

Bulletin of the COUNCIL of UNIVERSITY CLASSICAL DEPARTMENTS



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Happy anniversary

As we go to press, the CUCD is coming up to its 100th meeting, which seems a good moment to take stock of the past and cast an eye towards the future. In this bumper issue, accordingly, Geoffrey Eatough and Eric Handley review our origins and consider how far the subject has come in thirty-two years. Graham Shipley assesses the CUCD-commissioned UCAS survey of university applications in classical subjects (which can also be found on our website). Lorna Hardwick reports on the LTSN, and Jan Parker offers a critique of current teaching practices and ideas for the future. (This is also perhaps a good moment to restate the obvious, that all views expressed are the authors' own, not products of any CUCD or editorial 'line'.)

When we conceived the idea of an article on the history of the CUCD, I hoped for something from one of the original committee. Armed with a list, I started alphabetically to ring round those who are still with us. The first had no recollection what CUCD was; when prompted, he said he couldn't remember anything about it, and was relieved to have left all that sort of thing behind when he retired. The second said he remembered it, but had not kept his papers, and was currently rather embroiled in the last stages of a book. I salute them both: scholars who went on teaching long past their official retirements, who continue to give younger generations hours of help and encouragement, and who are still, in their late seventies and eighties, busy with research and publishing. I can't help sympathizing with their priorities. The third person I rang was Eric Handley, who said he remembered the early committee well, and went straight to the library to look up all the back issues of the Bulletin. And to Eric I take off my cap and fling it in the air: a scholar who in retirement is not only still researching, publishing and teaching, including teaching elementary Greek to future undergraduates, but who still takes an active interest in the politics and public life of the discipline. He is an inspiration to the rest of us.

My secondary schooling began in the year that Margaret Thatcher became Prime Minister, so my teenage years were overshadowed by her governments' attacks on universities. I was pessimistic about the future of Classics: I remember thinking, at 14 or 15, that if I was interested in taking the subject further I had been born too late. The efforts of people like Peter Jones to keep an interest in Classics alive in the media seemed heroic but futile, and probably naive. When I stop now to take the measure of how wrong I was, I am amazed. We are not laughing, but we are still here, and in places growing and diversifying; we are fighting the decline of language teaching in schools through summer schools and language teaching programmes within university courses; our graduates still achieve something close to 100% employment and the media are positively bristling with websites and articles and programmes about the Greek and Roman past. Every one who contributed - who went on teaching, researching and spending their free time at CUCD and other committee meetings, who wrote articles and letters to the papers and proposed programmes, who argued against every closure of every school and university department, however pointless it seemed - your posterity is already among you, in the shape of younger colleagues and students and young people in secondary and primary schools, and we are full of admiration and profoundly grateful. Happy anniversary.

Chair's report, 2000-2001

R. W. SHARPLES

Colleagues will need no reminding that this has been the year both of Subject Review and of the Research Assessment Exercise. Since neither has been completed at the time of writing this report, it would be inappropriate to comment on the processes so far. It is, however, worth noting that one by-product of the RAE process is an overview of the state of research in Classical subjects across the country as a whole, and in particular of the state of postgraduate study; it is important that good use be made, initially through the general report of the RAE panel chair, of the insights that will thus be gained, while of course preserving all the requirements of confidentiality. As for Subject Review, it was agreed at the November 2000 Council CUCD would review the impact of the process after all the assessments were complete. In addition, as with the RAE, so here subject specialist assessors will have gained particular insights into what works in teaching and what does not, and next year's CUCD Standing Committee will investigate whether there are ways in which these can be made more widely available, without of course identifying individual departments or breaching confidentiality requirements. Our subject has already had to change its teaching methods, syllabuses and expectations more than most, to respond to changes both in what is studied in school and the ways in which it is taught: this process has now covered several decades, but the challenges are still very real. Twenty years or so ago the then annual CUCD conference concentrated on issues of practical teaching; that is now the role in particular of the Classics sub-centre of the Learning and Teaching Support Network. My predecessor as Chair, Christopher Rowe, lobbied energetically for a separate sub-centre, and its achievements already in highlighting practical teaching issues and in particular in establishing a relationship with new and junior staff has shown how right he was to do so.

National consultations have again called for responses and provided opportunities to make our voice heard. To the Arts and Humanities Research Board consultation on postgraduate awards CUCD urged that criteria for the award of funding should not discriminate against candidates who have taken up the languages at a relatively late stage in their career. Our membership was divided on whether grants should continue to be allocated to individual students, or whether a more directive system was needed to ensure geographical spread and protect minority specialist areas (e.g. papyrology, palaeography) where there is a vital need for a continuing supply of trained experts. The inclusion of additional grants for research students within major research projects may provide a way of combining the two systems. We also pointed out that engaging in supervised research is itself the most important vehicle of research training, and there is already extensive provision organised by the subject community itself in the form of seminars. Masters level students need training in research methods, but 'generic' training even within the subject was felt to be inappropriate for those already embarked on PhDs, where the 4-year time limit is already restrictive. (In that connection, the British Academy's Review of Graduate Studies in the Humanities and Social Sciences has taken note of a point that we, and no doubt others, made in responding to it last year, that the pressure for rapid completion risks a deterrent to postgraduate work in areas which require the acquisition of highly specialised skills such as epigraphy and papyrology.)

The other response we made this year was to the Call for Evidence by the Research Libraries Support Group; some of the points here echoed in a general context those already made to the AHRB in the context of the needs of postgraduate students in particular. We highlighted the continuing need for the foreseeable future for paper-based as well as electronic resources,

expressed our opposition to the reduction of any university libraries to teaching-only collections, and highlighted as a priority the need for further development and improvement of the inter-library loan system.

The public profile of our subjects is a pressing concern. Thanks to the energy and initiative of Charlotte Roueché, plans are well advanced for a national 'Why Classics' website, to be jointly sponsored by the Classical Association, the Joint Association of Classical Teachers and CUCD. As well as promoting Classical subjects, it will provide links to institutional sites indicating where the subjects can be studied. Currently a working party is considering bids from institutions to host the website. Another, less welcome aspect of publicity is highlighted by the concern that member institutions have expressed about league tables of departments published in the national press; both the concept of league tables and details of the methodology by which they have been constructed can be called into question, but I have refrained as Chair from sending off instant responses or complaints in the belief - endorsed, I am glad to say, by those who have more knowledge of such matters than I - that to do so might provide an occasion for negative publicity. Any attempt to challenge either the league table mentality or the methods and assumptions involved in the tables (or both) needs to be well thought out and to be developed by a wide range of subject associations and institutions, not by one subject association alone.

The place of Classical subjects in national initiatives in secondary and indeed primary education is something of which CUCD, in association with JACT, needs to be constantly aware. We are already acting as a channel for information, for example urging member departments to consider whether they can play a role in the Excellence in Cities project and the Academy for the Gifted and the Talented. We also endorsed an appeal to departments for donations to support the Primary Latin project.

We have been putting into practice the reorganisation, agreed last year in the interests of transparency and efficiency, of the Council's mechanisms for communications and elections; thanks for this are especially due to Liz Pender as Secretary and to Graham Shipley. The extent of membership is an issue that has come to the fore once again, and fortunately so; for a number of Higher Education institutions which do not provide single-honours degrees in the classical field, but nevertheless teach some classical subjects; and as such provision regrettably disappears from some institutions new provision is appearing in others. (It remains, incidentally, one of CUCD's, and the Chair's, key roles to lobby on behalf of classical provision in institutions where it is under threat, provided that those on the spot regard this as helpful and request it). We should not spread our net so widely that we cease to be an organisation speaking for the specifically classical interest in UK universities (we might, for example, not want to include every institution teaching New Testament Greek in the context of biblical studies); but, that said, the Standing Committee feels we should be as inclusive as possible. The practical problem is being alerted to new provision when it appears; here the 'Why Classics?' website should help, as institutions introducing Classical provision will want to request a link from it, if it develops in the way we hope it will.

Looking into the future: what will the next major issue be? One such, at any rate, will be the link between undergraduate teaching and research. This is being challenged from several directions: from the natural and medical sciences, where it may indeed be the case that research and undergraduate teaching have very little in common; by the separate evaluation and funding systems for the two activities; by staff (and I am not here thinking of those teaching classical subjects) who believe that the way to strengthen the position of their own

institutions is to argue that those which engage in extensive research are ipso facto less interested in, or capable of, teaching; by those who rightly believe that in the past research has been favoured over teaching where promotions are concerned, and wrongly infer from this that the solution is to present the two as antithetical; by the increasing amount of teaching being done by staff on short-term and part-time teaching-only contracts, resulting partly but not entirely from new patterns of research funding; and perhaps also by students (and former students influential in public life) who have, for reasons that it would take too long to go into here, increasingly come to see education as, and expect and require it to be, the delivery and receipt of a predefined package required to obtain good grades, rather than as open-ended enquiry.

I was about 13 years old when the lesson was brought home to me that it was no good saying I did not possess a particular piece of general knowledge about ancient Greece because no-one had told me in so many words that that specific piece of knowledge was one I needed. One wonders at what age that realisation typically dawns now. Students of course need to know what they will be assessed on, and assessment must reflect teaching, but it should do so in a way that encourages enquiry and originality of thought rather than discouraging it. The communication of research to an undergraduate audience can promote interest and excitement; and conversely most readers of this Bulletin, I suspect, will have had the experience of a chance thought that comes up in the course of discussion with students sparking off some promising line of research. It is an old truism to say that the best way to learn something is to teach it; to say that one should not teach something until one has learned it is to impose a false dichotomy. The interaction between teaching and research, in both directions, must be preserved as an essential part of our subject.

The opinions expressed in this report reflect my own personal views, and are not necessarily those of the Council or of my institution.

My own department has found that in internal documents it has had to follow the long-established practice in College committees of placing at the start of each one a guide to the acronyms therein contained, aka alphabet soup. Here I have preferred to follow the less daunting practice of spelling out each acronym - at least the first time it is used. This Bulletin does after all have readers outside the jargon-filled world of U(nited) K(ingdom) H(igher) E(ducation).

R. W. Sharples
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October, 2001

CLASSICS AT BRITISH UNIVERSITIES, 2000-01: STATISTICS

Geoffrey Eatough

In general it can be said that there are hints of a slight decline in the figures for Classics students this year, but it is not easy to evaluate. Table B is perhaps the place to start. The numbers in Single Honours Classics, Greek and Latin are downwards. Although the line of descent is not straight - there was, for example, a dip in 1996, then a sharp recovery, followed by decline again - the figure for this year seems to indicate a new level. It is a 6.2% decline on the previous year. For those curious to know the position before 1991, we claimed to have 1565 students in this category in 1979, 1537 in 1984, 1187 in 1986, rising to 1327 in 1987, declining once more, then rising to 1345 in 1994. We have not been as low as 1109. There is an even sharper drop in the Joint Honours figure, a 26% decline on head count, almost 19% on the FTE figure. (FTE means Full Time Equivalent student, e.g. two students shared equally with other departments equal one FTE student). We have however been as low as, and even lower than, these figures in 1984 and 1987.

In Single Honours Classical Studies, Ancient History and Archaeology there has been significant decline on 1999, but the figures are better than 1998, especially when one looks at the FTE figure. There is a most peculiar pattern to these figures, with 1994, 1997 and 1999, the fat years, being perhaps in need of explanation. In Joint Honours the head-count figure shows a nice rise but the FTE figure is slightly down.

I do not think as yet there is cause for concern, but we need to be vigilant, and we also need to take the collection of these statistics seriously. Two institutions did not return their statistics this year. One of these has been of little importance, given its staff and student numbers, but it shows signs of major expansion, and given some of the principles driving the Government's policy towards higher education it could become a significant institution. The irritation here is that only recently we used our knowledge to lend them a helping hand. The other one is what we might call a middle order institution. I have in each case simply had to include last year's figures. No great damage will have been done, but for these statistics to retain credibility we cannot afford to carry more than one or two passengers. We should also remember that some of the members returning their institution's figures put in an enormous amount of effort, and failure to return forms starts to negate this effort.

I suspect that many students are not being returned in the general category of OTHER. The occasional correspondent is honest enough to confess the impossibility, that is the difficulty, of the task. He/she could argue that students from other departments taking courses in Classics departments will be offset by students in Classics taking courses outside their department. Students from other departments are however fundamental to the existence of some Classics departments, and the modular system adopted by many institutions encourages movement. Consistency in the returns would be desirable. I suspect that fatigue in form filling accounts for the spectacular drop maintained this year in the figure for All students in Classics departments (second column Table A).

A surprisingly large number of institutions do not seem to teach Beginners Greek or Beginners Latin. If this is true, there are some intriguing implications.

There is a drop in the number of first year honours students, but this year's figures are in line with those for 1998 and immediately previous years. The 1999 figure seems to be the anomaly.

There has been a remarkable rise in staff numbers, which in turn has depressed the student/staff ratio. Staff numbers are a grey area with large numbers doing part-time teaching. If you want to demonstrate the research status of your department perhaps you declare these figures; if on the other hand you want to prove your economic efficiency you might conceal them. There seems to have been an epidemic of declaration, or we have suddenly been favoured.

The final area of interest is postgraduate work (last two columns of Table C). There seems to have been a sharp drop in research degrees and a near doubling of Taught Masters. Postgraduate figures in the past have caused trouble, as institutions have wanted to register students who were out of time but hanging around, no doubt causing work. They are also difficult to determine. I had to think very hard before deciding who was in and who was out in my own institution. Allowing for the one or two fanciful interpretations among the correspondents, it seems that we may have a trend. Next year could tell. The abolition of maintenance grants and free tuition might have encouraged a larger proportion of students to take vocational courses. If so we are at the moment surviving reasonably well. The restoration of grants in whatever amounts, and the abolition of tuition fees, could lead to a modest increase in the number of students who, free of the burden of large debts, would be willing to undertake a taught MA in some field of Classics.

I complained last year to the CUCD committee about the problems I had been having in collecting the last half dozen or so sets of statistics. I felt a little foolish when the rest of the committee suggested that the obvious way to surmount this problem was to put the form on the web. It had not occurred to me. I think the new system works quite well and we have Nick Lowe to thank for making it available. It will be clear however from this account that, whatever the technology, human nature remains the same; some of you may take comfort from that, but perhaps not my successor, Graham Shipley.

Finally I should thank Alan Rogers who was until recently head of our computer section in Lampeter. Fifteen years or so ago he invented the programme that I have used during this period. He is now a computer consultant, but was happy to stand by me as always when the time came to run off the figures, for which we should all be grateful. During this period my wife Anne double checked the figures. Any omissions therefore rest with the originators of these figures.

