

Pharaoh's Dream

By the time most of you read this report the submissions for REF 2014 will be more or less complete.

It has been a bruising and exhausting process for many departments. The business of gathering information, producing draft after draft of textual passages, and endless meetings with university managers and research officers consumes huge amounts of time. This round we have had the added fun of dealing with the impact agenda. Anecdotal evidence suggest that this time around much more energy (and money) has gone into commissioning external assessments of work that might be submitted. For many there have also been the anxieties of waiting to see which collected works make it out by the deadline. For some the awfulness of being excluded as universities become more concerned to submit only those researchers they think will do best in this round, or just want to keep numbers down to avoid the need for another impact case-study. And this round, as we know, it is hardly for money at all but for reputation, since there will be little research money to be distributed on the basis of the results. The reputation that really matters, of course, is local not national. The panels will produce something like a ranking of departments in each discipline. But what will determine the future of each department is how it measures up to those in other disciplines in its own institution, and increasingly how it does in the National Student Survey.

Still, for the moment things will quieten down. For a year the only people seriously engaged by the REF will be the panelists. And we have seven years until the next one, promised for 2020.

Odd as it might seem, we have lived through nearly seven years of plenty. Our discipline is in good shape. More or less the same number of classical departments will be submitted to REF 2014 as went to RAE 2008. There have been minor adjustments in the list, some from reorganizations as in Wales, a few losses – we regret that Queen Mary has finally said farewell to Classics – but some gains too, and we rejoice in the spectacular success of Roehampton. Outside Classics departments it is clear that many ancient things are still being taught and learned. Classical archaeology flourishes again in Sheffield and Southampton, there is a Professor of Humanity in Aberdeen, courses in ancient history are being taught in Leeds Trinity University and Manchester Metropolitan University, and ancient philosophy in UEA. CUCD must and will find a way to connect better to this wider classical community. As for research the REF panel will give us some sort of health check, but any subscriber to the CLASSICISTS list knows the huge volume of activity going on. The record of major research grants won by classicists - especially from AHRC, ERC and Leverhulme - is impressive.

What about the next seven years? The state of the public finances means we should at least prepare for a few lean years. Austerity will come from several directions, from the impact of student fees south of the border, from successive spending reviews putting pressure on funding councils and research councils alike, and from the general threats posed by rising levels of debt and casualization. Fortunately we have stored up some provisions in the granaries. Most important are the early career researchers who have refilled our departments as the baby-

boomers retired. Competition for those posts was tough, but that means we have excellent new colleagues. It is in the enlightened self-interest of senior academics to do all they can to help the new recruits develop their teaching and research. We have many other assets too. Public interest in our subject is wonderfully high. We have good reason to thank those who have kept Classics in the media, both academics like Mary Beard, Paul Cartledge and Michael Scott and also our erudite and passionate friends outside the academy like Charlotte Higgins, Tom Holland and Peter Stothard. UCAS figures for the last seven years show applications holding up very well. Recent attempts to close classics departments have been resisted with great success, notably by Royal Holloway.

All the same, at any one time there seems to be always at least one department under pressure from its own university and in recent years I estimate four or five have faced the threat of involuntary redundancies or closure. There have been no complete closures yet, but some colleagues have left the profession or left it earlier than they wished, and many have been subjected to long and demoralizing reviews and uncertainty. This is perhaps the moment to record our gratitude to my predecessor as CUCD chair, Robin Osborne, for the energy with which he supported departments under threat.

What we have learned from these experiences seems to me to be the following: that university managers don't always get their sums right, and their calculations about finances or student numbers are always worth checking; that departments that hang together stand a better chance than those that are divided; that having good relations with cognate disciplines can make all the difference; that the support of our students helps enormously; and that in the end, going public may be the only effective protest. University managers have learned some of this too. The attempt by Birmingham to gag staff whose jobs were under threat was shameful, and the attempt by Royal Holloway managers to stop their students talking about the threat to Classics on Facebook was laughable. Most of all we know we must not suffer in silence.

At present, it is difficult to predict how many Classics departments will make submissions to REF 2020. But let us be optimistic, and let us hope that there will be a couple more Roehamptons to celebrate, and even perhaps that economic recovery will mean there will some money to distribute at the end of it all. We can be sure, I think, that classical subjects will continue to be taught widely, perhaps even more widely, in UK universities. There is no doubt that by 2020 the classical landscape will look different. Learned societies, print journals and single honours classics degrees may all figure less than they do at present. But the grain we have stored up during our years of plenty mean we ought to be able to keep teaching and keep researching and keep communicating about Classics well beyond then. Let us look forward to the end of austerity, and a new classical Golden Age!

Greg Woolf, University of St Andrews

Counting the Cost of Higher Fees

As is well known, the emblematic policy of the coalition government is to eradicate the national debt. This policy has been pursued relentlessly, even to the exclusion of other priorities; but it has, importantly, sat alongside an extension of the previous government's economic liberalism. This has led to what seems to me a series of intellectually incompatible positions: that capitalism is good but borrowing is bad; or, more specifically, that individuals (who are frequently in no position to do so) must borrow money while governments (which can do so cheaply and with minimal risk) must not. So a part of the government's debt reduction strategy is to move debt around, passing on a larger burden to its citizens. House-buyers are incentivised into taking on large mortgages. The underpaid take out pay-day loans at exploitative rates of interest. And (what concerns us here) students are asked to shoulder the full cost of their higher education in the form of a loan – popularly thought of as £27,000 but in fact almost always more than that once we have added a maintenance loan and (in some cases) a fourth year of fees.

Perhaps the real sting in the tail is the rate of interest charged on this loan following graduation. Any graduate earning more than £21,000 must begin to pay the loan back; but it may take years before they make more than a dent in what they owe. If the threatened privatisation of the Student Loans Company goes ahead the interest rate will surely rise so that shareholders in the SLC can make a profit on graduate debt. A small number of students are on fully funded programmes or have families rich enough to pay their fees up front. The rest, through choices made in their mid-to-late teens, have effectively mortgaged their university education.

It will be decades before we know the full social and economic impact of these reforms. What's more immediate is the message they bring and the rhetoric surrounding it. The starkest message is in the Arts, Humanities and Social Sciences, where there is now no government subsidy for undergraduate programmes: degree-level education in these disciplines is of no value to society, only to the individuals who study them.

The central rhetoric surrounding all this is of a transactional approach to higher education. Students are invited to see themselves as consumers who seek 'value for money' – measured in the Key Information Sets (described below by Genevieve Liveley) by the proportion of contact hours. This is as depressingly crude a measure of teaching quality as you are likely to get. Worse, it fails to take into account the portion of so-called 'tuition' fees that is invested by a university in extravagances such as libraries and e-resources, study space, study advice, examinations, and countless other academic services.

A consumer who pays for such an expensive service entirely through debt cannot, perhaps, be blamed if they see their higher education as a financial investment more than an intellectual one. The rational justification for taking on so much debt so young must be the promise of a career that will more than compensate in high salaries. The very real danger here for Classics – although it is far too early to say if this has happened – is of a flight away from 'non-vocational' subjects and towards subjects that appear to lead directly to professional employment. It is important that we see this not only as an issue for Arts and Humanities subjects but for university education itself, because all degrees include a

combination of the 'useful' and the 'useless' (and can we always tell the difference?). A student, even in business or the applied sciences, who is merely trained to do a job and not educated more generally in the subject will not in my view have received a university education at all.

