pairs; allowing them to use books & partner to translate; go through end result at end of lesson. Using a partner lessens pressure & increases enjoyment.
- "Your translation is wrong. What would the Latin have to be for your translation to be correct?"
- construction recognition (spot the ablative absolutes...)
- reading aloud
- "exploded" prose
- texts in which words are given with a choice of endings
- texts typed without spaces for students to mark word-divisions
- dictation
- aural translation (towards end of course)
- Each new grammar feature is explained once very slowly using blackboard, then practised orally round the class in simple morphological exercise (I write down their correct answers). They get confidence from being able to "use" new features immediately. Then I get them to describe back to me what they've just understood.
- multiple substitution drills which the teacher can check with the class (can also be set for private study)
- retranslation of passages after initial working-out
- description in grammatical terms of various verb or noun forms
- identifying examples of particular linguistic phenomena from a passage
- identification of new forms in reading passages with discussion of meaning *before* translating
- special work on prepositions & (especially) suffixation: "students faced with a language as apparently variable as Greek find it a helpful means of control"
- regular written tests on grammar & vocabulary
- regular (weekly) vocab tests: genuine improvement detectable
- worksheets
- Lysias i as set text: "appears to contain virtually all Greek syntax, in 8 pages!"
- unseens from Balme, *Intellegenda*
- extracts from Potter, *Gradatim*

- Wilson, *Exploranda Latina* (interesting unseens)
- Usborne's *De Roma Antiqua*
- "I think this question would be better put to the students: who vary greatly in response: some wanting model sentences, some wanting texts in a suitable gradient, and all thinking something different might have been very helpful!"

9 STUDY METHODS

9.1 Do you offer students formal guidance on language study skills and methods?

Latin Greek total

no	2	4	6
as part of language course	15	18	33
as separate strand	0	3	3

9.1.1 If you do offer such guidance, what language-learning skills are covered?

Latin Greek total

management of private study time	9	14	23
techniques for private translation and text preparation	10	16	26
techniques for specific forms of prescribed exercise	10	16	26
use of vocabularies and dictionaries	15	16	31
learning techniques for accidence and/or syntax	12	18	30
techniques for reinforcement and revision	7	46	23
linguistic theory	2	7	9
examination techniques	6	10	16

9.1.2 How much time in total is spent?

Most found this the hardest question to answer quantitatively, and it would probably be misleading to tabulate the results; but everyone who attempted an estimate gave a figure in the range 2-8 hours or 2-10% of the course.

10. ASSESSMENT METHODS

10.1 How is your course assessed? (Respondents were asked to tick as many as appropriate.)

Latin Greek total

unseen final exam	16	23	39
in-course tests	9	10	19
other assessed coursework	5	7	12

Other: 1 respondent used computer tests; 1 Latin and 3 Greek courses for non-classicists were not formally assessed.

10.2.1 *If you use in-course tests or coursework assessment, at how many points in the course does assessment take place?*

	2	3	4	5	6	7	weekly	twice weekly
Latin	1	2	1	1		1	1	1
Greek	2	2	1		3	1	2	

Figures quoted ranged from 2 to 40, but in the event two distinct patterns emerged: one with a small number of tests at fixed points in the year, and one with weekly (or more) tests throughout the course. There was no correlation between the frequency of tests and the proportion of total course marks they carried (see 10.2.2), but there was, as might be expected, a rough inverse correlation between frequency and duration (see 10.2.3).

10.2.2 *... and what proportion of the total marks for the course does it carry?*

	20	25	30	40	50	65	75
Latin	1	2	1	1	3		1
Greek		2	2	3	2	1	1

10.2.3 *If you use in-course tests, how much time (in minutes) is allowed for each?*

It is assumed here that "an hour" often means a "lecturer's hour" of 50 minutes, so periods from 45 to 60 minutes are simply lumped together. No other durations were specified.

	30	45-60	120
Latin	1	6	1
Greek	1	8	2

10.3 *What types of question or exercise do you use in the final exam or other terminal assessment?*

(Respondents could tick as many boxes as appropriate, and were invited to enclose a recent question paper if they wished. It proved impossible to devise a table that would be combinatorially complete, but the following gives a sense of the range of practice.)

Latin into English:

	made-up simplified unaltered seen with vocab unseen					
Sentences	6	3	3	7	4	5
Continuous passages	7	9	5	7	10	11
Comprehension exercises	2	4	1	4	3	3

Greek into English:

	made-up simplified unaltered seen with vocab unseen					
Sentences	7	3	5	7	3	7
Continuous passages	7	9	11	7	16	19
Comprehension exercises	3	4	4	4	3	5

Comprehensions seem to be regarded with some wariness. "Useless as test," commented one respondent: "just a way of giving marks for nothing so as to avoid fails."