Geoffrey Eatough

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KEY TO TABLES

C = Classics

G = Greek

AH = Ancient History

ARC = Archaeology

BG = Beginners' Greek

BL = Beginners' Latin
 NC = Non Classical
 PG = Postgraduate
 TM = Taught Masters

The top figure in the columns or tables referring to students is the number of students irrespective of whether all their time, or only a proportion of their time is spent in Classics departments. The figure in brackets is the Full Time Equivalent (FTE); that is two students, each spending 50% of their time in Classics, equal one FTE Classics student, ten students spending 90% of their time in Classics equal nine FTE Classics students. The Staff/Student Ratio is reached by dividing the FTE figure for all students in Classics departments by the number of staff.

TABLE A

	All Hons students in Classics depts.	All students in Classics depts.	UGC figure for Hons. students in Class.	Staff in Classics depts.	Overall Staff/ Student	1st yr. Hons. students	UCAS total admissions in Class.
1986	3032	6415	1671*	354.6	9.3	1059	567
	(2153.2)	(3291.3)				(684.2)	
1987	3287	6284	1699*	334.3	9.9	1276	557
	(2258.4)	(3301.9)				(753)	
1988	3117	6142	1157	326.5	10.0	1052	591
	(2232.4)	(3276.6)	1680*			(700.5)	
1989	3740	7396	1240	353.5	10.6	1419	698
	(2534)	(3750.3)	1782*			(865.1)	
1990	3935	7378	1329	355.7	11.4	1443	737
	(2744.1)	(4049.1)	1869*			(911.9)	
1991	3998	8206	1466	348.3	12.4	1437	813
	(2970.6)	(4306.1)	2006*			(1011.5)	

1992	4649	8911	1638	347.4	14.2	1692	
	(3445.6)	(4924.7)	2178*			(1194.7)	
1993	5214	9549	1790	351.8	15.1	1939	659
	(3848.3)	(5316.1)				(1338.5)	
1994	5731	9731	2310§	378.6	14.4	2168	669
	(4010.8)	(5445.4)				(1340.2)	
1995	5606	9356	2420§	361.2	14.7	2152	643
	(3804.3)	(5317.1)				(1287.9)	
1996	5647	9269	2552§	364.5	14.0	2122	
	(3812.3)	(5095)				(1271.7)	
1997	5762	9219	2596§	356	14.9	2109	999
	(4006.4)	(5288.6)				(1350.6)	
	[including	16616		363			
	OU figures]	(6252.1)					
1998	5610	9878	2678§	350.7	14.7	2071	1012
	(3898.3)	(5148)				(1290.6)	
	[including	16610					
	OU figures]	(6118.6)					

1999	5869	8882		342.7	15.3	2275	1012
	(4120.9)	(5233.4)				(1405.4)	
	[including	18922					
	OU figures]	(6961.4)					
2000	5499	8665		360.3	13.9	2125	
	(3802.7)	(4996.3)				(1361.8)	
	[including	16634		370.3			
	OU figures]	(6475.3)					

*It was considered that through a change of practice a substantial body of students were being miscategorised in the official statistics and an attempt was made over the years to calculate what could be considered the proper figure. It seems best on reflection to present the official figure, even if it is unfair, in its simplicity.

§These are figures supplied by the Higher Education Statistics Agency for student enrolments at all publicly funded HE institutions in the UK for subject code Q8 Classics.

TABLE B

	Classics, Greek, Latin	Classics, Greek, Latin	Class. Stds., Anc. Hist., Archaeology	Class. Stds., Anc. Hist., Archaeology
	SH	JH	SH	JH
1986	1187	276	819	750
	(1045.6)	(138.1)	(623.4)	(346.1)
1987	1327	211	1030	717
	(1136.8)	(101.9)	(684.9)	(334.8)

1988	1231	224	779	883
	(1069.7)	(107.3)	(647.5)	(398.9)
1989	1253	251	1057	1179
	(1101.1)	(124.7)	(799.9)	(508.4)
1990	1256	290	1148	1241
	(1175)	(139.2)	(926.4)	(503.5)
1991	1278	288	1416	1016
	(1199.8)	(135.3)	(1162.9)	(472.6)
1992	1294	328	1648	1379
	(1210.1)	(153.7)	(1472.6)	(609.2)
1993	1345	269	1813	1787
	(1263.6)	(139.2)	(1629.7)	(815.8)
1994	1335	307	2370	1719
	(1197.9)	(148)	(1888.5)	(776.4)
1995	1234	323	2099	1950
	(1162.2)	(139)	(1661.1)	(842)
1996	1165	299	2011	2172

	(1098.1)	(129.7)	(1703.9)	(880.6)
1997	1243	263	2207	2049
	(1158.5)	(117.8)	(1822.3)	(907.8)
1998	1241	333	2001	2035
	(1181.4)	(155)	(1710.6)	(851.3)
1999	1178	298	2375	2018
	(1073.7)	(119.5)	(2036.2)	(891.5)
2000	1109	219	2068	2103
	(1019.4)	(96.8)	(1823.9)	(862.6)

TABLE C

	SINGLE HONOURS						JOINT HONOURS					
	C	G	L	CS	AH	ARC	C	G	L	CS	AH	ARC
1992	1160	12	166	854	712	82	63	42	223	548	713	118
	(1063.6)	(12.0)	(134.5)	(786.5)	(609.9)	(76.2)	(33.2)	(19.1)	(101.4)	(257.5)	(288.7)	(63)
1993	1193	21	131	970	761	82	47	28	194	604	1063	120
	(1134.1)	(14.7)	(114.8)	(867.6)	(682.7)	(79.4)	(31.5)	(13.7)	(94.0)	(291.3)	(464.0)	(60.5)
1994	1124	50	161	1173	974	223	76	39	192	813	768	138
	(1065.1)	(22.3)	(110.5)	(982.4)	(778.4)	(127.7)	(53.2)	(11.9)	(82.9)	(396.2)	(325.8)	(54.4)

1995	1133	19	82	1070	791	238	64	54	205	912	939	99
	(1071.7)	(14.1)	(76.4)	(925.1)	(649.9)	(86.1)	(34.2)	(19.5)	(85.3)	(441.0)	(347.9)	(53.1)
1996	1063	22	80	1121	809	81	72	43	184	885	1246	41
	(1009.9)	(17.7)	(70.5)	(921.6)	(701.3)	(81)	(35.9)	(14.3)	(79.5)	(430.3)	(433.3)	(17)
1997	1163	16	64	1226	931	50	56	37	170	762	1230	57
	(1087.7)	(13)	(57.8)	(1013.3)	(759)	(50)	(28)	(13.9)	(75.9)	(356.4)	(530)	(21.4)
1998	1078	54	109	1038	807	156	93	67	173	890	1022	123
	(1031.3)	(49)	(101.1)	(897.8)	(712.6)	(100.2)	(47.6)	(32.1)	(75.3)	(401)	(405.3)	(45)
1999	1072	24	82	1353	933	89	54	84	160	729	1159	70
	(1000.6)	(15.4)	(57.7)	(1107.9)	(844.3)	(84)	(27.2)	(21.2)	(71.1)	(353.1)	(487.7)	(50.7)
2000	1039	17	53	1179	791	98	53	30	136	627	1180	216
	(953.4)	(17)	(49)	(1066.9)	(685.2)	(71.8)	(26)	(11.9)	(58.9)	(292.4)	(497.8)	(72.4)

OTHER

	OTHER											
	C	G	L	CS	AH	ARC	BG	BL	NC	PG	TM	
1992	55	125	179	1259	1009	38	256	382	501	348	110	
	(11.7)	(42.7)	(59.4)	(375.7)	(291.1)	(11.7)	(61.7)	(96.8)	(139.9)	(306.6)	(81.8)	

1993	37	139	219	1484	640	93	257	375	560	364	167
	(18.3)	(40.5)	(60.3)	(428.0)	(168.4)	(25.5)	(49.1)	(79.7)	(140.8)	(317.8)	(139.4)
1994	24	135	195	1093	649	133	251	389	542	408	187
	(19.5)	(35.9)	(56.2)	(293.3)	(180.8)	(39.6)	(48.4)	(95.7)	(142.3)	(350.8)	(172.1)
1995	25	107	134	1079	549	94	208	356	608	445	145
	(17.3)	(29.1)	(44.7)	(271.2)	(159.1)	(26.1)	(44.7)	(79.5)	(164.8)	(395.5)	(125.1)
1996	19	96	144	852	640	56	228	330	646	452	159
	(15.9)	(25.4)	(42.4)	(196.8)	(160.5)	(18.1)	(53.3)	(84.7)	(163.4)	(378.2)	(144)
1997	12	50	126	2303	492	142	790	449	5917	381	192
	(7.3)	(12.9)	(29.2)	(769.1)	(124)	(32.7)	(219.4)	(157.9)	(403.8)	(327.1)	(162.3)
1998	46	45	84	2568	296	63	773	314	1010	555	246
	(18.9)	(9.5)	(19)	(945.3)	(78.8)	(17.2)	(181.2)	(83.2)	(216)	(465)	(186.2)
1999	41	98	109	8865*	249	121	665*	1211*	992	534	168
	(18.1)	(23.1)	(27.4)	(1431.6)	(75.8)	(32.4)	(148.1)	(286.6)	(202.3)	(449.5)	(145.6)
2000	9	48	105	7449*	318	140	626*	1206*	495	420	319
	(6.7)	(20.4)	(32.9)	(1354.8)	(75.3)	(37.8)	(133.6)	(269.6)	(133.6)	(363.1)	(244.8)

* figures marked with an asterisk include Open University figures.

UCAS data on applications in Classical subjects, 1998-2000

Graham Shipley

In September 2001 CUCD commissioned a data search from UCAS on applications in classical subjects for the years 1998-2000. (It was agreed not to ask for data before 1998 as methods of recording had changed and comparability was not assured.) The data was received in the form of an Excel table with 18,787 rows of data measuring nine variables by year:

- degree code category (1-15)
- age (separate years 18 to 24, 25-9, 30-9, 40+)
- gender
- social class (professional, intermediate, skilled non-manual, skilled manual, partly skilled, unskilled)
- home/overseas
- previous education establishment type (the sub-categories listed under the next heading)
- previous education establishment sector:
 - A Maintained (comprehensive; grammar school; other secondary school; sixth form centre; special school)
 - B Independent (independent school)
 - G Grant Maintained (grant maintained, formerly independent) grant maintained, special school; grant maintained state sec.)
 - H Further/Higher Education (agricultural & horticultural college; art design & performing art; further education; sixth form college; technical college; tertiary college)
 - X Other (adult college; city tech, college; language school)
- ethnic group (Asian, black, white, other)
- region of domicile (A North East, B Yorks & The Humber, C Merseyside, D East Midlands, E West Midlands, F Eastern, G Greater London, H South East, I South West, J Wales, K Northern Ireland, L Scotland, W EU, X other overseas)

I then did some further analysis of the data received in the UCAS tables, and for comparison analysed the aggregate data for humanities and language subjects available from the UCAS website. (Unfortunately it is not possible to get education sector data by subject in this way - which is why CUCD commissioned its own data search.) The tables and charts following represent a preliminary analysis of the data.

UCAS code groups

I researched all UCAS degree codes (several hundred) with classics, classical, ancient history, or modern Greek in their titles. Often the same code covers degrees with slightly different titles and, presumably, content. (The data also include a few non-classical joint degrees with the same UCAS codes as joint degrees with Classics or Ancient History.) In order to satisfy UCAS's requirements about confidentiality, degree codes had to be grouped so that it would not be possible to make inferences about particular universities with distinctive courses attracting small numbers of applicants. Fifteen groups ('C_groups') were agreed between CUCD and UCAS:

1. Classics or classical combinations (no ancient history in title)
2. Ancient History, and Ancient History in classical combinations
3. Classics and science
4. Ancient History and science
5. Classical and social science etc.

6. Ancient History and social science etc.
7. Classics and English
8. Ancient History and English
9. Classics and French/German/Italian/Spanish
10. Ancient History and French/German/Italian/Spanish
11. Classics and other languages/cultures
12. Ancient History and other languages/cultures
13. Other Classical non-AH combinations
14. Other Ancient History non-classical combinations
15. Modern Greek studies without classical component

Significance of the data

Jim Wilkins (Department of Data & Analytical Services, UCAS) advises:

Count of Applicants is based upon a student having made at least one application to the "C_Group" being examined. For example a student who applied (original choices on the application form) 3 times to C_Group1 courses, 2 times to C_Group2 courses and once to a C_group3 course would be counted as a single applicant to each of the C_Groups 1, 2 & 3. Caution should be exercised, as clearly some students will be counted in more than one C_Group.

Thus we cannot unravel exact numbers of applicants from the data supplied, but only numbers of applications,. A typical row of the data reads: '[group] 14, [age] 18, Male, Intermediate, Home, Sixth Form College, H Further/Higher Education, White, H South East, 1999, 9 [applications]' - i.e. there were nine applications from students of that description in the South East in 1999. There were therefore not 18,787 applicants, or even applications, between 1998 and 2000, but a larger number of applications (actually 27,856) and an unknown number of applicants (presumably fewer than 18,787).

Note that in the tables percentages usually add up along rows, except in the last column, where they add up down the column.

I. Analysis of UCAS Data Search

1998 home applications by classical element

- The first two columns show the degree components; e.g. CI + CI/AH means either a wholly Classics degree or Classics with Ancient History.
- 'sci' = science, 'soc' social science, 'En' English, 'ML' modern languages (French, German, Italian, Spanish), 'lang' other languages or cultures.