A more specific problem is in the supply of these highly paid jobs. One of the biggest growth subjects is Law, but this subject is expanding at a time when law firms are cutting costs by giving their more routine work to paralegals rather than solicitors, and when the overall size of the Bar is being reduced.¹ So universities are producing more and more qualified lawyers while there are fewer and fewer jobs for them to go to. (And the top firms, I am assured, frequently prefer graduates in other disciplines who have taken law conversion courses, precisely because of the breadth and intellectual curiosity that they bring.) It will, as I say, be decades before we know, but a high proportion of graduates may never pay off their debts. The biggest problem with the new student funding system may turn out to be its sustainability.

I do not, through this protracted whinge, wish to mask some of the very real problems in higher education funding that the reforms were designed to address. A university education is very expensive – not least, I should say, because of the decent salaries paid to lecturers like me. It becomes still more expensive when up to 50% of school leavers come to university. And it can be argued that it was a regressive move to pay through general taxation for a service that was disproportionately used free of charge by the children of middle and upper class parents.

Nor should we deny that the reforms have brought at least a few beneficial outcomes. Under the old system funding for teaching was relatively flat and the best way to compete for more was through QR income generated by strong performance in the Research Assessment Exercise. As a result students were sometimes taken for granted and in some cases it is true that they were under-taught in terms of the number of classroom hours in a week. And it was never enough to say simply that our students gain transferable skills without taking some responsibility for how they will articulate and apply these skills in the workplace.

But for the most part the reforms put UK (or rather English) higher education in a place where it is overpriced and undervalued. The message behind these reforms, and the rhetoric surrounding it, thus threaten the very strengths in teaching and a research that made our universities so good in the first place.

What to do about all this? In practical terms we should be sensitive to the predicament in which our students find themselves, while at the same time seeking to influence some of the rhetoric around it. When at my own university we created a Student Charter, students were deliberately cast as 'partners in learning', represented on Boards of Studies, disciplinary and appeals panels, etc. Interestingly, it was our own student union who insisted on this terminology, precisely as a way in which they could avoid being labelled consumers. We can also, as Classicists (who tend to stick together) resist the

¹www.lawgazette.co.uk/5037940.article?utm_source=dispatch&utm_medium=email&utm_campaign=GAZ300913

pressure to work all the time in competition with each other, but rather collaborate in the shared endeavour to draw students into learning about the ancient world and its reception.

The three short articles that follow were originally presented at a CUCD-JACT panel at the Classical Association Conference in Reading, April 2013, entitled 'Counting the cost of higher fees'. The panel was coordinated by Genevieve Liveley (who did all the work) and chaired on the day by me (who didn't). The three articles address three aspects of the changing higher education landscape. They address university Classics in particular, although all three will speak to related subject areas too. The second and third papers introduce issues of great importance to the future of teaching Classics in universities and schools. So it is no real exaggeration to say that three articles between them give a general appraisal of the future of Classics in this country.

Genevieve Liveley in her own article addresses the issues I raise above and looks in detail at the introduction of the Key Information Set (KIS).

Robin Osborne considers the current lack of public funding for MA programmes, as a result of which non-overseas applications for post-graduate taught studies have fallen away dramatically. He worries about the implications for postgraduate research and hence the profession, and suggests ways in which Classics departments in British universities can move forward in collaboration.

Steven Hunt looks in detail at changes in the provision of initial teacher training for Classicists, the most significant of which is the replacement of the Graduate Teacher Placement Scheme with Schools Direct. He points out many of the current threats to teacher training, as well as one or two of the opportunities.

David Carter, University of Reading

Counting the Costs of Higher Fees:

Counting KIS(es)

The brief for this panel was to examine the impact of the 2012 rise in university tuition fees in England upon teaching and learning in Classics and Ancient History. As we know, in 2012, Universities in England saw a 10% drop in overall UCAS applications (47,000 fewer students compared with 2011-12) although, according to a recent HEFCE report assessing the impact of the 2012 reforms: "Numbers of UK and EU students applying through UCAS to begin full-time courses in England in 2013-14 are up by 3% (13,000 additional applicants) in comparison with the same point in 2012."² The same report shows that "Shifts in entries to particular groups of subjects mainly follow longer-term trends: Clinical subjects and science, technology, engineering and mathematics (STEM) have generally fared better than the arts, humanities and social sciences." In fact, Classics and Ancient History (and related subjects) appear to be faring reasonably well. Nevertheless, there remain sector-wide concerns about the other 'costs' that higher fees have introduced, in particular apprehension that the new fee regime has transformed our students into customers.

The NSS – essentially a customer satisfaction survey for HE – has now been with us for a few years (since 2005) but, along with its higher fees, in 2012 HEFCE also introduced the Key Information Sets (KIS) which promised to give students:

robust, reliable and comparable information in order to help them make informed decisions about what and where to study ... such as student satisfaction, graduate outcomes, learning and teaching activities, assessment methods, tuition fees and student finance, accommodation and professional accreditation.

All this, despite a wealth of research by the Sutton Trust and the Department for Business, Innovation and Skills to show that potential students are primarily concerned with just three things: "reputation of a university (55 per cent), the overall cost of studying there (38 per cent) and the subjects offered (34 per cent)."³ However, HEFCE remains committed to providing what it describes as "High-quality information", asserting in its recent report on the impact of the 2012 reforms:

It is vital that applicants have good information to inform their choices. In September 2012, we re-launched the Unistats web-site, including Key Information Sets (KIS), to enable some features of courses at different institutions to be compared more easily... The items of information in the KIS were informed by research on what prospective students would find useful. An early evaluation of Unistats – including a look at the perspective of universities and colleges and a user

² Source: HEFCE report March 2013: 'Higher education in England: Impact of the 2012 reforms' available at the HEFCE web-site (www.hefce.ac.uk)

³ Source: www.independentcommissionfees.org.uk/wordpress/wp-content/uploads/2012/08/NFER-studentsurvey-summary_FINAL.docx. See also: 'Tracking the decision-making of high-achieving higher education applicants', a report jointly commissioned by the Sutton Trust and the Department for Business, Innovation and Skills from UCAS. The full report is available at www.bis.gov.uk/policies/higher-education/researchanalysis

experience survey – is due to be published in April 2013. It shows that Unistats is well used and recognised as a source of reliable and usable comparisons.”⁴

Yet a comparison of the KIS data for single honours Classics programmes at a selection of different institutions suggests that the KIS figures for some *key* ‘key information’ such as contact hours and employability are neither wholly reliable nor obviously usable. Data for comparison can be found on the Unistats website: <http://unistats.direct.gov.uk>

1. **Average Salary & Employment Statistics:** Despite the bold red headline figures given for each course/institution declaring the percentage of graduates who ‘Go on to work and/or study’, hidden caveats for *most* figures warn that these statistics are not specific to the course (so are based on average employment and salary figures for the Institution as a whole), and/or are drawn from very small sample groups so may not be relevant or statistically valid for the specific Classics programme(s) selected.
2. **How is the course taught:** The KIS data in this key section, purporting to offer details of how the course is delivered, simply gives details of the typical number of contact hours (undefined) and the typical number of hours spent in independent study. When HEFCE was collating the KIS data it asked us to specify carefully between different kinds of teaching (lectures, seminars, tutorials, workshops, labs, etc) but the data has been presented as an undifferentiated set, essentially giving total typical contact hours. A prospective student cannot tell whether all of her contact hours will be in large lectures, small group seminars or tutorials, and therefore cannot reliably calibrate or compare the headline KIS statistics given here. Unhelpfully, the only guidance the KIS gives on this section is: “Everyone learns at a different rate, so the number of hours will vary from person to person. In UK higher education the expectation is that students full-time will spend 1200 hours a year learning.” Some courses specify that the data given refers to a model rather than an actual set of module choices, although it isn’t clear how ‘customers’ are to interpret this. The guidance the KIS gives on its definition of ‘independent study’ is: “Independent study (which may be guided) typically features alongside lectures, seminars and similar. Independent study may include preparation for scheduled sessions, follow up work, wider reading or practice, completion of assessment tasks, revision and so on.” There is no guidance on what ‘guided independent study’ might involve.