Translation from English into Latin/Greek:

	Latin Greek total		
single words or phrases	2	7	9
sentences	7	12	19
continuous passages	0	3	3

Questions:

	Latin Greek total		
on vocabulary	7	7	14
on morphology	12	17	29
on syntax	7	16	23

Other:

1 Latin and 2 Greek respondents used a prescribed-texts paper; 2 Greek respondents included substitution exercises in the exam (such as "Put into the plural", changing subject from singular to plural and making all consequent changes). Other individual responses specified:

- parsing exercises
- historical/cultural questions in the language paper itself
- essay-type questions on reading as a whole
- comprehension-type questions testing understanding of a passage (contents & significance, jokes & puns in the case of a Plautine passage)
- phrases for translation (rather than whole sentences)
- a short stylistic question on a seen passage

10.4 Do you allow the use of dictionaries in examinations or other assessments?
(Respondents were asked to tick as many boxes as appropriate.)

Latin Greek total

No	10	18	28
Latin/Greek into English	5	5	10
English into Latin/Greek	3	1	4
in exams	4	2	6
in tests	3	2	5

Other: one permitted the use of English dictionaries by non-English speakers; another allowed a form of assessed coursework consisting of Greek-English & English-Greek sentences completed in students' own time with whatever book help they wish.

ANNEX I: LATIN GRAMMAR COVERAGE

(16 responses)

MORPHOLOGY

Nouns	declensions 1-5:	16
Adjectives	1st/2nd & 3rd declensions	16
	comparison	15
Adverbs	formation	15
	comparison	14
Pronouns &c.	demonstrative	14
	personal	14
	reflexive	14
	relative	12

	interrogative	13
	pronominal "declension" (alius &c.)	14
Numerals	cardinal	14
	ordinal	9
	adverbial	1

THE VERB (all conjugations):

	present	future	imperf.	perfect	fut. pf.	plupf.
indicative active	16	16	16	16	11	15
indicative passive	16	16	16	16	11	14
subjunctive active	11		11	9		10
subjunctive passive	9		10	8		10
Participles: present	12					
perfect	15					
future	16					
Infinitives: present active	16					
present passive	13					
perfect active	[accidentally left off questionnaire! but at least 10]					
perfect passive	13					
future active	15					
future passive	11					
Imperatives: active	16					
passive						9

Irregular verbs (if covered for the same tenses and moods as above).

sum 16

possum 16

volo 16

nolo 15

malo 15

eo 16

fio 16

SYNTAX &C.

Indirect statement 15

Indirect question 7

Indirect command 8

Relative clauses:

- with indicative 12

- with subjunctive 8

Causal clauses:

- with *quod/quia* 10

- with *cum* 9

Final clauses 10

Consecutive clauses 10

Concessive clauses 8

Temporal clauses 12

Subordinate clauses in indirect speech 2

Ablative absolute 12

Gerund 7

Gerundive 8

Conditions:

- with indicative 9

- with subjunctive 8

Verbs of fearing 6

Impersonal verbs	8
<i>dum</i>	5
<i>quominus & quin</i>	3
scansion	2

ANNEX II: GREEK GRAMMAR COVERAGE

(22 responses)

MORPHOLOGY

The verb in -w:

	pres.	future	impf.	w. aor	st. aor.	perf.	fut. pf.	plupf.
indicative active	22	22	22	22	22	15		11
indicat. middle	22	22	22	22	22	14	7	10
indicat. passive	19	18	16	16	16	14	7	11
subjunct. active	17			17	17	9		
subjunct. middle	17			17	17	9		
subjunct. passive	16			15	15	9		
optative active	18	13		18	18	10		
optative middle	18	13		18	18	10	7	
optative passive	15	13		15	15	10	7	
2nd imperat. act.	22			20	20	8		
3rd imper. active	17			17	17	9		
2nd imper. pass.	18			17	17	8		
3rd imper. m/p	17			17	17	8		
infinitive active	22	20		21	21	14		
inf. mid. & pas.	22	19		19	19	14	8	
participle active	22	20		21	21	14		

partic. mid./pas.	22	20		21	21	13	9	
-------------------	----	----	--	----	----	----	---	--

Duals in verb: 8

Verbs in -mi

(if covered for the same tenses, moods, and voices as above):

fhmiv 15

tivqhmi 18

i{hmi 14

i{sthmi 15

divdwmi 17

deivknumi 13

Irregular verbs* (basic tenses and moods):

eijmiv 22

ei\mi 21

oi\da 19

Noun declensions 1-3 22

Article 22

Adjectives: 1st/2nd declension 22

3rd declension 21

comparison 21

Adverbs: formation 21

comparison 19

Pronouns &c.: demonstrative 22

personal 22

reflexive 21

relative 20

	interrogative	22
Numerals:	cardinal	18
	ordinal	12
	adverbial	8
Miscellaneous:	Accents	5
	Contraction	21
	Duals in noun/adj./art./pron.	6

SYNTAX &C.:

with o{ti/wJ"	20
- with acc. or nom. + inf.	19
- with participle (verbs of sensing/perceiving)	20
Indirect question	19
Indirect command	18
Causal clauses	14
Relative clauses:	
- with indicative	20
- with subjunctive/optative	15
Temporal clauses:	
- with indicative	21
- with subjunctive/optative	15
Conditions:	
- with indicative	19
- with subjunctive/optative	15
Final clauses	17
Consecutive clauses	17

Concessive clauses	16
Genitive absolute	18
Verbs of fearing	14
Subordinate clauses in indirect speech	5
Homeric Greek	5
scansion	7

*"No such thing - only inadequate rules."