		Maint	%	Indep	%	GM	%	FE/HE	%	oth/unk	%	Total	%
CI	CI/AH	178	17	514	49	106	10	174	16	85	8	1,057	

AH	AH/CI	239	34	157	22	67	9	182	26	65	9	710	
		417	24	671	38	173	10	356	20	150	8	1,767	20
CI	sci	6		1		4		6		5		22	
CI	soc	15		10		2		15		5		47	
CI	En	61		80		25		71		16		253	
CI	ML	19		39		8		10		8		84	
CI	lang	117		101		34		130		37		419	
CI	non-AH	147		147		45		114		57		510	
		365	27	378	28	118	9	346	26	128	10	1,335	15
AH	sci	34		7		5		33		8		87	
AH	soc	461		155		139		466		156		1,377	
AH	En	105		24		35		91		36		291	
AH	ML	144		81		29		71		15		340	
AH	lang	116		25		10		64		25		240	
AH	non-CI	963		387		332		923		271		2,876	
		1,823	35	679	13	550	11	1,648	32	511	10	5,211	59
MG	non-CI	162	31	86	16	56	11	182	34	42	8	528	6
		2,767	31	1,814	21	897	10	2,532	29	831	9	8,841	100

1999 home applications by classical element

		Maint	%	Indep	%	GM	%	FE/HE	%	oth/unk	%	Total	%
CI	CI/AH	173	17	496	49	101	10	176	17	76	7	1,022	
AH	AH/CI	227	32	156	22	71	10	181	26	65	9	700	

		400	23	652	38	172	10	357	21	141	8	1,722	20
CI	sci	7		2		2		7		1		19	
CI	soc	13		9		5		18		3		48	
CI	En	64		81		29		60		19		253	
CI	ML	14		35		2		9		4		64	
CI	lang	99		103		39		135		36		412	
CI	non-AH	114		152		56		139		61		522	
		311	24	382	29	133	10	368	28	124	9	1,318	15
AH	sci	27		8		2		37		7		81	
AH	soc	460		156		140		404		142		1,302	
AH	En	110		30		31		109		29		309	
AH	ML	134		96		47		53		17		347	
AH	lang	114		26		11		49		16		216	
AH	non-CI	884		373		326		856		301		2,740	
		1,729	35	689	14	557	11	1,508	30	512	10	4,995	59
MG	non-CI	160	34	88	19	68	14	121	26	35	7	472	6
		2,600	31	1,811	21	930	11	2,354	28	812	10	8,507	100

2000 home applications by classical element

		Maint	%	Indep	%	GM	%	FE/HE	%	oth/unk	%	Total	%
CI	CI/AH	165	18	431	47	111	12	141	15	65	7	913	
AH	AH/CI	226	34	155	23	64	10	163	24	59	9	667	
		391	25	586	37	175	11	304	19	124	8	1,580	18

CI	En	62		78		37		54		21		252	
CI	ML	18		42		5		14		7		86	
CI	lang	89		92		41		88		33		343	
CI	sci	5		5		2		2		2		16	
CI	soc	15		13		5		9		2		44	
CI	non-AH	160		158		67		138		70		593	
		349	26	388	29	157	12	305	23	135	10	1,334	16
AH	En	135		25		26		81		19		286	
AH	ML	164		83		35		61		14		357	
AH	lang	143		32		19		75		22		291	
AH	sci	21		3		3		26		7		60	
AH	soc	517		183		132		414		128		1,374	
AH	non-CI	1,014		400		299		867		284		2,864	
		1,994	38	726	14	514	10	1,524	29	474	9	5,232	61
MG	non-CI	145	32	88	19	54	12	125	28	40	9	452	5
		2,879	33	1,788	21	900	10	2,258	26	773	9	8,598	100

1998 home applications

	Maint	Indep	GrantM	FE/HE	oth/unkn	total
pure CI/AH	417	671	173	356	150	1,767
oth CI comb	365	378	118	346	128	1,335
oth AH comb	1,823	679	550	1,648	511	5,211
MG non-CI	162	86	56	182	42	528

	2,767	1,814	897	2,532	831	8,841
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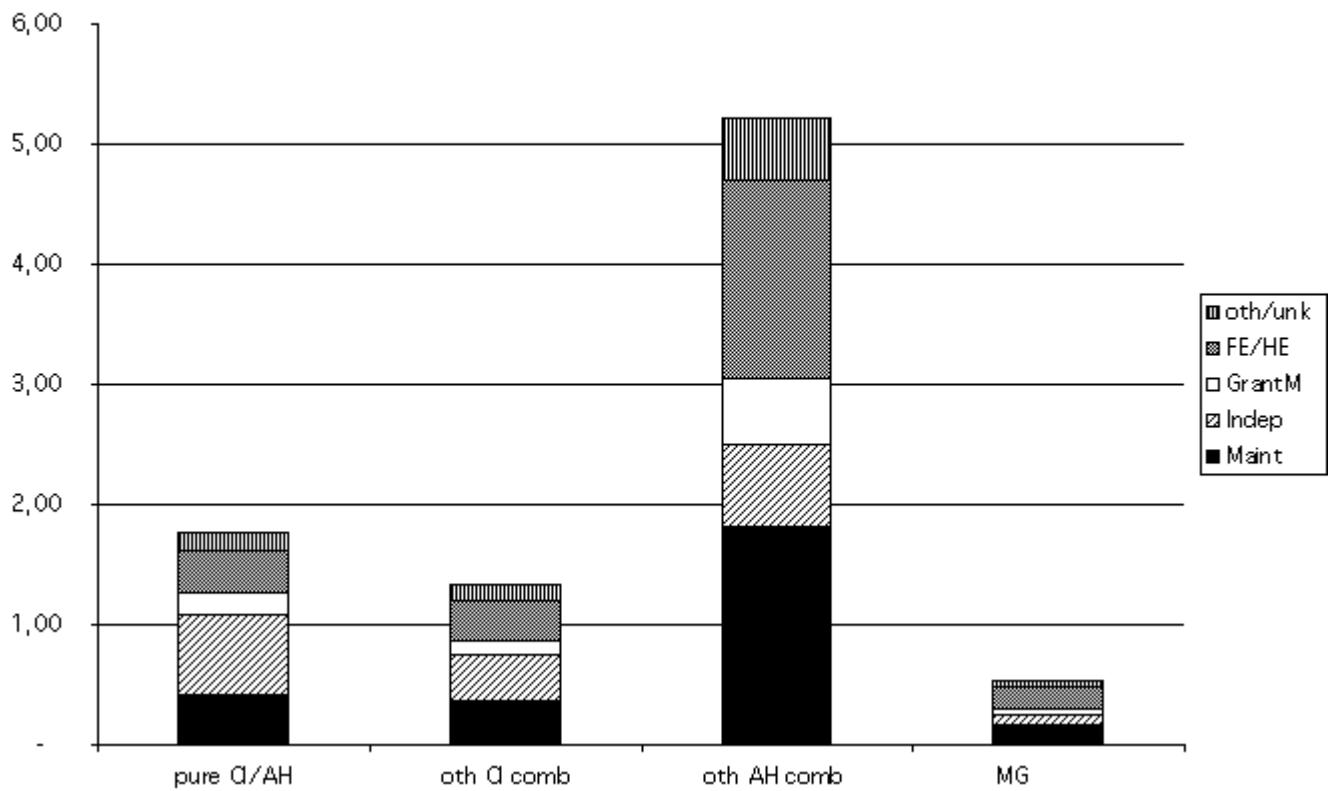
1999 home applications

	Maint	Indep	GrantM	FE/HE	oth/unkn	total
pure CI/AH	400	652	172	357	141	1,722
oth CI comb	311	382	133	368	124	1,318
oth AH comb	1,729	689	557	1,508	512	4,995
MG non-CI	160	88	68	121	35	472
	2,600	1,811	930	2,354	812	8,507

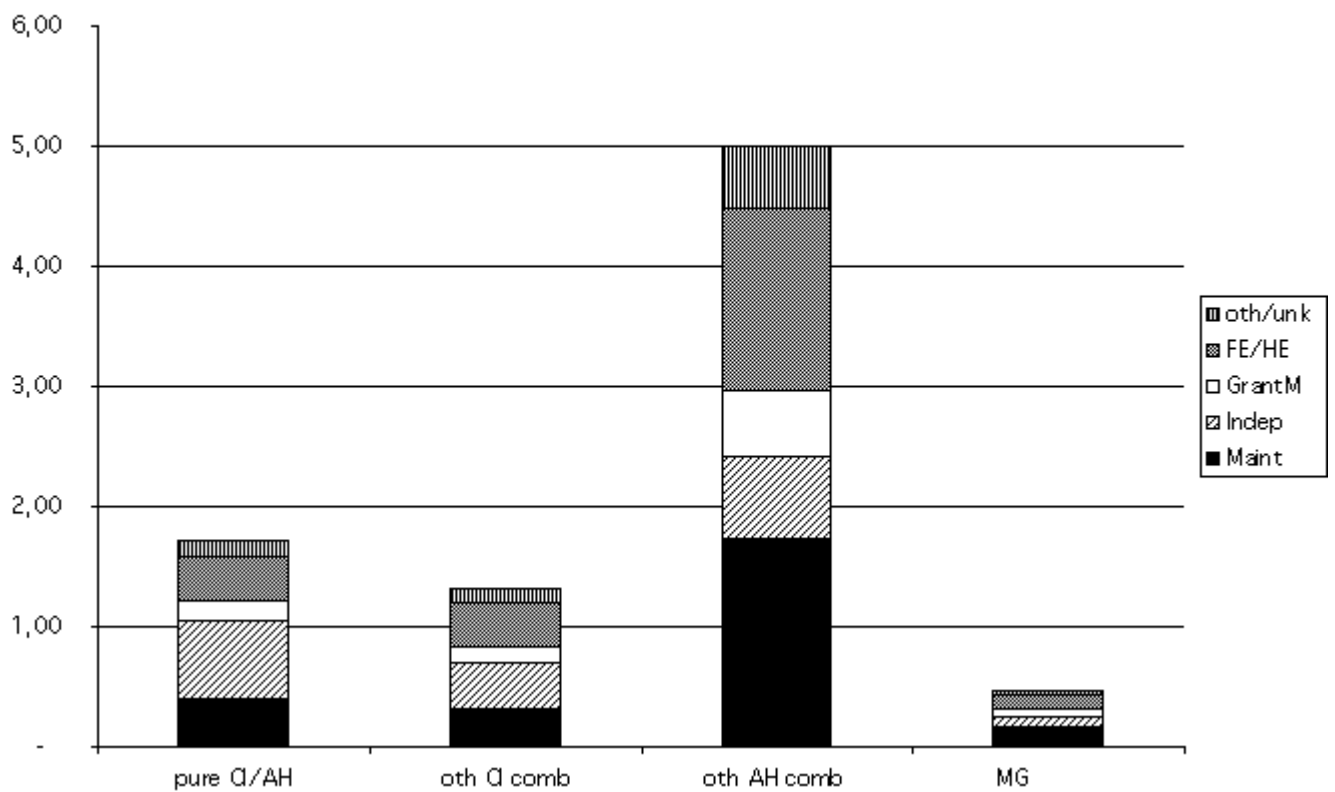
2000 home applications

	Maint	Indep	GrantM	FE/HE	oth/unkn	total
pure CI/AH	391	586	175	304	124	1,580
oth CI comb	349	388	157	305	135	1,334
oth AH comb	1,994	726	514	1,524	474	5,232
MG non-CI	145	88	54	125	40	452
	2,879	1,788	900	2,258	773	8,598
						25,946