It is clear that educating students at our Open Days about how to read/translate the KIS (and therefore educate them on what to expect on their degree course) is the real key to making sense of the Key Information Sets. This involves managing student and parent expectations – particularly around contact hours. However, it is also clear from talking to new and potential students that, contrary to Unistats claims, the KIS is not yet widely used and is not yet functioning as a source of reliable, usable or useful comparisons. Our students, it seems, are not (yet) viewing themselves as customers.

Genevieve Liveley, University of Bristol

⁴ Source: HEFCE report March 2013: ‘Higher education in England: Impact of the 2012 reforms’ available at the HEFCE web-site (www.hefce.ac.uk)

Postgraduate Funding

The frequency with which educational funding arrangements have changed in this country is staggering. One might think that provision of education free from kindergarten to graduate degrees would have been a stable aspiration of government for at least the last 50 years, and that arriving at an efficient way to deliver this, though not the work of minutes, would not have taken more than a few years. Far from it! At every level funding arrangements have been in more or less permanent flux. That at least gives hope for different and better arrangements in the future. But then, I'm an optimist.

People look back to periods when primary education or secondary education or undergraduate education was, in their view, well run. The days of enlightened Local Authority control of primary schools – when Tim Brighouse was in charge of Oxfordshire, perhaps – or of grant-maintained secondary schools, or when undergraduates, far from paying fees, received state maintenance grants. But no one can remember a time when graduate funding was adequate. For all the changes in arrangement – routing it through the British Academy or through the AHRC; insisting on Masters degrees being attached to Ph.Ds; sidelining Masters qualifications; working directly with individuals; working only with universities and departments – graduate funding has always been a lottery with too few prizes for the tickets bought, and too many of the prizes being inadequate or not what those who received them either really wanted or needed.

And currently? Does anyone even understand what government thinks it is doing? or the AHRC?

Part of the rationale for the AHRC's behaviour is clear. The AHRC wants on the one hand to minimize the man-hours it spends distributing money to graduates. This means it does not want to run competitions involving individuals – hence the Block Grant Partnership – and hence too the desire to dish out the money in 3-year PhD dollops rather than for 1-year or 2-year Masters degrees. But at the same time the AHRC is anxious about the robustness with which it can defend its decisions – hence its unwillingness simply to hand over money with no strings attached.

One of the things that has been remarkable and is most to be regretted about the whole graduate funding situation is that the universities have exercised no leadership, offered no ideas, and not campaigned to get a system which makes sense. There are various reasons for this. The funding needs and funding situation in the sciences and the funding situation in the arts have always been different, just as the research that is funded is very different in the intellectual and other demands that it makes. Science graduate and post-doctoral funding is on a quite different scale from funding in the Arts and Humanities, and fundamental science research relies on graduate-student and post-doctoral labour in a way not true of Arts and Humanities research. And within the Arts and Humanities, not only do universities see themselves as competing with one another, but most universities' block-grant arrangement pit department against department even within a single university.

The truth is that there is insufficient interest in graduate studies in the arts and humanities either within government or within each university for initiatives to come either from the top or from the bottom. Even were a single university to devote its energies to

proposing a scheme, there would be too much suspicion of self-serving motives to get it listened to. So if anything constructive is going to happen it is going to have to come from the subject associations. Ideally, one would hope for an initiative from the only body that currently has a standing as a general defender of Arts and Humanities research – the British Academy. The British Academy has certainly been talking much more actively to subject associations recently, and its Research and Higher Education Policy committee has taken some useful initiatives (e.g. over Open Access). But if the British Academy is to be wheeled into action it needs to be fed with ideas. This is something where CUCD surely has a role.

The problem with AHRC graduate funding is not just that the AHRC lacks the courage of its convictions, but that its convictions are crazy. The only way to have a flourishing and strong set of PhD students is to have a flourishing and strong Masters programme. Graduate research isn't like undergraduate training, and undergraduate training shouldn't be like graduate research. It is perfectly reasonable that those who acquire the skills that we try to inculcate in undergraduates may be hopeless at acquiring the skills required of a doctoral student. This isn't because we've given them the wrong skills, it is because we've given them different skills.

Good PhD research demands a curious mix of technical ability, imagination, ability to endure the loneliness of the long-distance runner combined with willingness to put in the hours of training needed to do heavy lifting, of self-confidence and humility. One often has a pretty shrewd idea which of one's successful undergraduates will have this combination of talents, but undergraduates themselves necessarily have little idea and don't like being told – at least the answer is that they don't. Masters' programmes are both a way to give students practice in the skills that they will need in doctoral research, and a way to avoid our having to tell undergraduates to whom we have just given first-class degrees that this does not mean that they are suitable for doing research. Masters' programmes both let first-class undergraduates discover for themselves that research is not for them, in a context where face can relatively easily be saved, and, ideally, give students who were not first-class undergraduates the chance to prove that they too are fit to join the massed ranks of distinguished Professors who got 2.1s. But making the Masters' programme work like this demands that Masters' cohorts are relatively large, not squeezed down to one or two students. The bigger the Masters cohort the easier this process of selection becomes – the clearer the graduate students on the programme see their own future.

So the AHRC's not funding Masters' programmes is a bad way to set out to have brilliant PhD students. Nor is the BGP any better, either in principle or in practice. The problem in practice is that the rules on acquiring a block operate the system at a level above that of the individual department. The problem in principle is that in arts and humanities it is better to have the right people funded than the right projects. That is, unlike science, where those at the cutting edge of research may well be the very best people to identify the research that needs to be done, in arts and humanities that's not true. There needs to be a fit between the person and the project – successful doctoral students in the Arts and Humanities need more than a stimulating research supervisor, they need to be able to define their own projects.

Of course there is in principle nothing that prevents AHRC BGP studentships being given to those I have called 'the right people', but for this to happen, those 'right people'

need to apply for every studentship that is open, and they and their applications need to be assessed in detail, and on the basis of face-to-face meeting. This means potential graduate student devoting a great deal of time to trying to discover from departments that are, on the whole rather unwilling to parade the full quality of their goods, which department to apply to. It means their spending much further time submitting a dozen or two different applications in which they have to supply related but different information, that will be assessed by at least twice that number of readers. It means time and money spent travelling for any number of interviews, and, even in the best consequence, the student may be obliged to make a choice of department before hearing from the institution that he or she really wants to go to. The man-hours devoted by us to competitive chasing of graduate students is immense. While reducing these man-hours would not itself produce a larger number of studentships, it would render colleagues rather more willing to devote time to graduate recruitment and to training the graduate students who arrive at the end of the process.

If the situation is bad now, it is hard to believe that it will be better when graduates are emerging with maintenance loans to pay off and an accumulated tax-liability of £27,000 or £36,000? For reasons that are unclear, demand for part-time graduate work has already declined; we can only guess what the burden of fee-debt is going to do for graduates. They are going to be offered a 'double or quits' game – stay on in graduate work at the cost of further accumulated debt for the uncertain chance that acquiring a further degree will improve one's marketability and salary prospects. How many will double and how many quit remains to be seen.

We can't do without good graduates. We need them to replace us when we retire, we need them to stimulate us until we retire, and we need them to teach with us and for us. We don't have enough studentships to support everyone who applies to do graduate work, and a significant number of those who apply probably should not be funded anyway. Sorting out graduate funding is not simply a matter of finding more money to distribute it, it is also about managing to distribute it more efficiently and more effectively. We need to find a way of identifying the right students for the right graduate study environment and getting the right money into their hands.

Four things currently prevent this happening effectively and efficiently.

1. Undergraduate degree results are no sensible predictor of graduate research ability. Unlike A levels, degree results correlate only loosely with ability to make the leap to the next stage. Admissions by numbers is not possible for doctoral work. Academic references ought to be at least a partial solution, but Freedom of Information, pusillanimity, and the sheer difficulty of making the judgement mean that the references that we write for each other are no more reliable than references from schools. Finding ourselves constrained by our universities into making meaningless declarations about a student being in the top 5%, 10%, 20%, not the top 20% of students we have ever taught, we make a rational response to an impossible situation and merrily give the answer we think is expected.
2. We are not good at describing what we offer to graduates. We don't give clear information about past supervision, whether by individuals or by whole departments,

we don't indicate clearly what sorts of graduate work we are most interested in attracting, and we often don't make clear, or easily available, what the latest research by members of departments is concerned with. And when we do make any of this information available we do so only in corners of our departmental websites, not in a single place where potential graduates can make comparisons.

3. There is no agreed timetable. CUCD thought it would be a good idea if Classics Departments supplied their information on graduate scholarships so that all graduate scholarships could be advertised on a single site. But it never happened. University timetables all differ, and if Classics departments know that they are best advised by sticking together, university administrators don't believe it. So we all scramble around too early in the year to make decisions on the basis of inadequate, if not misleading, information. Pressure from the U.S. timetable only makes this worse. 'Traditional' universities like Cambridge and Oxford, where undergraduate results are in no way cumulative, and where performance in the final examination is completely open until the very last are even more unhelpful.
4. No department ever knows quite how much money they will have to give in studentships, or how much they will need. The different fees charged to students of different origins, the multitude of small sources of funding, some attached to individuals, some freely available, all further complicate any attempt to do the sums.

We can surely do better on all these points. Once we stop thinking of ourselves as competing against each other and realize that the future of the subject depends on our getting this right together, the structural pressures to economy with the truth that undermine the value of the information we give will immediately ease. We must not give up on the possibility of the honesty both about the quality of potential graduates and about what we offer potential graduates.

Points 3 looks structural. How could we possibly do anything about it? Timetables are simply not in departmental control. Of course we have no choice but to be compatible with these structures (at the same time as trying to get reform). But there is no need for us to be slaves to the structure. We need here the cunning of the slave Aesop. Yes, we will have to make our formal decisions in whatever administrative way our universities insist upon, and according to their timetable. But we can actually make our effective decisions independently of this. There is nothing to stop us, for instance, encouraging graduate applicants to fill in a single on-line application form, complete with confidential references, which gives the information everyone thinks they need, and which all classical departments could access. Departments in which a graduate has expressed an interest could then access the form and tell the potential applicant to make an official application – or not. Graduates would waste time on fewer applications, departments would waste time on fewer applications – and the applications that were made could be made more effective.

Sorting out problems 1, 2 and 3 are a necessary prelude to sorting out the big problem, of funding. It is pretty inconceivable that the AHRC is going to pick up funding of Masters students again, and totally inconceivable that it will go back to a single central graduate student competition. But here the AHRC's madness gives cause for hope. Now that block-grants are accepted as a way of funding graduates and decisions are delegated,

with however many strings attached, to universities, the argument against making the universities the funding bodies for graduates looks to have been fatally weakened. Sooner or later it is going to dawn on government that if there are going to be block grants to universities for graduate funding they should be distributed like QR funding. Show that you have a good record in supporting graduates and graduate success and you get guaranteed annual funding over a 6-year (or whatever) period? Given that graduate education is part of what is examined in the RAE/REF scrutiny of the research 'environment' it would be little additional labour to single this aspect out for its own evaluation – and from our point of view a useful distraction from the surely impossible exercise of assessing 'impact'.

We need to be ready for this moment when government bribes universities into accepting that if they want good graduate students in the Arts and Humanities they are going to have to fund them themselves. In a global market for graduate studies, this U.S. model will inevitably win out. When that happens that we need to be able to demonstrate the extent of demand for graduate places in Classics, and the quality of the applicant pool. To do that requires our first ensuring that there is indeed a good pool of applicants for graduate work. The two things that will secure that those who could do great graduate work apply to do so are our provision of better information, and our devising a straightforward united admissions system. Rather than hoping that the various dysfunctions in the current 'system' work to their advantage, departments need to take the risk of revealing what they can or cannot offer to graduates, and what the desired and actual patterns of supply and demand are, and to unite together over admissions to strengthen their individual hands when not just some, or even most, but all funding of graduates has to be fought for within their university.

The Classics community has repeatedly been constructively co-operative. But it has never yet managed the degree of co-operation that sorting out graduate admissions to all our benefit demands. That is no reason for our not trying now (I'm still an optimist). Our future, that is the future of university classical departments, is going to depend upon getting graduate funding right – so we should act as if it did.

Robin Osborne, University of Cambridge

The Impact of the New Fees Regime on Applications for Teacher Training through the PGCE in Classics, and Recent Changes to Teacher Training Routes

Introduction

The Government states that it wishes to see more state schools in the UK offering Classics.⁵ However, a number of recent government policy changes may make this difficult to achieve. One of these is the rise in the fees charged to teacher trainees. Another is the change in the types of training routes themselves. This paper explores the impact of the new fees regime on participation rates on courses for postgraduate teacher training in Classics at the faculty of Education, University of Cambridge, and the Department of Education, King's College London (KCL). It starts with a brief contextualising résumé of the training routes which are available for Classics, and the fees and funding mechanisms by which teacher trainees may access them. Next it reports on information about how present trainees of the two PGCE routes have funded their training. In summary, it concludes that the new fees regime has had little impact on the number and quality of applicants for either of the PGCE courses in Classics, and that successful applicants are generally well-prepared for coping with the payment of the fees and seeking support for maintenance during the course. Nevertheless, educators need to be aware that reductions to the amount of bursary available may well have a significant negative impact on future applications.

Teacher training routes for Classics

At the present time of writing (November 2013) there are four possible training routes for Classics teachers in England and Wales. All of the training routes are managed on behalf of or by the Department for Education (DfE). This function has been carried out by the Training and Development Agency (TDA), an external agency of the DfE. From May 2013 the TDA has been renamed the National College for Teaching and Leadership (NCTL), and has become a department of the DfE itself. The author will use the appropriate acronym according to the time period under discussion.

The four training routes available for Classics teacher trainees consist of:

1. The traditional PGCE courses in Cambridge and KCL;

⁵ Latin and Ancient Greek languages are both included in the 2014 National Curriculum programme of study for Languages at Key Stage 2, as is study of the Ancient Greeks and Romans under History at Key Stage 2. Ancient Greek, Latin and Ancient History have also been named as subjects recognised for inclusion in the proposed English Baccalaureate at Key Stage 4. Gove has frequently suggested that he wishes to encourage more Classics – especially Latin – being taught in the state sector: 'It is a source of considerable pride to me that the number of students studying Latin in comprehensives is the highest ever. We are presiding over the greatest renaissance in Latin learning since Julius Caesar invaded. [Interruption.] Those who are about to answer should be saluted, as we say in Latin. The critical thing is that we have to ensure that our examinations in every subject are up there with the best in the world. It is striking that before he went to university, one of the iconic figures of the 21st century—Mark Zuckerberg, the founder of Facebook—studied Latin, Greek and classical Hebrew' (Gove in Education Questions, 11th July 2011, Hansard, <http://www.publications.parliament.uk/pa/cm201011/cmhansrd/cm110711/debtext/110711-0001.htm#11071115000503>, accessed 11th July 2013).

2. The independent PGCE course in Buckingham University;
3. Teach First;
4. Since September 2013 the old Graduate Teacher Programme (GTP) has been replaced by a new training route called School Direct (SD), which will exist in two forms: salaried and non-salaried.