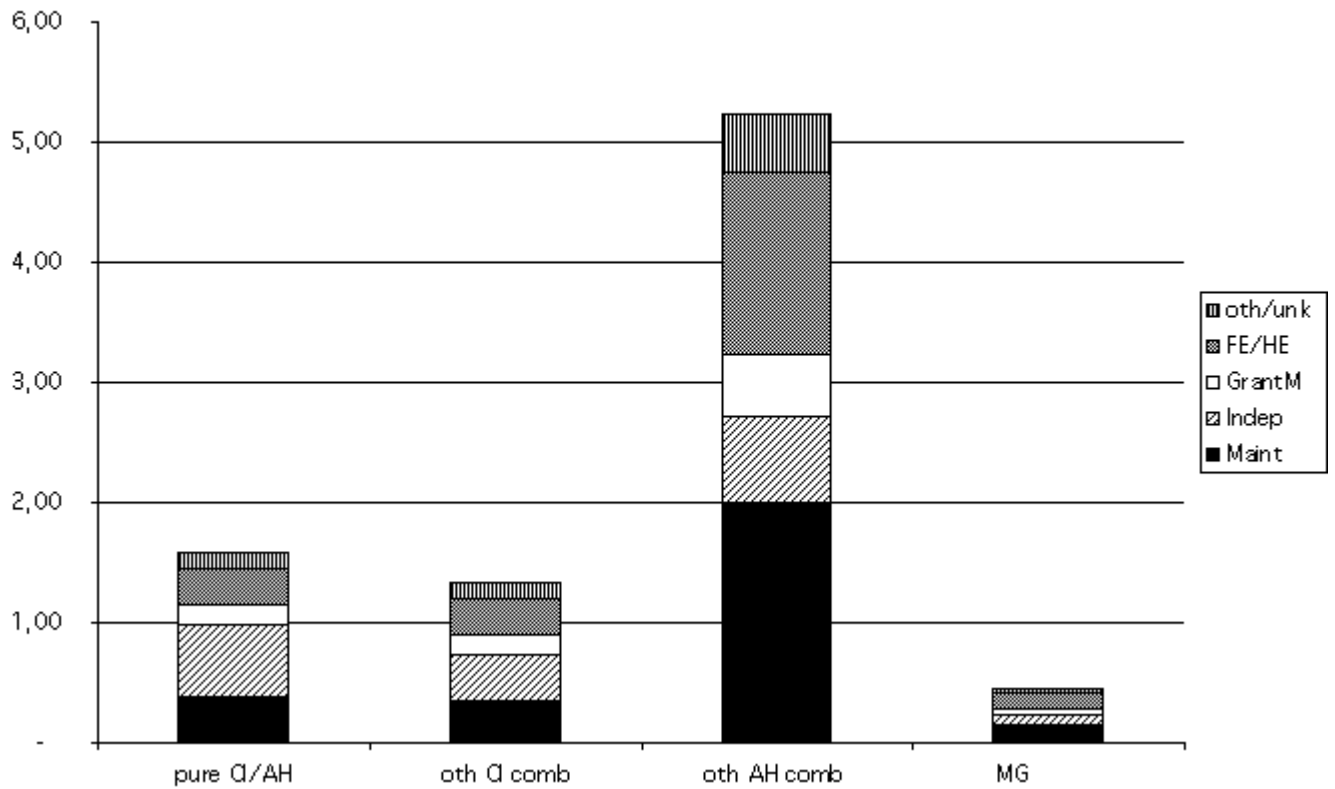
1998 home applications by course type



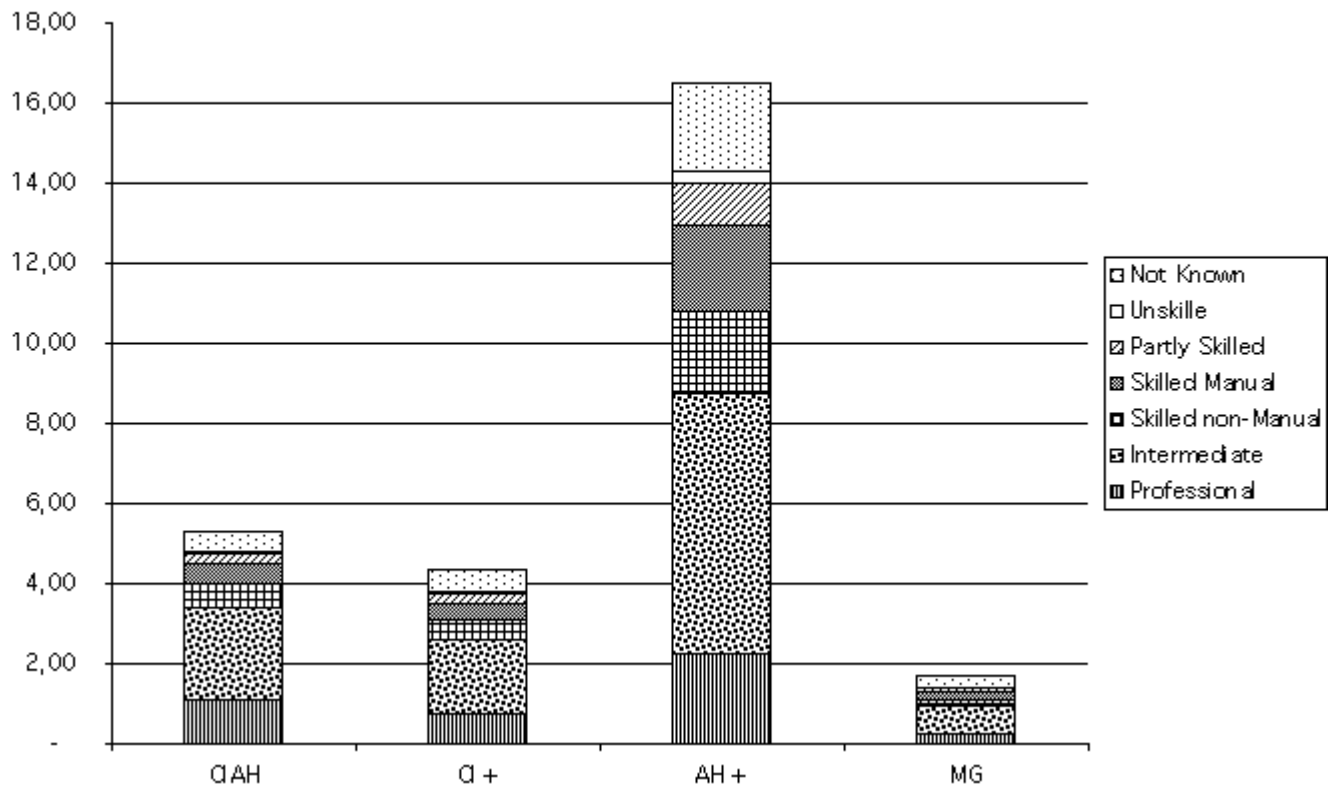
1999 home applications by course type



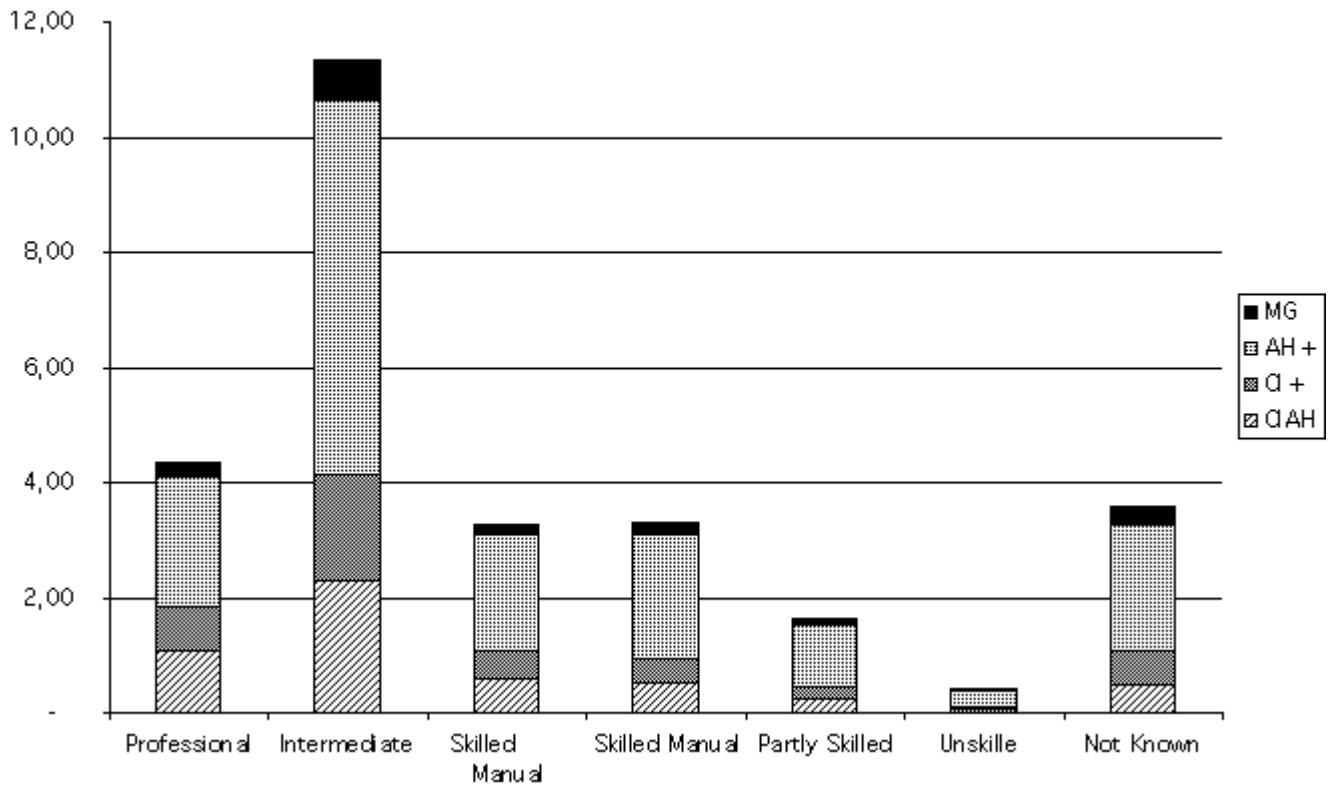
2000 home applications by course type



1998-2000 by course type and social class



1998-2000 by social class and course type



By gender

	F	%	M	%	total
1998	5,517	58	3,988	42	9,505
1999	5,385	59	3,748	41	9,133
2000	5,310	58	3,908	42	9,218
					27,856

By age

	U-20	%	20-24	%	25-29	%	30-39	%	40+	%	total
1998	7,570	80	1,039	11	292	3	385	4	219	2	9,505
1999	7,441	81	921	10	272	3	312	3	187	2	9,133
2000	7,628	83	1,001	11	200	2	231	3	158	2	9,218
											27,856

By ethnic group

	Asian	%	Black	%	White	%	Other	%	Unkn	%	total
1998	203	2	97	1	7,878	83	123	1	1,204	13	9,505
1999	216	2	83	1	7,699	84	125	1	1,010	11	9,133
2000	228	2	95	1	7,698	84	150	2	1,047	11	9,218
											27,856

By region

	NE	Yor/Hum	Mers	NW	E Mid	W Mid	E Eng	G Lon	SE	SW	Wal	NI	Sco	EU	OS	total
1998	250	493	300	672	382	721	803	1,278	1,633	778	442	433	656	482	182	9,505
1999	217	479	255	623	386	665	804	1,316	1,564	789	433	357	619	439	187	9,133
2000	302	534	235	670	375	659	757	1,263	1,478	789	493	440	603	407	213	9,218
																27,856

By larger region

	North	Mid/E	GLon/SE	SW	Wal	NI	Sco	EU	OS	
1998	1,715	1,906	2,911	778	442	433	656	482	182	9,505
1999	1,574	1,855	2,880	789	433	357	619	439	187	9,133
2000	1,741	1,791	2,741	789	493	440	603	407	213	9,218
										27,856

1998 overseas applications by classical element

- The first two columns show the degree components; e.g. CI + CI/AH means either a wholly Classics degree or Classics with Ancient History.
- 'sci' = science, 'soc' social science, 'En' English, 'ML' modern languages (French, German, Italian, Spanish), 'lang' other languages or cultures.

		A Maint.	B Indep	G Grant Maint'd	H FE/HE	x Other	y Not known	Grand Total	%
CI	CI/AH	1	9		2	14	24	50	
AH	AH/CI	2	3			10	16	31	

								81	12
CI	sci	2			2		1	5	
CI	soc	6	12	10	32		48	108	
CI	En	2		2	7		20	31	
CI	ML	3	10	4	10		16	43	
CI	lang	1	2	2	11		18	34	
CI	non-AH	8	15	7	48	1	67	146	
								367	55
AH	sci	1	2		2		3	8	
AH	soc		4		5	2	16	27	
AH	En	1					3	4	
AH	ML		5	2	14	1	14	36	
AH	lang	3	6	2	20		22	53	
AH	non-CI	8	12	11	29	1	27	88	
								216	33
MG	non-CI							-	
		38	80	42	204	5	295	664	100

1999 overseas applications by classical element

		A Maint.	B Indep	G Grant Maint'd	H FE/HE	x Other	y Not known	Grand Total	%
CI	CI/AH	1	9	4	13		18	45	
AH	AH/CI	3	6	2	8		10	29	
								74	12
CI	sci	1	1		1		1	4	
CI	soc	3	9	16	21		41	90	

CI	En	3	3	3	3		15	27	
CI	ML	2	4	8	13		16	43	
CI	lang	1	4	1	5		9	20	
CI	non-AH	11	14	18	47	1	82	173	
								357	57
AH	sci		1	1	2		1	5	
AH	soc		2	2	6		3	13	
AH	En		2	1	2			5	
AH	ML	3	5		12		10	30	
AH	lang	1	13	7	11	1	31	64	
AH	non-CI	1	9	3	24	1	40	78	
								195	31
MG	non-CI							-	
		30	82	66	168	3	277	626	100

2000 overseas applications by classical element

		A Maint.	B Indep	G Grant Maint'd	H FE/HE	x Other	y Not known	Grand Total	%
CI	CI/AH	1	12	3	9		30	55	
AH	AH/CI	1	4	2	5		7	19	
								74	12
CI	sci			1			2	3	
CI	soc		3		1		2	6	
CI	En		1		4		2	7	
CI	ML		2		5		4	11	

Cl	lang	1	6	2	7		13	29	
Cl	non-AH	2	12	3	10		31	58	
								114	18
AH	sci	1		1	5		2	9	
AH	soc	3	13	6	33		48	103	
AH	En	4	3	1	6		13	27	
AH	ML	1	2	3	13		18	37	
AH	lang	3	5	1	8		9	26	
AH	non-Cl	9	20	7	44		65	145	
								347	56
MG	non-Cl	2	18	5	26		34	85	14
		28	101	35	176	-	280	620	100

Some preliminary observations

1. There was a slight drop in many sectors in 1999, partially regained in 2000. There is a fall in numbers applying to 'pure' Classics/Ancient History degrees in 1999 and 2000 in all education sectors except grant-maintained (c. 10% of the total): overall, 1,767 to 1,722 (2.5% down on 1998) to 1,580 (8.2% down on 1999); a total fall in two years of 10.6%. On the other hand, Classics and Ancient History non-Classical joint degrees, after a drop in 1999, are exactly where they were in 1998 (0% down).
2. Non-classical joint Ancient History courses dominate heavily in all three years (59-61%). In terms of social class, relatively much greater numbers of Intermediate, Skilled Non-manual, and Skilled Manual applications are made to non-classical joint Ancient History courses than to 'pure' Classical courses or Classical joint courses.
3. There is a remarkable consistency across the three years in the proportions of applications from gender groups, ethnic groups, and different educational backgrounds:
 - o Courses as a whole consistently attract 58% female, 42% male.
 - o They consistently attract 80% under-20s, 11% 20-24s, 3% 25-29s, 4% 30s, 2% older.
 - o They consistently attract 2% Asian, 1% black, 84% white, 1% other, 13% unknown ethnic group.
 - o Consistently, 31% of applications are from Greater London and SE, 38% North/Midlands/E. England, 24% rest of UK, 5% western Europe, 2% overseas.
 - o There is more variation between years in the proportions of applications from different UK sub-regions, but almost none in greater regions.

4. There is an apparent decline in Modern Greek applications in 1999 and again 2000 (in all, 14% down); and an apparent sudden shift of EU/OS applications in 2000 from classical courses to joint Ancient History (and possibly Modern Greek?).

II. Analysis by age, gender, class, domicile, sector, ethnicity, region

For the following analysis, degrees have been grouped into (A) pure classics, (B) joint classical non-Ancient History, (C) joint Ancient History non-classical, and (D) modern Greek non-classical.

All applications, 1998-2000 by degree group and age (Includes non-UK applications)

	17-20	21-24	25-29	30-39	40+	total
A	4,817	235	90	90	66	5,298
B	3,841	247	96	97	65	4,346
C	13,903	959	539	703	405	16,509
D	1,484	114	39	38	28	1,703
total	24,045	1,555	764	928	564	27,856
Percentages						
A	91	4	2	2	1	100
B	88	6	2	2	1	100
C	84	6	3	4	2	100
D	87	7	2	2	2	100

Group A receives the fewest, and group C the most, applications from students aged 21 or over (9% and 16% respectively).

All applications, 1998-2000 by degree group and gender (Includes non-UK applications)

	F	%	M	%	total
A	2,872	54	2,426	46	5,298

B	2,901	67	1,445	33	4,346
C	9,270	56	7,239	44	16,509
D	1,168	69	535	31	1,703
total	16,211	58	11,645	42	27,856

* Includes non-UK applications

Perhaps surprisingly, whereas groups A and C receive a little over half their applications from females (54% and 56% resp.), groups B and D (joint classics non-AH, and modern Greek) are much more female-led (67% and 69% respectively).

All applications, 1998-2000 by degree group and social class
(Includes non-UK applications)

	Prof	Intermed	Sk non-M	Sk Man	Partly Sk	Unskilled	not known	total
A	1,085	2,303	602	518	230	58	502	5,298
B	764	1,834	484	438	216	48	562	4,346
C	2,270	6,501	2,022	2,136	1,081	279	2,220	16,509
D	240	686	151	218	92	24	292	1,703
total	4,359	11,324	3,259	3,310	1,619	409	3,576	27,856
Percentages								
A	20	43	11	10	4	1	9	100
B	18	42	11	10	5	1	13	100
C	14	39	12	13	7	2	13	100
D	14	40	9	13	5	1	17	100
	16	41	12	12	6	1	13	100

There is a significant variation in the class backgrounds of applicants: e.g. 63% of applications to pure classics degrees come from Professional or Intermediate (the 'top' two social classes), 60% of joint classical non-AH, 53% of joint AH non-classical, 54% of modern Greek (there is, however, a large proportion of 'unknown' in this dataset, from 9 to 17%). It is clear, however, that joint AH non-classical degrees receive relatively twice as many applications from the 'lowest' two social classes, partly skilled and unskilled (if the figures are to be believed and the 'unknowns' are discounted): viz. 9% compared with 5%.

All applications, 1998-2000 by degree group and domicile

	UK	%	non-UK	%	total
A	5,069	96	229	4	5,298
B	3,987	92	359	8	4,346
C	15,438	94	1,071	6	16,509
D	1,452	85	251	15	1,703
	25,946	93	1,910	7	27,856

Pure classics attracts relatively the fewest applications from non-UK students (4%), joint classics twice as many (8%), joint AH in between (6%), and modern Greek the most (15%) - though there is a suspicious shortfall in the modern Greek non-EU figures, which are probably seriously under-counted in two of the three years.