The number of trainee Classics teachers on each of these courses is – by national standards – very small. The NCTL allocates the total number of places for the PGCE and Cambridge and KCL are invited to bid for them. The present allocation for Cambridge and KCL courses is 12 each. By comparison, in 2012-13 there were 14,620 trained altogether in the UK, with 1,630 in MFL and 640 in History.⁶ It is not always possible to identify how many trainees on the other courses there were as the numbers are not easily available, although some details have been made available to the author by the DfE. The Good Teacher Training Guide (Smithers, Robinson, & Coughlan, 2012) reports that in 2010-11 there were 49 Classics teacher trainees nationally, but does not identify the specific training routes. Table 1 below indicates, as far as possible, the number of trainees on each type of training course which I can infer from the statistics which are available.

Training routes	2011-12	2012-13	2013-14
Cambridge / KCL PGCE	24	24	24
Buckingham PGCE ⁷	10	12	15
GTP ⁸	19	Numbers not available	
Teach First		2	Numbers not yet available
School Direct ⁹			10

Sources: Training and Development Agency; Hunt (2012 and 2013); University of Buckingham; UCAS Teacher Training

All 24 traditional PGCE places are allocated to Cambridge and KCL centrally by the NCTL, based on a proportion of a DfE estimation of the total secondary school pupil population. Although the number of trainees trained in this way is small, it still represents the largest block of training provision of all the training routes available for becoming teachers of Classics in either state or independent sectors, since the other Classics training routes tend to have awarded accreditation to teachers who are already in post in the independent sector. The Buckingham PGCE only offers training to teachers who are already employed, and the author has previously reported that only very small numbers – two or three teachers a year – have used the GTP route over the past four years to gain QTS in the state sector. In 2013-15, only one of the 15 trainees on the Buckingham PGCE course were

⁶ Figures from the DfE *Initial teacher training trainee number census* (November 2012), accessed from <https://www.gov.uk/government/publications/initial-teacher-training-trainee-number-census>

⁷ Source: University of Buckingham.

⁸ Source: TDA.

⁹ The number of training placements for Classics teachers through SD is difficult to ascertain. At the time of writing, there were four places advertised through the NCTL website.

employed in state schools (personal communication, 21st August 2013). The majority of GTP trainees – in the region of 10-12 per year – have been independent school teachers who are already in employment (Hunt, 2012). The final training route is Teach First, which, for Classics at least, has until the year 2013 not been able to provide any training at all. The author was alerted, however, by a Classics teacher in Kent that there was one Teach First trainee in 2013 who received training in both History and Classics and he has recently observed another who was offering Maths and Latin (although without any specific mentoring in Latin).

When a PGCE course is mentioned from this point, the author will be referring only to the courses run by Cambridge and KCL unless mentioned otherwise.

Funding teacher training courses

From September 2012 the fee for the PGCE rose from £3,000 to £9,000. Historically the fee for the PGCE has matched the HEI providers' undergraduate fees rather than the sort of fees charged for a Masters. Fees for the GTP and SD courses currently on offer are at present unknown as there are no central figures available; however, it is likely that in most cases the cost of providing training will not be much less than that which is charged by the Universities.¹⁰ Trainees may access student loans to help pay the training fees, and for those on PGCE and SD non-salaried courses, there are means-tested loans and grants available for maintenance. The Education Minister Michael Gove's intent has been to raise the academic qualifications of entrants to the teaching profession by financially disincentivizing those with lower class degrees. Therefore, for trainees on the PGCE and SD non-salaried courses, those with 1st class degrees or PhDs are at present awarded a full bursary of £9,000, while those with 2.1s receive £4,000. There are no bursaries available for those with 2.2s.¹¹ However, a Masters degree 'trumps' a 2.2 and trainees may receive the same bursary as those with a 2.1.

This, then, is the situation at present. Classicists must, however, keep their eyes and ears open due to the constantly shifting sands of educational policy. In 2012-13, and, we are told by the NCTL, for 2013-14, bursaries are available for certain, named 'priority subjects' – of which Classics is specifically named. But if the subject were to be reassigned downwards to the 'other subjects' category, bursaries would no longer be made available. This would have possibly serious consequences for the uptake of training courses of any sort. Moreover in 2013-14 bursaries will only be available for trainees who are undertaking PGCEs in Ancient Greek or Latin (the 'facilitating subjects' beloved of the Russell Group of Universities). This new policy has led the Cambridge PGCE to consider redefining its course as Latin (with Classics) to show to the DfE that the course is orientated towards languages and less towards civilisation topics (as if the one can be pared away from the other). It is almost as if someone in the NCTL or DfE thinks that the study of Latin and Ancient Greek in schools today is or perhaps should be much more a linguistic activity – as it used to be, perhaps in the 1950s – thereby flying in the face of many developments of the last sixty or

¹⁰ The King Edward's Consortium SCITT will be charging £8,900 for its training course in 2013-4, for example (Source, <http://www.teachkec.org.uk>, accessed 11th July, 2013)

¹¹This in itself has little impact, as neither KCL nor Cambridge accept teacher trainees with a 2.2 or below except on very rare occasions.

so years about Classics education sponsored by the DfE and its very own forebears.¹² Importantly, this change in nomenclature – if continued – means that if any other HEI provider wished in the future to start or support the development of teacher training in Ancient History or Classical Civilization (as the author is aware some have considered), their trainees would not be able to access any bursaries from this source.

The impact of the new fees regime on the number of applications for the PGCE

When the new fees regime was introduced, there was concern that the number of applicants for the PGCE courses might be adversely affected. Table 2 below shows the total number of applications which Cambridge and KCL received in the last three years. The application procedure has been until now through the Graduate Teacher Training Recruitment website which makes comparisons difficult to achieve. There are several reasons for this. Firstly, the PGCE courses accept trainees onto the course on a ‘first come, first served’ basis. Thus, when an individual PGCE course has been filled, there may be many applicants who applied later but who are never considered for interview, let alone called to attend. Another difficulty is that some applicants apply for both courses, and so a simple ‘tot-up’ of applicants might be misleading. On the other hand, applicants who receive an offer of a place from either of the two HEI are automatically withdrawn from the system and are not then interviewed by the other.¹³ Given these provisos, Table 2 shows the number of applicants for the Cambridge and KCL PGCE courses from 2011 to 2013.

Table 2: Number of applicants for the PGCE, 2011-13				
Date	PGCE provider	Total number of applicants (known to have applied)	Total number of applicants interviewed	Total number of places offered
2011-12	KCL	90	49	13
	Cambridge	52	39	13
2012-13	KCL	52	38	14
	Cambridge	47	30	13
2013-14	KCL	70	42	12
	Cambridge	55	33	12

Sources: University of Cambridge and KCL

It seems that while the rise in course fees between 2011-2 and 2012-3 did seem to affect the number of applicants for the KCL course, it has had less of an effect on it for 2013-14. There seemed to be no discernible impact on the Cambridge PGCE course. On the face of it looks like KCL and Cambridge are able to attract sufficient candidates from which they can select enough high quality trainees for their places. However, there are more changes on the horizon. From 2014-15 the NCTL has suggested that they will reassess the allocation of the total number of training places. There has not been any suggestion from the NCTL that there will be any changes in the amount of bursary to train as a Classics teacher yet. But if

¹² See, for example, *Classics in Comprehensive Schools* (HMSO, 1977) and *Classics from 5-16* (HMSO, 1988) for descriptions of the move to include the teaching of culture and literature alongside the linguistic material.

¹³ As of September 2013 all applications will take place through the new UCAS Teacher Training website. This may or may not make calculations of the total number of applicants easier.

the bursary was reduced or withdrawn, it would almost certainly affect uptake for the courses – whether the number of places which was allocated was smaller, the same or even larger than before – as can be seen from the report in the next section.

Impact of the new fees regime on the 2012-13 PGCE trainee cohort

This paper now moves on to the impact of the fees regime on individual members of the teacher training cohort on the PGCE in Classics. The author asked all the PGCE trainees from the 2012-13 cohort (both Cambridge and KCL) to complete a questionnaire in March 2013 on the ways in which they financed their way through the course. The questionnaire consisted of 12 questions which required short written responses. These have been collated in the text below. There were 20 respondents in total (10 each from Cambridge and KCL); 13 respondents were female (four from Cambridge, nine from KCL), and seven male (six from Cambridge, one from KCL). The questionnaires were completed anonymously.

Questions: What is your degree classification? What bursary were you awarded?

Table 3 shows the degree classifications of the respondent trainees and the amount of bursary they received.

Table 3: Bursaries awarded to PGCE trainees, 2012-3		
Degree class	Number of trainees	Bursary
1st	7	£9,000
2.1 or MA	12	£4,000
2.2	1	£0 – except trainee had MA, therefore £4,000
3	0	£0
Pass	0	£0
Sources: University of Cambridge and KCL		

The quality of trainees (as measured by their degree classification) is very high with none achieving lower than a 2.2. Six of the 1st Class degrees were at KCL, one at Cambridge; of the remaining trainees at KCL, three had 2.1s and one a 2.2 + MA; of those at Cambridge, eight had 2.1s and one an MA gained abroad.

Questions: Were you aware of the costs of the course and bursaries / grants available? Where did you find out the information?

All 20 trainees reported that they felt that they had been well-prepared for the costs of the course, having consulted the DfE website and the Cambridge and KCL PGCE websites thoroughly before applying. Thus they were able to ascertain how much bursary they were entitled to and where else they could access financial support for living expenses. However, two trainees were surprised that they had to pay the PGCE course fee ‘up front’. As undergraduates, of course, the course fee is paid by the Student Loans Company and clawed back through pay. The PGCE course fee is paid (either in all or in part) by a bursary from the TDA. Trainees therefore expected that the TDA would pay this direct to the HEI provider at the start of the course, not that the trainee would have to pay it first and that the fee would be reimbursed by a bursary paid in monthly instalments afterwards. To avoid perhaps widespread confusion this situation has since been clarified with more details

added on the government website.¹⁴ The arrangement, however, did cause some hardship: three trainees reported that they had to make use of their own savings or receive help from their parents or take out a loan to pay the course fee at the start.

Question: What other financial resources did you access?

Trainees had recourse to several sources of financial support for the cost of maintenance, as Table 4 shows:

Table 4: Sources of financial support for PGCE trainees, 2012-13	
Source of financial support for maintenance	Number of trainees
Means-tested maintenance loan	20
Means-tested maintenance grant	20
Personal loan	1
Personal savings	7
Child tax credits / adult dependent tax credits	4
Discretionary grants	2
Parental help (financial or otherwise, such as accommodation)	8
Source: PGCE trainee survey questionnaire, March 2013	

All trainees were eligible for and took out extra grants and loans for maintenance for the PGCE course. 35% used their personal savings. 40% had financial or other support from their parents. Clearly, the expense of a PGCE requires considerable personal financial sacrifice and is not something that applicants undertake lightly.

Question: How much was the cost of the PGCE a factor in making decisions about applying for the course?

Six trainees (30%) thought that the cost was a major concern. Four more (20%) mentioned that only the bursary made it bearable. Trainees considered the cost to be a significant feature when they were making decisions about whether to undertake the PGCE course. Comments suggest that if the training bursary were not available, the applicants would have probably been unable to train as a teacher. Several trainees commented how they had financed the course because they had saved for the course before applying or had used savings. The three trainees with dependent children found the costs very difficult to bear. In both Cambridge and KCL we try to allocate training placements first to these trainees to suit their family circumstances, with schools that are close to home or near to children's schools. These trainees drew largely on their own savings, parental help, and were able to access child tax credits. Two were able to access discretionary extra grants for previous employment experience – although these were not widely advertised. Two trainees with dependent spouses suffered a large loss of income. Nevertheless, they were still committed to completing the course and planned carefully how to undertake it. In all, then, trainees felt the financial discomfort which they suffered was compensated for by the benefits of

¹⁴ <https://www.gov.uk/student-finance/loans-and-grants>, accessed 9th May, 2013.

gaining teaching qualifications. However, withdrawal of the bursary for the PGCE fee would have probably prevented most of the trainees from undertaking the course.

Questions: Do you know of anyone put off from doing the PGCE? Did it prevent them from trying to become a teacher?

13 of the trainees did not personally know of anyone who had been put off from considering teaching as a career as a result of the fees. Interestingly, of these, Trainee 3 reported that the availability of full bursaries would incentivize people they knew to become teachers. The other seven were aware of people who had been put off by the cost of the PGCE. Two more trainees noted that personal and family circumstances were a major factor in the decision-making made by people they knew: And this was also reflected by Trainee 6 whose report also mentioned anxiety felt by applicants about the changes in funding arrangements which might be imminent:

"I know of two or three people who had been in an age bracket that meant they were still dependent on their parents and were not eligible for the grant. I know others who are afraid to apply in case the funding changes by the time they are accepted and that they will have to withdraw their applications as a result."

Questions: What is your perception of the rates of pay for a Newly Qualified Teacher? Will the original financial outlay affect the way in which you apply for a post?

The author was interested to find out if the cost of the course affected the trainees' thinking about the sort of position that they sought. Trainees' thoughts about the sort of positions which they wanted to take up were coloured by their perceptions about teachers' starting salaries (£21,000 for those outside London, rising to £27,000 in Inner London). 10 of the 20 trainees considered the starting salaries to be on the low side, while the other 10 considered them to be fair or reasonable, although three of these were concerned about the pay differential between London and the regions. Four trainees said that the cost of the course would make them consider applying only for independent schools, where they perceived the salaries to be higher than those available in the state sector. The remaining 16 did not suggest that the cost of repaying their loans would necessarily be a factor, citing closeness to family and relatives and the 'feel' and ethos of a school being more significant in making their choices. Four trainees declared that the desire to work in state schools was a more influential factor in the choice of applying for teaching positions, despite their perception that they would receive higher salaries in the independent sector. For example, Trainee 10 reported: *"I know I could earn more in a private school but I don't agree with them and wouldn't work in one, though it would mean earning more money."* On the other hand, Trainee 8 was in more of two minds: *"If the pay scales were the same / similar for independent and comprehensive schools I would obviously prefer to apply for non-fee-paying schools. Financial considerations are the only influencing factors at this point."*

Both of these comments – the perception that state schools and those outside London offer low pay – have implications for hopes for resurgence of the teaching of Classics in state schools in all parts of the UK. Research by the Cambridge School Classics Project suggests that the number of schools in the regions – state or independent – offering Classics is very small outside London and the South East (CSCP, 2008). If trainees are struggling to pay back maintenance loans for the cost of their training, they may well

consider pay to be better in London and the South East than elsewhere, and the pay also to be better in the independent rather than the state sector, and apply accordingly. As evidence for this happening, the author's own research suggests that state schools have far fewer applicants for teaching posts in Classics than independents (Hunt, 2012 and 2013), and in the last two years only around a quarter of the PGCE trainees took up positions in the state sector.