All applications, 1998-2000 by degree group and educational sector

	<i>Maintained</i>	<i>Independent</i>	<i>GrantMaint</i>	<i>FE/HE</i>	<i>Other</i>	<i>not known</i>	<i>total</i>
A	1,217	1,952	533	1,076	12	508	5,298
B	1,037	1,212	429	1,120	14	534	4,346
C	5,610	2,211	1,711	4,989	71	1,917	16,509
D	478	301	197	507	8	212	1,703
	8,342	5,676	2,870	7,692	105	3,171	27,856
Percentages							
A	23	37	10	20	0	10	100
B	24	28	10	26	0	12	100
C	34	13	10	30	0	12	100
D	28	18	12	30	0	12	100
	30	20	10	28	0	11	100

Pure classics attracts the largest proportion of independent sector applications (37%), followed by joint classics non-AH (28%), modern Greek non-classical (18%), and joint AH non-classical (only 13%)---a really striking difference, especially when one considers that the last group represents three-fifths of all applications to classical courses. Similarly, pure

classics attracts the smallest proportion (20%) of its applications from the FE/HE backgrounds, joint AH non-classical and modern Greek both attracting many more (30%) with joint classics somewhere in the middle (26%) [of all FE/HE applicants, 42% are from sixth form colleges, 35% from 'Art Design & Performing Arts', 14% from 'further education', and 7% from 'tertiary colleges']. All groups of degrees attract roughly equal proportions of their applications from grant-maintained schools (10-12%).

All applications, 1998-2000 by degree group and ethnic group

	Asian	black	white	other	unknown	total
A	111	32	4,628	73	454	5,298
B	116	57	3,532	82	559	4,346
C	371	158	13,857	215	1,908	16,509
D	49	28	1,258	28	340	1,703
	647	275	23,275	398	3,261	27,856
Percentages						
A	2	1	87	1	9	100
B	3	1	81	2	13	100
C	2	1	84	1	12	100
D	3	2	74	2	20	100
	2	1	84	1	12	100

Joint non-classical and modern Greek attract slightly more black and Asian applicants than the rest (4-5% as against 3%), though there is a large and variable number of applicants of unknown ethnic group (from 9% to 20% of applications)

All applications, 1998-2000 by degree group and region

	A N E	B Yo/ Hu m	C Me rs	C	N W	D E Mi dl	E W Mi dl	F Eas tn	G	G Lo n	H SE	I SW	J Wa l	K NI	L Sc o	W EU	X ot h O S	tot al
A	142	250	99	349	176	342	469	915	1,031	509	226	325	236	165	64	5,298		
B	103	232	55	249	140	317	409	781	800	309	101	216	275	246	113	4,346		

C	46 3	901	549	1,2 49	761	1,2 77	1,3 71	1,9 59	2,5 58	1,4 07	962	665	1,3 16	722	34 9	16,5 09
D	61	123	87	118	66	109	115	202	286	131	79	24	51	195	56	1,70 3
	76 9	1,5 06	790	1,9 65	1,1 43	2,0 45	2,3 64	3,8 57	4,6 75	2,3 56	1,3 68	1,2 30	1,8 78	1,3 28	58 2	27,8 56
Percent ages																
A	3	5	2	7	3	6	9	17	19	10	4	6	4	3	1	100
B	2	5	1	6	3	7	9	18	18	7	2	5	6	6	3	100
C	3	5	3	8	5	8	8	12	15	9	6	4	8	4	2	100
D	4	7	5	7	4	6	7	12	17	8	5	1	3	11	3	100
	3	5	3	7	4	7	8	14	17	8	5	4	7	5	2	100
Percent ages of each region																
A	18	17	13	18	15	17	20	24	22	22	17	26	13	12	11	19
B	13	15	7	13	12	16	17	20	17	13	7	18	15	19	19	16
C	60	60	69	64	67	62	58	51	55	60	70	54	70	54	60	59
D	8	8	11	6	6	5	5	5	6	6	6	2	3	15	10	6
	10 0	100	100	100	100	100	100	100	100	100	100	100	100	100	10 0	100

1. Pure classics is dominated more strongly than the rest by the South-East (19%), London (17%), the South-East (10%), eastern England (9%), followed by the North-West (7%), the West Midlands and - perhaps interestingly - Northern Ireland (6%) each.
2. Joint classics non-AH has a similar proportion from the London and the SE (18% each), but other applications are more evenly spread over the country (9% Eastern England, 7% each from W Midlands and South-West; 6% each from North-West, Scotland, and the EU)

3. Joint AH non-classical is even less strongly dominated by London and the SE (12% and 15% resp.), with 9% from the SW and 8% each from the NW, the W Midlands, E England, and Scotland
4. Modern Greek non-classical attracts 17% from the SE, 12% from London, 11% from the EU, and 8% from the SW, with 7% each from Yorks/Humber, the NW, and E England
5. Some observations on the applications from each region (of course dominated by joint AH non-classical in each region):
 - The preference for joint AH non-classical is most marked in Wales and Scotland (both 70% of all applicants to classical courses), closely followed by Merseyside (69%) and the East Midlands (67%). It is weakest among EU applicants (54%) and those from the SE (55%), N. Ireland (54%) and Greater London (51%).
 - The preference for pure classics is strongest in Northern Ireland (26% of all applicants), followed by Greater London (24%), the SE, (22%), and the SW (22%); it is weakest among non-EU applicants (11%), followed by the EU (12%), Scotland and Merseyside (both 13%), and the East Midlands (15%)
 - Though the figures for joint classical non-AH degrees are less variable, they are strongest in Greater London (20%), the EU and overseas (both 19%), and N. Ireland (18%) and weakest in Merseyside and Wales (both 7%) with no other region falling below 12% (that one is the East Midlands)
 - The figures for modern Greek non-classical are strongest among non-UK applicants and on Merseyside, followed generally by the Home Counties, Yorkshire, and the North-East, and weakest in N. Ireland and Scotland.

III. Comparative data from all humanities & languages (2000)

Only data for 2000 has been analysed, as the classical data were so consistent across three years.

- V = humanities
- QRT = languages and related disciplines

2000 applications by gender

	M	F	total
V	5,321	6,023	11,344
QRT	5,297	13,376	18,673
	10,618	19,399	30,017
V%	47	53	100

QRT%	28	72	100
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2000 applications by social class - Home (UK) applicants only

	Professnl	Intermed	Skilled Man	Skilled NM	Partly Sk	Unskilled	Unknown	total
V	1900	4364	1138	1168	548	172	900	10190
QRT	1730	4386	1094	1232	562	160	780	9944
	3630	8750	2232	2400	1110	332	1680	20134
V%	19	43	11	11	5	2	9	100
QRT%	17	44	11	12	6	2	8	100

2000 applications by age

	17	18	19	20	21	22	23	24	25-29	30-39	40+	total
V	208	6,514	2,340	550	271	161	98	79	300	440	383	11,344
QRT	371	11,178	3,810	983	431	297	206	155	442	490	310	18,673
total	579	17,692	6,150	1,533	702	458	304	234	742	930	693	30,017
V%	2	57	21	5	2	1	1	1	3	4	3	100
QRT%	2	60	20	5	2	2	1	1	2	3	2	100

Grouped figures for under-20s and 20-24s:

	U-20	20-24
V	9,062	1,159
QRT	15,359	2,072
total	24,421	3,231
V%	80	10
QRT%	82	11

2000 applicants by ethnic group - Home (UK) applicants only

Total	Asian	Black	White	other	unknown	total
V	174	70	9,338	116	492	10,190
QRT	268	104	8,910	178	484	9,944
Total	442	174	18,248	294	976	20,134
V%	2	1	92	1	5	100
QRT%	3	1	90	2	5	100

2000 Home/EU/OS applicants

	UK	EU	OS	total
V	10,839	277	228	11,344
QRT	17,345	873	455	18,673
	28,184	1,150	683	30,017
V%	96	2	2	100
QRT%	93	5	2	100

2000 applications by educational sector (all subjects)

	Maint	Indep	GMaint	FE/HE	oth	unknown	total
	102,794	35,160	31,592	144,089	1,681	73,775	389,091
%	26	9	8	37	0	19	100

Some observations from the comparison of the data for classical subjects with the above figures for humanities and languages as a whole:

1. Classical degrees generally have much higher independent sector applications than all subjects (21% in the year 2000, as against 9% generally); 'pure' classics degrees have a much higher proportion of independent sector applications (37%) than joint classics (29%) or joint ancient history degrees (14%).
2. The percentage of female applicants (58% in 2000) is higher than the figure for all 'V' degrees (humanities, including most joint AH courses), which have 53%, but much lower than for 'QRT' degrees generally (language-based, including most classics and joint classics courses) which have 72% female; this could be because of the predominance of joint AH applications in our dataset.

3. Applications by age are in line with humanities generally. V degrees generally attract slightly more applications from those aged 25+ than language-based degrees; further analysis of our UCAS datasearch would be needed to clarify this, but again it seems likely that the joint AH numbers are bringing the total into line with V degrees, and it is possible that classics degrees are attracting fewer mature students.
4. Applications by ethnic group are also in line with humanities generally, though one would expect slightly more applications from ethnic minorities in language-based studies than in humanities on the basis of the national data.
5. 407 out of 8,598 applications to all classical degrees in 2000 were from the EU, or 5%; 213 were from non-EU countries, or 2%; this is close to language-based degrees generally, which recruit the same, whereas humanities degrees generally recruit only 2% EU and 2% OS; so in this case it is likely that the numerically dominant joint AH applications are themselves recruiting more EU students than subjects in general.

Graham Shipley

University of Leicester

LTSN Classics and Ancient History: a forum for debate and development

Lorna Hardwick

This has been the first full year of activities organised with classicists and ancient historians under the umbrella of the national Learning and Teaching Support Network. In spite of the pressures of the Research Assessment and Subject Review exercises on all departments, there has been vigorous discussion and sharing of new and experimental work. The highlight in the early part of the year was the National Colloquium on Classical Languages, which included a wide variety of short papers on practical aspects of language learning and teaching, as well as intense debate about future directions. The Selected Proceedings have been published on the subject centre web site and in hard copy. (*Practical Strategies in the Changing Environment of Classical Language Teaching at University*, edd. David Fitzpatrick and Lorna Hardwick, ISBN 0 7492 8590 7.) Copies have been sent to all Departments and the ICS Library. Further copies are available on request (email D.G.Fitzpatrick@open.ac.uk).

Special interest networks have also developed following the Colloquium. These include Learning from Texts and Commentaries, Koine Greek, Intranet and Internet Resources and Peer Observation of teaching. Further details of these are available from David Fitzpatrick and short reports will be published on the web site (<http://hca.ltsn.ac.uk>). The Texts and Commentaries group has developed questionnaires which are being sent to all departments. The aim of the questionnaire is to collect information on the perceived merits and shortcomings of texts and commentaries currently in use and to invite comments on the kinds of texts and commentaries (including commentaries on translations) which lecturers would like to see in the future. As a broadening of the work of the network, the next National Colloquium will be on Learning and Teaching with Texts, Commentaries and Translations

(January 26, 2002). A call for papers is currently being sent round and there will be a refereed publication of selected papers.

This year we held a seminar for new and fairly new lecturers. This also identified priorities for future in-depth sessions (teaching with translations, ICT and course design were those mostly frequently mentioned). An autumn seminar in Edinburgh for departments in Scotland and the North-East generated energetic discussion on language learning through literature and through ICT and on the learning needs of Classical Civilisation students. A similar day in Wales is being planned. Suggestions for future seminars and workshops and offers to lead sessions are always welcome. Sessions on ICT (one for the Midlands/South on November 30 and one in the spring for Scotland/North) and on teaching with images are being developed and a seminar on teaching Reception of classical texts and images has also been suggested.

The subject centre for History, Classics and Archaeology (HCA) also circulates Briefing Papers with its newsletters. Sonja Cameron, the centre's IT co-ordinator, is preparing a paper on getting digital images for teaching and also in the pipe-line are papers by Jan Parker on working with glossed texts, and by Lynette Mitchell on strategies for active learning.

The HCA subject centre has also awarded a number of Teaching Development Grants to enable lecturers to evaluate, write-up and disseminate examples of innovative teaching and learning. These grants support year-long projects, and seminars will be held to discuss the results, with reports published on the web site. Congratulations to Dr. J. Hesk (St Andrews), Dr. C. Osborne (Liverpool) and Dr. G. Shipley (Leicester) who were successful in a very competitive first round of applications. Applications for the next batch of grants are currently being invited and information has been sent to all departments.

Challenges

This first year has been exhilarating in so many ways. Yet there are considerable challenges which exist both for the subject community and for the LTSN concept itself.

Everyone reading this Bulletin will have personal experience of the changes in the educational and socio-economic environment within which Classics and Ancient History operate. The change in the balance between classical languages and classical civilisation enrolments has generated restructuring of many degree profiles and still requires a radical review of the relationship between language based learning and learning via translations. We need to ask hard questions about the kinds of language awareness and capabilities which are needed by students on language and non-languages courses (including ancient history courses) and about how these needs can best be met.

The bright but inexperienced language student is desperate to engage with difficult texts and ideas at the same time as he or she grapples with the basics of the languages. How can this aspiration be met? How can the professional scholars of tomorrow be identified and given the language basis they need in order to secure their future research and academic employment prospects?

There are difficult areas in the professional framework which lecturers inhabit. According to CUCD statistics, staff/students ratios have generally worsened and it follows that a good deal of the teaching, especially in the languages, is now undertaken by part-time staff or by graduate teaching assistants (who are, of course, our leaders in the next generation). How can we assure that teaching is a valued and rewarding experience for these non-established

lecturers and for their students? How can we best enable experienced part-time lecturers (who often have a valuable background in schools) to share their experience and expertise with new appointees?

It is widely held that the demands of the regular Research Assessment Exercises have further diminished the attention given to teaching, and especially to the more time-consuming aspects of curriculum development and innovation. I am not convinced that this claim is totally justified. Certainly it seems that the most active and imaginative university teachers are often people who are also very active in research, although it is true that few can develop both aspects simultaneously throughout their careers. There are now several international journals publishing articles that focus on the relationship between subject research, learning and teaching, and these may enable more lecturers to receive public academic recognition for the importance of their teaching.

Now that the current sequence of Subject Review activities undertaken by the QAA is drawing to an end, there are also challenges to our subject community concerning how we react to it. Are there ways in which the subject community can respond positively to QAA experience (without wasting time agonising over the forests of paper consumed or the precious time devoted to the submissions)? Alternatively, is 'learning from QAA' best left to the private sphere of the conscience? Most pressing of all, how can we make sure that post-QAA exhaustion (and justified distaste for paper-trails) is not used as an excuse to justify a retreat from real intellectual and practical engagement with crucial issues in learning and teaching (especially given the changing environment for our subject)? And how should the subject community try to shape future mechanisms for quality review at national level?