Conclusion

In conclusion, therefore, the impact of the new fees regime does not seem to have been great in putting trainees off from applying. They seem to be well-prepared for the financial hardships involved during the period of training and, on the whole, remain positive about the value of the course itself. Nevertheless, it is possible that the impact of the fees regime only hits home once the trainees have qualified and start applying for positions. The majority seem to seek positions in a narrow geographical area which offers better pay than the rest of the country, and in the independent sector, where they perceive that pay and conditions are better than in the state sector. If policy-makers wish there to be more Classics taught in state schools all over the country, they need to find ways to make it more attractive or at least sound more attractive to the teachers they are paying to train. Additionally state schools need to be more proactive when advertising for Classics teachers if they want to have the chance to select from the best candidates: they need to advertise early and to offer an attractive employment package.

Steven Hunt, University of Cambridge

Literacy through Latin in Welsh Schools:

Romanes eunt domus?

Everyone can feel it: there is a change in the air – no longer just a whisper in the trees. Classics is experiencing a renaissance after decades of decline. The Pompeii exhibition at the BM is one of the most popular ever, Roman remains unearthed during excavations nationwide continue to spur interest, and Classics community projects are springing up all over the UK – even the pope and the Mars robot are tweeting in Latin! Little did I know, when I first started a Literacy through Latin project with the Iris Project in one Welsh primary school in November 2011, how rapidly the project would grow. After only two years, twenty of my students at Swansea University are teaching Latin (two ancient Greek) as volunteers to approximately 330 pupils in seven local schools (five primary, two secondary), and the project is about to expand even more in the coming academic year.

The South West Wales Literacy through Latin project is neither unique nor the biggest of its kind, and indeed similar projects are being set up all over the UK. However, the project is the only one of its kind in Wales and – perhaps because of the different social and political context, and its comparatively secluded location – is developing somewhat independently from its Oxford base. While the Iris Project continues to provide support and student training, Swansea is a long way from Oxford, and I have had to look for local funding as well as educational organisations to provide more training. I have also had to explore the local context in order to find a way into a Welsh society which, apart from hubs around important archaeological sites, cares little for the Romans. As the project is moving into its third year and the organisation of the next academic year looms, this is the perfect time to look back and reflect on details of this project that might be different from others.

1. Funding and students

Some projects in the UK receive funding to pay students to teach in schools. It's great when that happens, but it seems unrealistic to think this is viable UK-wide in the long term, especially as more and more schools are clamouring for Latin or Greek teaching.

I'm not a great fan of the word 'employability', but I strongly support the positive side of what it entails: ultimately, our students will need to find a job, and we might as well provide the enthusiastic students with experience in the types of jobs they want to do. So at Swansea University, our students can (among other things) teach as student volunteers. Because I want them to be able to take part in the project while keeping focus on their degree, student volunteers are only required to go into a school one hour every two weeks, and so one group of school pupils (usually between 30 and 40 per class) is taught by two student tutors in alternate weeks. The students work in teams, and need to make an outline

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for the 10 classes they will teach each term as well as individual lesson plans – all materials need to be proofread by myself before they are used in class (and much is available from previous years). To make sure they know what has been taught the previous class, students keep in touch via our Facebook group and Dropbox (where all the resources are uploaded).

The students on the project are usually taught by me, so it's easy to stay in touch and I get regular feedback after class. I am lucky to be surrounded by immensely enthusiastic language students who often go beyond my expectations in creating exciting classes for their pupils – in reality, most of them go into school every week (so they effectively teach in pairs), which helps them get to know pupils and develop constructive working relationships with the teachers. In the pupil questionnaires I collected in June, 100% of the pupils were very happy with their tutor.

Financially, it is thus perfectly viable – and sustainable – to let students work as volunteers. My students are happy to get the work experience (even those that don't want to become teachers). I have also set up a module for those students who want to formalise their experience. These students do teach every week, and take a more proactive role in the project. For this year's assessment, they will be helping me design an MFL-based Latin course, moderate the other volunteers, and redesign our resources website. This is student partnership at its best, and although the number of students taking the module will always remain small (the module doesn't fit well in the degree schemes), feedback so far has been excellent and students say they come away with a lot of information, experience, and feel part of a closely knit team.

Even with a free workforce, you still need funding. I have been lucky to get funding from the Society for Roman Studies, the Society for Hellenic Studies, and the Friends of Classics. However, this was all for resources. For the moment, I aim to keep the project entirely free of charge for school, and so funding is required for student travel costs. Swansea University gives me £500 towards this on a yearly basis, and for the rest I apply for anything that comes up and run fundraising events, the main one being the Ancient Languages in the Park project. This is a summer course in Latin, ancient Greek and Hieroglyphs classes, which takes part in the University park. Anyone can sign up for £3 per class. I usually raise between £250 and £500, and this is used integrally to reimburse student travel costs. In sum, once you have resources and students, this is a relatively cheap project to run.

2. Training

Dr Lorna Robinson (the Director of the Iris Project) comes over every year in January to give a workshop on adapting ancient texts for classroom use. By now, I have also retrained so I can provide guidance on Latin and Greek teaching. The training by CILT Cymru (the National Centre for Languages, <http://www.ciltcymru.org.uk/>) has been invaluable, and Routes into Language (<https://www.routesintolanguages.ac.uk/cymru>) have promised

teacher training this year. For a general outline of class behaviour, I have been lucky to get free student training by the South West Wales Reaching Wider Partnership (a local widening access organisation), and Swansea Metropolitan University provide further training on teaching Latin at primary level. Apart from paying for providers' travel costs (and for Swansea Metropolitan University, their teaching time), much of it continues to be free, and I organise regular workshops for the volunteers.

3. Literacy and other outcomes

When the point of teaching Latin is doubted, two arguments are generally used by proponents: 1) it gives access to the cultures at the beginning of Western civilisation, and 2) it improves literacy. Bizarrely, often the two arguments are seen as mutually exclusive, though that makes little sense in my opinion. In Wales more than in the rest of the UK, literacy is a huge problem, with 20% of pupils going into secondary school now functionally illiterate. There are few studies that actually confirm that Latin improves literacy skills, but based on the questionnaires and feedback I have had from teachers, it is clear that Latin does help make pupils aware of linguistic structures.

The methodology of our classes is thus focused on improving literacy, as that makes most sense in the context. While my students are welcome to use their choice of textbook, we don't use one main course book. Instead, we move – like Modern Foreign Language teaching at primary level – from a basic word level through phrases, sentences and then texts. Focus is first on vocabulary, and moves through the grammar, e.g. subject-direct object differentiation, use of stems and endings, etc. Latin words are connected with English (and Welsh, where students feel confident – and if not, they are encouraged to ask pupils whether they can see connections. Since the teacher has to remain in the classroom and take an active role, they can often help here.) All of this is done through games, puzzles, storytelling, crafts, and drama. We normally work on a theme for one term: generic ones such as seasons, food, family, or stories are easily adaptable and allow for parallels and differences between modern and ancient cultures to be discussed.

We focus on oracy, reading, and writing (parts of the Key Stage 2 curriculum) to a largely equal degree, and the focus of the classes is to make pupils *aware* of language – not to make them fluent readers or speakers (this is again part of the KS2 aim of MFL language acquisition). In reality, though, the pupils usually get a taste for Latin reading and grammar (which is of course our secret aim!), and after 3 terms of teaching, our year 6 group at Brynmill Primary School knew 4 tenses, all the conjugations and 3 declensions, and was able to sit the OCR Entry Level Latin test. It was a huge achievement. (The tricky thing now is, of course, that few secondary schools in the Swansea area offer Latin, even outside of the curriculum.)

It is not my aim to get all of our pupils to sit the OCR exam. I will open this opportunity up to any pupils who would like to try it. As was demonstrated by one pupil

who started crying during the exam, tests put pressure on people, and I wouldn't want this to detract from the enjoyment pupils get from the project.