There are challenges, too, for the LTSN and its rationale. The national organisation has, initially, up to five years for work to embed teaching and learning issues into subject cultures. The decision to organise LTSN activities on a subject basis was both practical and idealistic in its implications. So far some promising progress has been made, with a high degree of responsiveness to the wishes of subject communities, practical support in the shape of teaching development grants and some attention to the analysis of longer term and strategic issues. Nevertheless, there is a difference between the operation of the LTSN model as a catalyst for facilitation and development, and its institutionalisation. To put it bluntly, excessive reliance over a long period of time on any organisation can induce dependency. The success or failure of the LTSN, in classics and ancient history at least, will have to be judged by the extent to which it continues to be practitioner-led, and by the quality and effectiveness of the debates that it fosters. How seriously the classics and ancient history community takes teaching and learning and how it perceives the ways in which scholarship binds research and teaching, will govern the long-term development of the subject. Our aim in the LTSN initiatives for classics and ancient history is to work towards the time when debate and the exchange of ideas and approaches about teaching and learning will attain the same extent, depth and quality that is taken for granted in subject-based research.

This article represents the author's personal views.

Lorna Hardwick

The Open University

What crisis?

Geoffrey Eatough

The CUCD committee is approaching its one hundredth meeting and I was asked to provide a historical perspective. My instinct was to say that there were others better qualified than myself to conduct an investigation or lead a celebration. R.W. Sharples, Fitzwilliam, was at the Cambridge meeting in 1973, later to become secretary and now chairman of CUCD. Malcolm Schofield was on the standing committee of 1975-6; he too returned to the committee. Peter Walcot, a raconteur, was on that same earlier committee, as was Niall Rudd, and indeed Tony Long. My talents have been of a more adversarial kind, better at dispensing information than receiving it, strange confession for a CUCD statistics officer. The committee of CUCD increasingly deals with the fall out from changing government policies. I am awestruck by the capacity of successive chairpersons to digest the resulting documents. Chris Rowe seemed to grow on this diet. Unfortunately, and wrongly, I belong to the tendency which thinks that official documents are simply games that governments play with us, despite the devastating effects these pieces of paper have had on people's lives and could have had on mine. I have since learned that Eric Handley, chairman of that same 1975-6 committee, has agreed to take us back to early days and perhaps offer us a historical appraisal. I am told that I am free to follow a more personal course.

I have debts to pay to CUCD. My academic life, both at an institutional level and at a personal level, has been a progression from misery to happiness. In the Sixties I was a member of a department which at its nadir had about two students for every member of staff, if we except the large general class of Part One students. We had a close view of the collapse of traditional Classics. We survived because of the humanity of our administration and something called tenure. In the early seventies we experienced *peripeteia*, for two and half decades we have been successful, even tempted into hybris when declared one of the four departments which are the key to our institution's future. Other classics departments may have had similar experiences. I doubt whether other classical departments have been vital to their town economy. The confidence and knowledge to introduce the subjects, which have been the basis of this success, was gained in part from the kind of fora provided, especially in the early days, by CUCD.

My personal debt to CUCD is more unusual. There was in some institutions no great pressure to publish. I had been in my job for thirty years before I looked at my contract and discovered that research had indeed been part of my conditions of appointment. My first head of department H.A. Harris was scornful of those who rushed to publish. You published towards the end of your career when you were mature. He practised what he preached; in his late fifties, sixties and seventies he published prolifically and became widely known as the expert on ancient Greek athletics. At the end of the Sixties, looking for some Latin which would be profitable, enjoyable and offer scope to do something new, I had worked my way into the Rolls series. Despite my college's reputation as a centre of excellence in history, and of being, if we may ignore the Scots, one of the oldest British university institutions after Oxford and Cambridge, no one in Lampeter had ever read much of this series. Entrance to the text was gained with a paper knife. I spent at least one long vacation, and the vacations were long, reading among other things the history of my country. A medieval Latin course based on this reading was well received by the small number students with advanced Latin. It was for me a confidence building exercise. Consequently when I attended that conference at which R.W. Sharples, Fitzwilliam, was present, I was able to contribute to the discussion which followed

R.R. Bolgar's paper, 'Classics and European Studies,' *CUCD Second Bulletin: 1973* p.4. It was for me the best of papers because Bolgar said what I wanted to hear. His paper did not change the world, and certainly not British Classics, and the proposal to publish a series of Medieval and Renaissance Texts under Keith Bate did not progress very far, but it gave me a legitimacy to read whatever Latin I wanted. Four years later in the Rylands Library (Deansgate), Manchester, myself apparently the sole reader that day, I came across Girolamo Fracastoro's *Syphilis*, the result of reading an Italian work written by a Russian on Virgil's *Georgics*. Fracastoro's work, interesting in itself, opened the door to the Italian renaissance and much more.

I have a file simply labelled 'Crisis' which I found at the top of my bookshelves occupied by books which will not be read again. A Prime Minister asked 'What crisis?' and lost his job. Classicists have learnt to ask 'Which crisis?' This was the 1985 crisis when the Government proposed a 2% cut in funding accumulating to 10% over five years. Universities were expected to respond quickly, and in the event rashly and irresponsibly. There was talk of the premier institution in Wales closing, a neighbouring institution finally lost an excellent Classics department, its Philosophy department and a Music department, the last the jewel in its crown. I have re-read the documents issued by the policy forming committee of my own institution. For those who could read, I was clearly a marked man, my fate unspecified. What is most interesting about these documents is the astonishingly large gulf between what was envisaged as the future and what that future is in my institution. This must be a common story. Close upon this came the rationalisation of Classics encapsulated in the document known as the Barron report. Basic to the thinking of the time was that the number of people capable of benefiting from a university education was limited and that we were near the limits, that resources also were limited and these should now be redistributed within these known limits. This meant amalgamations. People of a certain age lost their jobs, others had to move to fresh institutions. Some of the movement was successful, some clearly not. Soon after all this careful planning universities were required to expand recklessly. Students came to Lampeter to join a community of 770 students and left one which had grown to 1500 students. Afterwards universities were accredited in any urban agglomeration with ambition and finally market forces were let rip. The main sufferers in 1985 were students who lost the institution of their choice, but most of all young aspiring academics. When expansion started again the quality of the candidates, some of them about to turn their backs on the profession, was disturbingly high.

Donald Earl's 'Chairman's Review' *CUCD Bulletin* 15 (1986) pp. 4-7 sums up well the state of play with Classics departments facing up to what would be known as Barron. Donald was a comfortable and comforting figure, sucking on his pipe. He once told me that on actuarial reports the best time to retire was precisely at 60. At 55 and at 65 you were doomed, your expected life span savagely curtailed. Donald may have been 60 and his own department was doomed. I was then a frighteningly long way even from 55. There is a misleading calmness about the bulletin of the following year, yet CUCD was a most amazing place to be at that time as departments under threat, but, if lucky, in benevolent institutions, looked for the security of amalgamation. You entered the Tavistock Hotel for a sandwich and someone might rise from the depths of an armchair and make you an offer.

This same bulletin 16 (1987) does record what at the time was regarded as an important event, an unusual venue, Birmingham, and the Secretary of State for Higher Education, George Walden. Bob Sharples and myself had to visit the Ministry of Education to facilitate the great man's visit. We discovered incidentally that the Minister of Education preferred to

get his information from brief reports with lots of highly coloured graphs. Classics received good publicity from this event in what is called the serious press. I was proud of our achievement but on re-reading I am no longer convinced by the style of George Walden's piece. Jack Straw's 'Why Classics must not wither on the vine' *CUCD Bulletin* 18 (1989) pp.10-11 parades more conviction. 'Withering on the vine' however, the title of the piece, must have been a fashionable phrase of the time. The principal of my institution proclaimed loudly that department X had withered on the vine. I immediately opposed his declaration, it was clear that they had not withered, they were bringing in students in amazing numbers and publishing lots of research. I could not win; it was a government exercise in department shuffling; you had to show that you could get rid of a department and bring one in from elsewhere. But fresh as they were, this thriving new department agreed that they had withered on the vine, one to be nearer his girlfriend in an English institution, another to be in an ideologically more suitable place, perhaps with a better train service to see his second division football team.

Sharp statements from that period are found in *CUCD Bulletin* 17 (1988) pp. 3-7 Peter Wiseman's 'Magna est veritas et praevalerebit', a highly political piece and necessary reading as they say, and Patrick Edward's, restrained but bitter 'Do they really know what they are doing?' pp. 7-10. There was another hard-hitting piece from Peter in *Bulletin* 18 (1989), 'The way we live now.' Since political life has drained from the universities - we have all learned to turn away - the Wiseman manifestos read like documents from a bygone age. Perhaps one day historians will read Wiseman on Baker rather than Wiseman on Catullus.

I came on to the committee of CUCD in 1984. I faced a mini-crisis of my own at my first AGM. An angry Averil Cameron wanted to know why Classics, Greek and Latin had separate columns for Single Honours and Joint whereas Classical Studies, Ancient History and Archaeology had both Single and Joint lumped together in one column. She had a point and one which I had asked myself when I inherited the system, but foolishly not answered. The old format masked what was to be in their various forms the rise and rise of Classics in translation and Ancient History. I could confine my historical perspective to the subsequent seventeen years, during which I have served on CUCD committee, but this would be to ignore the real crisis in Classics, the crisis which brought CUCD into existence, the crisis of the sixties, a crisis which had its most recent origins in the fifties. I return to *CUCD Second Bulletin: 1973*.

The preface of George Kerferd is precipient. George certainly could see the future. His contribution to CUCD is part of his monument: I am told that some of the bricks and mortar, or perhaps concrete and glass, of Swansea University bears witness to him as well. From his preface there is clearly a disaster occurring in the schools which must eventually affect the universities, though some might hope or pretend otherwise. He has a dignified turn of phrase: 'resulting changes in university classical studies are likely to involve drama enough, and to many not of the pleasantest kind. Sometimes these changes may be resisted with some chance of success, but in other cases it is probable that we should be trying to see that the inescapable process of change is based as far as possible on reason rather than on "rationalisation".' The dreaded word rationalisation was abroad in 1973. These cataclysmic events could occur in ten years time according to George Kerferd, close enough to Barron to be regarded as an exact prophecy. They had however, as George must have known, already started in 1964 and perhaps earlier, when large scale teaching of Classics in translation had started in Wales, and if I remember rightly, in Manchester. Brinley Rees and Alfred Moritz must have been among the wise men of that early period, and others.

I graduated in 1959, about the time that compulsory Latin was abolished in either Oxford or Cambridge, perhaps both. It was regarded by the BBC and most of the media as the signal for the end of Classics. I have a distinct memory of being seated on a number 17 bus the following year, travelling between Rochdale and Manchester, on the boundary between Rochdale and Middleton, with the bus struggling to get out of second gear, when a bright medical student from KCL, intent on doing me an injury, told me that the Classics Sixth in his old independent school within one year had collapsed from twelve to one student.

The late fifties was a period of enormous change. In my first term in London I found myself outside Waterloo station first of all collecting for refugees from the Hungarian revolution, and then in Trafalgar Square protesting against the Suez adventure. Suez effectively marked the end of empire and the beginning of Britain's search for a new role in the world, as it was said. As late as 1953 someone had come to my school recruiting for the Colonial Service. New subjects were coming into existence. Twenty people studied Latin in my Arts Sixth, one person studied Geography, another Economics. The economist felt lonely and gave up. One person was intending to study Psychology, another, under duress from his father it was thought, was proposing to study Law. We gathered round him and expressed our sympathies. Ten years later he was running a large paper mill with his legal qualifications. In 1959 I met a young lady at a party who was studying Sociology at Bedford. I think there was just one other place in London, LSE, where you could study Sociology. Six or seven years later I met a man from the LSE who said Oxford Greats people were swarming into Sociology because they knew the game was up. I was advised by well intentioned scientific friends in 1960 to move into computers. At my school not much more than half of the A stream thought of going to university; now all three streams at the grammar school, if it still existed, would be expected to go and all three streams from the technical school, and the top stream from secondary moderns. At the girls' school strategically placed four miles the other side of town it was much worse. A bright girl with three high A grades could be advised against going to university. At my school the best students made their choice between Greek and Chemistry at the age of twelve, effectively between Arts and Science, and were expected to stay with that choice the rest of their school lives. It was a world which was not to last.

There were various pretenders who fought over what was seen as the corpse of Classics. The literary heritage was to go to English; scientists, economists and, when they were ready, sociologists, were to be the new administrators. There was a great deal of talk about science in the sixties; talk does not create scientists, but it did disturb the rest of us. We should learn modern languages not dead ones. Russian had its advocates, and flourished briefly in some schools. It was, however, more difficult than ancient Greek and not so obviously useful. Enemies of Classics, some of whom have since had to learn humility in their own specialisms, could be unpleasant, but the defenders of Classics were often out of their depth. I became obsessive in my search for apologies for the Classics and despaired of what I found. I took another tack. At one point I read my way through most of Nietzsche in a gloomy flat between Pentonville and Holloway Prisons, with a gloomy landlady who could remember how as an Edwardian girl she had gone to dances in a carriage from that same perhaps not so gloomy house. It cost me dearly. I found relief by spending my meagre savings on a motorbike. For one day I disturbed the peace of King's Cross as I learned to handle the monster, the next headed across London and found an empty straight road on the Downs.

The next year in a bright flat in the smart part of Notting Hill, mine for £3, I did not lose my pessimism about the Classics but it was a happier, though more firmly rooted pessimism. Indeed I was disaffected. To the north two minutes away was the Portobello market, fiftiesh

in atmosphere, with Caribbean influences. Look south, as my flat window did, towards Holland Park or the Gate, use your imagination, and you could see the much advertised Sixties creeping up the Hill. There were a lot of Europeans around, a strange race, many of them young. I was subletting from a young German shipping manager. The newsagent's by the Gate was stocked by newspapers and journals in an endless variety of European languages. I based my diet on simple foods bought from Hungarian and Polish delicatessens, long since unhappily converted to antique shops. George Kerferd's preface and Robert Bolgar's rather different Europeans lay thirteen years in the future.

I had been looking for a context or contexts for Classics, and a secure future. There were unusual customs in those days: people married young, had children while young and sometimes lots of them. The main spur was however pride. I wanted intellectual self-respect. I had friends who were at what would now be called the cutting edge of science. I wanted to be in that league; constant apology and mere survival were not enough. There had to be a way through.

The names of some of the people who helped to secure the various classical disciplines can be found in CUCD bulletins. There were of course others who carried on the arguments elsewhere. There were the schoolteachers many of them now anonymous, and there was above all the unending stream of high quality publications which took us in the right directions. The third bulletin of 1974 is a good place to start browsing. There is a concise detailed article by John Davies, an exciting programme for a new kind of ancient history, and important statements by Paul Cartledge on the centrality of ancient history. He wrote: 'if ancient history is transferred to history departments, classics is doomed.' Given the way that many classics departments now survive, Paul's statement can only be described as apocalyptic. There are ground breaking articles by Keith Hopkins and Sally Humphreys, both advocating methods of studying ancient history which have proved extremely fruitful. A prefatory article by Moses Finley cuts through the cant which opposed non-linguistic ancient history. A nice memory of a CUCD conference was seeing Moses Finley at the bar, one of the boys, if I am allowed to say so; another was receiving a big welcoming smile from David West as we got out of our cars together.

I had for a brief period taken a job in a West London school, a tough school and I was given the toughest form, 4D. Your eye-balling techniques had to be first class; you had in your demeanour to suggest that you might be the holder of a Black Belt. It was nonetheless security and my desire for the Classics returned. I read the *Odyssey* in the original on the bus journeys, good travel literature, destined each day to meet my unruly mob without divine help or even a teaching qualification. Twice a week I found calmer waters in Wormwood Scrubs prison, usually teaching young boys, who liked me because I was young like them, and sympathetic to their predicaments. Occasionally I found myself in front of a large distinctly middle class audience introducing current affairs. They were a lively bunch, even the warders got caught up in the mood. It was the kind of experience I thought that I should have daily in a university. I had to wait about fifteen years when a friendly professor of English, a rare species, suggested that he and I taught tragedy together, ancient and modern, both of us in the room together throughout the course. Tragedy makes students talk, especially Greek tragedies; with good students classes could be successfully run as a controlled riot. Nonetheless I was amazed to see that most of the stars in a recent production of *A Midsummer's Night Dream*, played to large audiences in four performances held in the quad of our Old Building, were from the Classics department. Paul Turner's talk, *CUCD Second*

Bulletin: 1973 p.8, on the relationship of English and Classics is much too tentative, though I remember being pleased to have seen and heard him.

The Scrubs had converted me to the academic life and I went to Wales. Lampeter was precisely the place I wanted to be. Wales inevitably introduces the language question, and I must tread carefully here because I have a Welsh editress. We discussed language incessantly at early CUCD meetings until we were utterly exhausted. This and the cold rooms at one notorious January meeting of CUCD in Oxford, offending college unnamed, may be the reason why the great annual congregation of CUCD members came to an end. We were constantly looking for the quick fix to language learning. I was misled by a lift I once had between London and Manchester with a young Guardian journalist called Michael Frayn. He talked about his days as a Cambridge philosophical student, bought me a cup of tea in Towcester and somewhere along the road speaking with face averted towards a half open window, with a shy manner of speech, he seemed to say he had learned Russian in three weeks. He was of course to become a great comic writer. I did not learn Russian in three weeks. I did learn a number of modern languages as we all have to do, and out of interest looked at one or two more other than those strictly required for a classicist. I went to a demonstration of a new Latin course where we were told encouragingly that this course was based on Chomskian principles. Maurice Balme was diplomatically critical of this course in his talk 'Beginning Greek' *CUCD Third Bulletin*: 1974 p. 14. The JACT Greek Committee had a proposal for a new Greek course to be written by two good Greek scholars. I assume that Peter Jones and Keith Sidwell are the twinkle that was in Maurice Balme's eye.

During the course of a marvellous joint meeting between the Classical Association and the Byzantinists, at which R.R. Bolgar gave a perfect paper, I waited for him to collect his coat, expecting him to be surrounded by an adulatory crowd. He was on his own. Like a good hit man I discretely moved out behind him into the Birmingham dark, pulled alongside him twenty yards from the building and told him that I had almost finished my edition of Fracastoro and asked how would I know what to do next. He said 'When you have finished this work, you will know what to do next.' The oracle had spoken with conviction and leaning forward he disappeared into the dark. I had known what I had to do. For two years I tried to avoid my fate, then faced the fact that I should have to read a lot of Spanish and learn about Amerindians, if I wanted to read the Latin I wanted to read. Latin can take you into dangerous territory. I found myself reading in the Radcliffe Science library for Fracastoro. Recently I gave a paper on Matthias Miechow's *De duabus Sarmatiis* in its day (published 1518) a famous work which attempted to explain the violence erupting mainly from Central Asia which had brought down the Roman Empire and much later had led to three centuries of Mongol devastation. He manages to slip the Goths in among these Asiatic destroyers, since Goths were Swedes whom he wanted to put in their place, and he identifies the Poles with Vandals and makes the Suebi Polish speaking. He was making sure that his readers would be able to distinguish Polish from German territory. The British Library is full of this kind of important material waiting for readers.

I have started to meet annually with contemporaries from the Classics department at KCL. It is something that I never imagined that I should do. My friends at university had been mainly physicists, on the whole northerners like myself, members of the chosen race. I am very fond of my new friends from the old days. They include many of the people who started the tradition of Greek plays at King's. They seem to have been well-educated, their minds remain in good working order. They have had useful lives and continue to have useful lives. One had a highly successful career in an advanced electronics company, and has now eagerly returned

to his Greek and Latin prosed, others held senior administrative posts in industry or the public services. A number of the women became Classics schoolteachers. One had four or five children, and frequent career interruptions, but can still quote large chunks of the *Oresteia*, Aeschylus' version not Fagles'. Another, whom I remember and shall always remember as a passionate Electra in Euripides *Orestes*, has just embarked on an MA in Russian. A Tecmessa, with whom we members of the chorus were eager to sympathise, easily changed to drama when her Classics post disappeared, but Classics is what she loved.

I have lived in West Wales for forty years, for thirty of these on a smallholding which my wife has run. Our farming neighbours are entirely Welsh speaking but we have to a certain extent shared their way of life, though cushioned by the enormous salaries university teachers earn. Farming has crises like Classics and we have lived through the latest with them. I have carried coffins at Welsh funerals, the ultimate acceptance. There's a phrase they use perhaps in an emotional moment, 'You're family.' Clearly we are not Jones or Davies, but the meaning is that we and they will be the kind of people who help one another.

It will serve as a rough metaphor for my experiences with CUCD.

Geoffrey Eatough

University of Wales, Lampeter

Tityre, tu patulae...

Eric Handley

Some years ago, in the course of the last century, I found myself appointed to a Chair of Greek. The post was not advertised (so far as I know, it never had been); and there was nothing much by way of a job-description. All that comes to mind is a rather simple commission that was not hard to agree to: I was to do all in my power to promote the study of Greek Language and Literature. It was at about that time that the Council of University Classical Departments came into being. The year was 1969 and the occasion was a meeting of some 25 colleagues invited to Jesus College, Cambridge, by Professor Moses Finley. In the preface to a book published in September 2001, another most admirably active classical professor of a later generation writes of 'the determination of what is misleadingly called the Department *for* Education and Employment that the scholars and scientists of the United Kingdom shall spend most of their working hours demonstrating to the Department's agents, with massive documentation, how well they are doing their job, regardless of how little time this leaves them for actually doing it.' What has been happening to us?

The academic freedom - or, if you will, the lack of regulation - in which my generation grew up had all sorts of consequences, good and bad. Gossips as we are (many or most of us), it was the funny stories about old so-and-so that went the rounds, while the good people mostly just got on with it, admired by their pupils and not many more; just a few were stars whose light somehow shone on a wider public. All in all, this situation did little enough for the image of a subject tainted for many by what they had suffered at school - notoriously, Winston Churchill at Harrow; but also, in another place, Her Majesty's present Secretary of

State for Foreign and Commonwealth Affairs. In an impressive advocacy of classical studies given at a CUCD meeting in January 1989, Jack Straw began by remarking on the feelings of revulsion he had once experienced from what he was compelled to learn. Have we not changed all that? Oddball dons, idlers and academic tyrants at all levels of learning are a dying, if not dead, breed. I know some who regret the demise of the first sort; but the point for now is that when, in the later 1960s, the winds began to blow cold through Universities, it was hard for smaller subjects, Classics among them, to defend their existence without sounding either complacent or querulous. Whence the CUCD.

'Defence, however, is by no means the Council's sole function.' So said our first Chairman, Professor Harold Baldry, in nailing the colours to the mast.[1] 'Nothing could be worse for our subject,' he continued, 'than a last-ditch stand against change; and the CUCD has rightly devoted much of its attention to seeking out and discussing new ideas, new methods, new objectives...'. One of the main lines of defence, when staff/student ratios were increasingly used as a weapon of management, and the word 'rationalization' began to be heard in the land, were the tables of statistics collected and published annually. They had two special virtues: first, they recognized the growing importance of teaching and supervision provided by classical departments for students other than those whose whole existence was measurable in terms of 'Classical Tripos Part I' or 'BA Hons (Classics)' or whatever; and second, in the very process of trying to treat all the different degree systems with consistent equity, they made some of us look more closely at the flowers in our neighbours' gardens and wonder if some of them might not be worth cultivating, or whether we couldn't try a new variety or two of our own - so that the defensive role of the Council led in some sense towards the more active side of it that Professor Baldry so firmly stressed. There is a lot of work in numbers. Any sinking of the spirit when yet one more set is called for is countered once the George Kerferd or the Geoff Eatough of the day has made sense of it all in a way that shows where the subject is going. Hesiod's raven lived for five generations of men: we now have records for some ten generations, or two ravensworth, of undergraduate studies, and can claim to work in these matters, if we need to, with a certain sense of perspective.

I do not want to be taken to mean that looking back is always the first step to moving forward. It is a sign of the times that anyone who does want to look back need not go to a library that keeps the *CUCD Bulletin* in a neatly bound set (for example, the Institute of Classical Studies). Since 1999, the annual volumes are published in electronic form as well as in hard copy, and can be accessed on the World Wide Web. That raises, or re-opens, a whole complex of problems close to the interests of University Classical Departments. Is the printed book or the printed journal dying or dead? When we want to exchange views with colleagues, need we wait for the occasion of a meeting, and travel to it and perhaps stay somewhere overnight, and then wait again for the written record? Nearer home, what is the right relationship between texts and textbooks and the spoken word on the one side, and the database and the computer screen on the other? The current undergraduate handbook of the Faculty of Classics in Cambridge has a prescription from Herodotus 3 on its first year reading list, for which, in addition to How and Wells (1928) and other suitable reading matter, the student is in the first place encouraged to 'consult Alan Griffiths' extensive website at <http://xi.grandlat.ucl.ac.uk/>.'

helketai andra sideros. I went a year or so ago with a young colleague to a demonstration of image-intensifying equipment organized by some of the medical scientists (the idea, as far as we were concerned, was to get help in reading difficult manuscripts rather than to have improved views of people's insides). Dazzled as one was by this view of the heights of high

technology, one piece of advice that stuck in my mind as we came away was 'Don't do anything just because you can'. This came back to me when, in the course of a trawl through the *Bulletin*, I came on a comprehensive review of objectives put forward 25 years ago by Niall Rudd, as Editor.[2] One of them was, 'to make our teaching less complicated. (Are all the new techniques so *very* hard, and cannot the jargon be simplified?)'. Some (not all) of the students I now meet still find books in themselves very exciting objects; some find that inscriptions, scraps of papyrus, potsherds, visits to sites and museums and face-to-face discussions of what they see or think are part of the fabric of what makes study worth while. Simplicity does have its virtues.

It is no accident that on several occasions the CUCD has had discussions (including talks from publishers) on how the cost of books can be kept down; on 'Papyrology: future perspectives', on 'That's showbiz: Classics in the Museum', on 'Some aims and assumptions of Classical language courses at University'; and so on, and not least (for here, to put it crudely, is the source of our bread and butter) on the training and supply of teachers of Classics in Schools.

Perspectives change. The vastly improved technology of photocopying and book illustration makes it possible for people to have personal copies of texts and images and discussions that concern them; but anyone who has been concerned with producing material of this kind knows well what are the problems that can arise with copyright rules and reproduction fees. They bid fair to get worse. The topic was raised at a meeting in Cracow in 1999 of many of the learned academies of the world. Resolving the clash of interest between the rights of physical or intellectual property (we like royalties, don't we?) and freedom of public access is no easy undertaking, given that some countries have no rules at all (or observe none) while in others you are on doubtful ground in making a Christmas card out of your own photograph of a public building. What should (or can) be done about this?

Perspectives change. My own strong feeling is that in spite of (or because of) the constant public excavation of Classical Departments to see how the plant is growing, there is still plenty to talk about amongst ourselves; that there is some point in meeting from time to time to do that, and some purpose in putting some of what we say on paper. If most of us no longer think of the *Agamemnon* as a veritable storehouse of grammatical peculiarities, or the *Eclogues* (dare it be said?) as a maze of conflicting critical insights, we do have still have somewhere to go, and there is room for some companionship on the way. Or not?

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[1] *CUCD Bulletin* 5 (1976) 1

[2] In the/Gadamer's twin senses of differentiating for oneself a historical worldview (*Bildung*) in order 'to return to oneself from the alien', and the 'process of differentiation which is itself [critical] seeing' (*Truth and Method* trans. Weinsheimer (London 1989) pp xviii-xix, 12, 76-82, 484).

Old vs. New Pedagogy:

Thoughts from a Parodic Agôn

Jan Parker

What are the Humanities Good For?

At a recent conference on Teaching and Learning in the Humanities, a heated debate broke out when a generic model was powerpointed to the audience. The slide showed Higher Education as divisible into 1) Academic Higher Order, 2) Professional (=discipline specific research) and 3) Transferable skills. What was missing, we insisted, was that engagement with Humanities texts and processes of thinking were to be valued in themselves, not as producing skills or as bases for future academic or business employment. (It is not that Classics courses do not have such outcomes: Classics graduates show up well in 'graduate skills' profiles, but that such are results, not objectives, of Classics education:

It is the basic assumption of a liberal approach to education that language, literature, thought, art and history are worthwhile and compelling subjects of study and understanding in and for themselves. All honours degree programmes in the arts and humanities will accordingly have as their principal aim the goal of enabling students to attain such understanding, to appreciate the values of its objects, and so to enjoy the life of the mind. (Classics and Ancient History Subject Benchmarking Statement, QAA 2000)

Humanities courses, we insisted, were based on bringing students progressively into the discipline community, involving them from the start in the processes, dialogic knowledge creation and critical life of the Humanities.

Language Teaching: Processes not Skill Targets?

This debate carried over to a LTSN Subject Centre Classical Languages discussion group, one which proposed various objectives for undergraduate language teaching other than that of enabling various entrant level students to graduate with language skills sufficient to undertake original-text based research. Ways of including language study at the heart of the curriculum were suggested, models combining Classics and Classical Studies students into an inclusive curriculum.

It seemed, as in the opening distinction of a Humanities-specific rather than a generic model of HE, that what was needed were models which focussed on the value of the processes of language learning, not purely on the outcome in skills terms - say, on the understanding of comparative linguistics, of the alienness of the text, of the quality of discourses at play. It was suggested that what was needed were models where language learning was an underpinning activity in a Humanities process; eg which sought continuously to see the alien in the common. () Such a model might result in Staff and students being brought together in common endeavour: reading a common spine of texts in the original and in prepared, glossed, parallel texts. There might result in programme where a 'good enough' language was the key which unlocked the riches of the classical world.

But it was also suggested that such a curriculum base - crossing as it does the Classics/Classical-Civilisation divide - demanded new models of teaching and learning; and more challengingly, new models of what Classics is and what value - aspirational, intellectual - it has. A new paradigm, in fact - at a time when all kinds of pressure tend to make us cling to past and present ones.

There are many innovative Classics departments which are acknowledged by their institutions to have led the way in creative adaptation and in openness of curricula. Such departments have drawn together as a team whose members continuously evaluate and change what and how they teach. Our community of scholars is actively engaged in agenda-setting for the future and is concerned to explore new approaches and to open up the subject to critical scrutiny. Issues of teaching and learning and the implications for pedagogy of new agendas are increasingly being discussed ... and yet: have not the new curricula and new agendas for Classics also brought new insecurities and orthodoxies?

The history of Classics is bound up with strong, often inspirational, and always shaping, individual models of teaching and scholarship. It is perhaps unusually difficult therefore for us to individuate, to move beyond either reproducing, or reacting against, past models. Truly progressive curriculum development demands a fresh start; some new lecturers and students report that in trying to establish themselves as Classicists they feel caught up in what now seems an old debate. A very old debate, in fact: one which they might, with Aristophanes, caricature thus:

The Old vs The New Pedagogy

Xo. First you, Old Buffer, your hallowed tradition

Expound to this youth: we prize erudition.

Then you, New Bluffer, in sharp suit (no geek)

Update us on Progress and Realpolitik

(apologies to Clouds 935-937b)

Old Pedagogue

In the old days schools really taught them something - proses, unseens, parsing, Greek and Latin standard authors. They already had the training for a university education -background reading, comprehension, ability to précis - as well as the languages and knowledge of the basics.

My first post was as a lecturer - I lectured in term and researched in the vac. Faculty weren't asked to do language or 'skills' teaching or survey courses or spend days 'redesigning the objectives' for exams. Lectures were show pieces: the latest approaches and the latest research. When I came up at 18 the Dean said, 'We are all scholars together; some are further down the path and their job is to give a hand to those who are starting out.' I've never forgotten that. . . and that is what it was like - teaching was talking to younger colleagues. You could drop in a quote from Horace and they would get the point; you could hand out a bit of Plato and they'd both understand AND go away and read the rest. You don't get any of

that nowadays - you're lucky if you don't have to construe Vivamus ... atque amemus! And they don't read around anymore: in fact, they don't read anything that isn't a set text and those mainly in translation.

It's not only that they don't have the languages - they don't have the skills or any of the basics. They just don't know anything that would enable them to understand a text - 3/4 of last year's second year didn't know what 'sportula' meant in their set text! Students now are plain ignorant ... and don't seem to see that it's up to them to learn. They don't know how to make lecture notes or use the library - they expect you to give them everything on a handout. They don't know how to write essays - they expect you to tell them precisely what to do and then complain if they don't get a 2:1. They can't take instruction and they can't take criticism.

They just don't care the way we did - they don't do anything now that isn't on the syllabus, and not even that half the time. You can't have a conversation with students nowadays - the whole time is spent correcting their mistakes and explaining how to do the simplest things - it's spoonfeeding, not teaching. They only really start work when they do the Masters.

New[ish] Practitioner

We teach a much wider range of students now and a much wider curriculum: my module on 'Gender-bending in the Second Sophistic' for instance attracts students from all over the Arts School. They don't have, but they don't need to have, accretive content knowledge: we have a 'skills , outcomes'-driven Programme where skill levels are appropriately developed and assessed.

It's certainly not true that they don't work independently - there are portfolios and assessed presentations and most of the third year is spent on their original project. The Externals always comment on the projects' quality and diversity - all on 2.66 contact hours each! This year we had a multimedia reconstruction of Trimalchio's feast and no fewer than five on 'The Penetrated Body' (but all from different angles).

The first year courses do tend to be rather basic - we take students from all over the School and anyway Classics A levels are so various these days you can't rely on anything. Students find the first year quite unthreatening: it gives them time to sort themselves out and get used to being away from home.

Classics is genuinely integrated into the School programme now - we have Odysseus twinned with Gulliver for the 'Identity and Travel' module; Medea in 'Introduction to Family Therapy' and Roman archaeology is the core unit in 'Arenas of Power: Massacre and Ideology from Nero to Hitler'.

We don't have the luxury of a genteel chat over port in tutorials: our teaching sessions are highly structured and effective. But there are always some students one gets to know personally, who come to monthly open office sessions, borrow books and ask advice. They have to take the initiative, but I think that's a good thing: they're not at school any longer and have to learn to interact with an institution: a very important transferable skill!

Myths and Models

The 'Old Education' argument above is based on documented remarks, some overheard at meetings and conferences but mostly reported by Classics students - they are either things said to them or representative of attitudes they believe their teachers [young as well as old, female as well as male] to hold. They are evidence of real hurt; hurt from teachers who can't teach the way they used to and from students who feel they are being compared to a Golden Age generation and found wanting.

The 'New Education' is a composite, a creative 'gloss' on expressed but half-formulated student discontents. Both of course are partial, in all senses: interesting only if striking a chord, as a basis for a reflection on our commonalities and differences of practice. Both are parodic - if the cap fits, what does that say about the cap or the wearer?

Issues Old and New

The Old Educator sees pre-existing linguistic fluency as the mark of a Classics student, quotations of Horace or Plato as shibboleths marking those inside the community. He identifies lack of language skills with lack of intellectual training: the schools don't teach them anything these days. He does not see himself as, and indeed is not, qualified to teach language acquisition skills.

New has an open curriculum where any student can move into Classics (or Classical Studies, as the Old Educator would surely pejoratively call it) for the duration of a module: language classes are presumably optional. Neither has a model of 'good enough' language skills or a curriculum designed specifically for post-secondary language learners: to help them to integrate linguistic with intellectual development as is proper to 'higher' education.

The consequence of considering linguistic fluency as the mark of Classics can be unfortunate both to those inside and to those outside the pale: those inside (or, rather, given the diminishing numbers of A level candidates, those who have to be brought inside) have to subordinate to language learning the development of other, arguably more intellectually taxing, discipline-specific skills (such as critical reading, analysis and contextualisation of the richly diverse written and material texts of the classical world). Meanwhile those outside are denied direct engagement with the texts and with much of the discourse of the scholarly community.

There is a place for a re-evaluation of the effectiveness of 'halfway houses' - of courses designed not to enable the student to parse or do unseens or prose composition but to give students a bare working knowledge of the language: sufficient to see the structure; to use translations and glossed texts critically; to use electronic texts, tools and searches, to be helped to undertake literary and source analysis and to engage both with texts and scholarly debate.

Curriculum, Progression, Coherence: 'Becoming a Classicist'

The Old Educator has a deficit model of the curriculum, whereby the start and end point of Classics is fixed but students now have to be brought up to the start during their tertiary education: a start, which is defined by a threshold of linguistic fluency and basic subject

knowledge. The end point is where it always was - mastery and the pre-requisites to proceed to research - but he despairs of it being achievable within the undergraduate course.

The New, on the contrary, has a sequence of self-standing and mostly optional modules, where appropriate content knowledge and subject-specific skills are taught within the module. His institution has encouraged flexibility across the Arts courses, so there can be no assumed common basis of knowledge.

The agôn, as set up, is actually between an educator who believes in an unchanging and finally single discipline of Classics and one who sees Classical studies as an agglomeration of discrete thematic studies that happen to fall in the temporal and geographic areas of the 'Classical World'. The latter, presuming comprehensiveness across texts and disciplines to be clearly unachievable, may construct a module out of an innovative approach (e.g. from gender studies, post-modern reading, or reception studies) that is interesting for its own sake and applied to any handy type and period of material. Less ambitiously, a module can consist of a canonical or 'new' subject, structured solely on the delivery and testing of subject knowledge. Students are free to study and gain credit and will graduate with a certain number of subjects safely 'banked'. Progression between modules can be demonstrated in Quality Assurance terms - progressive skill acquisition - but is more nebulous in terms of 'becoming a Classicist'.

For the New, progression is defined by cognitive and transferable skills and acquisition of independent study skills rather than as mastery of languages and deployment of interacting/converging subject knowledge and expertise. The students progress from assessed presentations and portfolio to independent research - from regular teaching slots and assessments to an end-loaded independent study. The modular system and independent learning allow for high level work; it is not clear the extent to which weaker and less motivated students are engaged and whether the course as a whole provides a satisfactory, and satisfying, intellectual coherence.

Progression for the Old Educator is from incompetent to about-to-be-competent: the students are ready to 'start work' at Masters level. A less jaundiced account would say that the progression is in two stages: the first is language-based while providing some progression in skill and knowledge. The second stage introduces the students to tertiary level intellectual approaches and disciplinary procedures which allows them to specialise and work at a higher level. Institutions have to be, and I know are, very conscious of the problems over access to, challenge and possible attainment of stage 1 and over the coherence of the transition from stage 1 to 2.

Teaching Models

The Old educator, as many of us, is teaching in the way that he was taught: but to students who no longer have the language-base and cultural knowledge he had. His model is that of Master-novice - of teachers as Masters of the discipline who show their apprentices their own work processes and so induct them into their shared scholarly craft. The students are presumed to be already junior members of a community, who can be expected to absorb, understand and become proficient in all aspects of the discipline. They are also expected to share the engagement and the discourse of the masters.

This is exactly what some of his students want too - only they feel debarred, unworthy of the Noviciate. He perceives himself instead to be acting as an old fashioned schoolmaster - correcting mistakes, handing out material to be learned. He probably does not realise how devastatingly disabling his current tone and style are; such a teaching style in, say, classes on critical reading and translation can prevent any learning at all taking place.

The New educator delivers a course designed to meet various institutional as well as departmental objectives; consisting of a series of discrete activities that take place at designated times to designated ends, though he is willing to respond to a student who wishes to enter into a more individual teaching relationship. There is a hint that the first year is less than engaging, that those who have come with high expectations and good previous knowledge find this underchallenging. The innovative assessment strategies may allow them to work at their own pace but may equally allow them to 'live off' their secondary school teaching through to their 3rd year dissertation

It is interesting to note that both Old and New share a sense that what today's students want is a programme with clearly defined objectives and [de]limited commitment. As a revealing mirror image, many students interviewed complained of their courses' narrowness and lack of challenge, and at their teachers' lack of engagement. I had a sense that neither students nor teachers knew who was supposed to be providing the passionate interest and engagement. Each was expecting the energy and final rationale for the course to come from the other: a downward spiral of disenchantment. There is certainly a place for access courses which are overtly aspirational, showing the challenge and importance of Classics and allowing students to become in some sense practitioners right from the start, rather than any form of 'ignorance filler'.

Assessment, judgement and standards

The Old sees that standards are slipping and that by any real [sc. linguistic] assessment criteria his students would fail. Presumably assessment is of linguistic competence, demonstrated by unseens and set book translation exercises. Students find both potentially threatening and feel (probably rightly) that they are proceeding much more slowly and working at no higher level than if they were still at school. Set book work was universally disliked: indeed the interviews at this point became heated. The process of working through a set text on their own to pass an examination was described as 'dog work': repetitive and unintellectual, designed to test obedience to the system rather than any critical or linguistic skill. LTSN languages networks discussing alternative ways of teaching and testing language skills is gathering innovative and exemplary practices which the Old educator would do well to adopt!

The New uses portfolios and assessed presentations: both usually reported on very positively by former students, although both can lead to selective attendance. There is clearly a problem over breadth and depth of subject coverage in both systems: students on a traditional Classics course who had not studied Classical Civilisation or Ancient History at school reported spending most of their first two years 'acquiring the basics', in the Old educator's terms - putting together a working knowledge of names, dates, genres and discipline skills. They agreed with the Old educator that they did not read the books on their Reading Lists - saying that by the time they had worked out what the essay question, and the terms used meant (one cited not knowing the difference between Hellenic and Hellenistic) they had very little time

left. For them, some innovatory assessment tasks within a comprehensive yet challenging survey course might be more productive than the weekly essay format.

The problem in all Classics courses is using even summative assessment formatively. Students of Old educators agree that they can't take criticism: because they perceive assessment tasks as hurdles at which they will fall, rather than as incentives and opportunities for feedback. The challenge is to use assessment as the carrot with which to make all parts of the course and all teaching sessions engaging and stimulating for all.

The attitudes in the Old and New discourses above contain various models of the nature and purpose of HE Classics which students have found unsatisfying or alienating - perhaps because of misunderstanding or because of unfulfilled, and possibly unfulfillable, expectations. Both are, from the students' point of view, remarkably un-aspirational: the Old Educator blames this on the students and the schools while the students blame this on the teachers - a potentially downward and self-fulfilling spiral of diminishing ideals and aspirations. The Old Educator is harking back Nestor-like to a Golden Age; the New is responding to delivery models and structural constraints from outside the discipline and does not see himself as producing a coherent, demanding, enhancing Classical education. There is, as the advert says, another way: to develop inclusive, distinctive and aspirational models of Classics in the 21st century

- where students, postgraduates and all teaching staff are engaged in the formulation of progressive definitions of Classics and Classics curricula
- where open access but highly challenging first year courses lay the groundwork in all classics disciplines, including the structures and key discourses of the languages, and create a mind map of classical cultures;
- where linguistics, comparative philology and transmission studies give an intellectual framework and impetus to language learning;
- where language learning is interpenetrated by close reading of core texts shared by student cohort and staff;
- where a wide range of texts are read in parallel edition with 'classic' translations, and attention paid to their power to mean and affect across cultures (reading through rather than in translations);
- where survey courses are bound into language learning and rendered intellectually engaging by being structured around literary and cultural discourses: e.g. of power, gender, religion, metaphysics, moral and cultural construction;
- where secondary school work (e.g. discourse analysis now taught in English studies, cultural analysis taught in many curricula; the challenging range and depth of knowledge of classical texts required by A level Classical Civilisation, Philosophy and Ancient and Modern History); the discursive and debating skills and the engagement with and ownership of knowledge now inculcated in schools is built on;
- where students are allowed to make a start as 'general practitioners' from an early stage; while being able to make one or more subject or discipline areas their own;

- where all the disciplines and texts of Classics are taught within an inclusive framework which allows all students to bring whatever language level they can to the common task of appreciating *Literae Humaniores*.

Is this Utopian or is this already happening in Classics/Classical Studies departments across the UK? I would be very interested to hear.

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