4. Challenges and developments

The main challenge is the logistics of the project. As I am the only organiser, I have to make time for the project alongside my teaching and employability/schools liaison role. Arranging timetables for all the schools that fit the student volunteers, getting students DBS-checked, checking their materials on a daily basis, applying for funding, setting up student training, getting retrained myself, trying to keep up with developments elsewhere in the UK and internationally... I'm sure anyone who is organising a similar project knows how time-consuming this is. Most of the schools, students, and pupils are a pleasure to work with, but there are occasional hiccups: uncollaborative teachers, the odd lazy student, financial restraints... Ultimately, however, the project runs fairly smoothly. I find that keeping the students happy is a key ingredient for success: tea, biscuits, and the occasional pint make them feel they are an integral and appreciated part of the project.

The project is further developing this year. We are launching a Latin PenPal project (ideas for names welcome!) with Welsh schools and 170 pupils in North Cobb High School (USA). Year 7 pupils will be communicating about their daily lives and so will get the opportunity to learn more about global citizenship (another KS2 aspect). We are also, as a department, starting up an exciting heritage project with CADW (the Welsh heritage trust) to provide work placements to our non-linguistic Classics students in linking the Roman sites in Wales. Watch this space!

And finally...

Pupil feedback tells us clearly that Latin is being discussed at home, and parents and/or grandparents who learned Latin in school are reengaging with the language as well. Through the younger generation, the whole community is reached, and awareness of *both* the language and the culture is raised. Both pupils and students are made more aware of their linguistic abilities, and students gain valuable work experience. For universities faced (once the REF is over) with a focus on student experience, employability, and community impact, a project such as this ticks many boxes. This is not why I organise this project, but we might as well use the HE agenda where it helps us.

Information about the project can be found here:

<http://www.southwestwalesclassicalassociation.co.uk/resources/UPDATED%20%20letter%20for%20parents-teachers.pdf>. You can stay in updated via the South West Wales Classical Association Facebook page. Anyone who would like to get in touch is welcome to do so at e.bracke@swansea.ac.uk.

Evelien Bracke, Swansea University

Update on the Public Role of the Humanities

One of the projects discussed at the 2012 CUCD/JACT panel on *School and University Collaborations: Some new initiatives* was a new 20-credit Level H (3rd year) unit, being developed at the University of Bristol's School of Humanities. The unit's aims were to help students contextualize each of the disciplines in the School within broader debates about the public role of the humanities, from historical, theoretical, religious and other perspectives (from Newman to Nussbaum) and in light of recent public policy. As well as considering these issues within the seminar room, students were required to undertake some practical work in the community as part of the unit.¹

This unit ran for the first time in the Spring term of 2012/13 with a group of 15 final year students, representing all five disciplines within the School (Classics and Ancient History, English, History, History of Art, and Theology and Religion). Numbers were capped to keep the class size small and more than 20 students initially registered to take the unit as an option. The unit was team taught by 8 colleagues from across the School of Humanities; in each case someone with specific research interests in the history of ideas, education, and/or public engagement. Feedback on the unit was extremely positive (average score 4.5 out of 5). A representative extract from one feedback form says:

This unit was excellent and I believe it to be one of the most useful courses I have taken during my degree. It transformed my way of thinking about my subject and has taught me how to "sell" the value of my degree to future employers- something which no other academic course has done. ... Thank you for running such an insightful and fascinating course!

Various outreach placements were organised by students, including placements with the Bristol Festival of Ideas, a local film festival, an art gallery, the Bristol Campaigns and Alumni Relations Office, an education project at a local prison, and a number of local (state maintained) schools – both primary and secondary. In their assessment for the unit, students were asked to reflect on their placement experience as well as to engage with the relevant scholarship and policy. The essay below by one of the students in the class offers an illustration of how this worked in practice, reflecting on her placement at the Clyst Honiton Primary School in Devon.

Genevieve Liveley, University of Bristol

What is the Public Value of the Humanities?

This essay explores the public value of the humanities using the context of primary school education. Key stages one and two are a child's first exposure to the humanities in an official capacity, and there is strong justification for teaching humanities to children at this age. Initially, this essay will demonstrate the value of the humanities whilst children remain

¹ <http://www.rhul.ac.uk/classics/cucd/Bulletin2012.pdf>

in a school environment. Arguments are supported primarily by educationalist theories, but also by a concise examination of a case study that took place with primary-age children. The overriding aim of this essay, however, is to argue that primary level humanities are important because they are the first step in continued humanities education. The qualities developed by studying humanities, which are initially nurtured within primary school, progress to be valuable much later in an individual's life.

For this essay, the term 'humanities' references the majority of the academic disciplines not included under the heading of STEM (Science, Technology, Engineering and Mathematics). Creative subjects are not included strictly as humanities, but share the so-called 'humanities approach' to thinking which will be detailed throughout the forthcoming discussion. This essay will develop the arguments of Jen Harvie, Professor of Contemporary Theatre and Performance at Queen Mary University, that the humanities are important for two main reasons.² Firstly, each individual subject endows students with specific knowledge and skills. For example, being educated in history prepares the student with the necessary knowledge base for continued research within this discipline, which enhances the field as a whole. Secondly, and perhaps more importantly, collectively the humanities equip individuals with transferable skills relevant to all disciplines. Particular heed will be paid to social skills such as 'emotional literacy', and the ability to think using a holistic, interdisciplinary methodology.³ For these reasons, the importance of humanities at primary level education will be used to validate the continued teaching of humanities at higher levels of education, and their relevance in the public world beyond the domains of teaching.

The first reason to value the humanities is for the specific skills each subject can offer. This essay focuses on the subjects deemed compulsory at primary level in The National Curriculum. Of these ten, four are categorised as humanities or the arts: English, history, art and design, and music. The educationalist James Smith gives several reasons why history is worthy of study. Particularly in relation to primary school children, it helps to develop an understanding of the past and of human nature.⁴ This results in children having a better sense of citizenship and a sense of connection to their past, he argues.⁵ English too develops its own set of skills, and accordingly is a core subject in the curriculum alongside science and mathematics. It is recommended that the timetable for key stages one and two reflects the importance of the subject, and English is allocated the majority of teaching time (24%-36%).⁶ This demonstrates its fundamental importance not only in developing the key skill of literacy, but also in beginning to develop children's reflective abilities. The current curriculum describes it as 'a subject in its own right and the medium for teaching'.⁷ In conservative educational doctrine, artistically creative subjects such as art and music are

² J. Harvie, 'The Arts and Humanities: Endangered Species?', University of Cambridge Conference (25th February 2011). Video accessed <http://www.sms.cam.ac.uk/media/1127325> on 24th April 2013

³ Harvie (2011)

⁴ J. Smith, 'Why Teach History?' (2007). Accessed at <http://www.whyteachhistory.com/publications/whyteachhistory> on 30th April 2013

⁵ Smith (2007)

⁶ Qualifications and Curriculum Authority, *The National Literacy and Numeracy Strategies: Designing and timetabling the primary curriculum: A Practical Guide for Key Stages 1 and 2* (2002), Appendix 1: A Basis for Deciding Time Allocations, 35

⁷ Department for Education, *The National Curriculum in England: Framework Document for Consultation* (February 2013), 13

often seen merely as additions to the more rigorous STEM subjects, a divide which increases throughout the levels of education. David Page, a former history professor, aptly expresses the bias against these subjects:

Inessential subjects – that is, those which don't assure university entrance – are pushed aside, and get a low quota of time and interest. It isn't just art and music (they've always been thought of as frills); now, it's even a bad idea to waste time on geography.⁸

Page uses irony to express how public opinion is increasingly favoured towards subjects that will supposedly better an individual's career prospects, rather than valuing education for its well-rounded approach. The arts play a crucial role in this approach, as they aim to stimulate and maintain a child's interest rather than train them for industry.⁹ Pat Thompson stresses the importance of creative research amongst primary school students for its additional ability to develop a particular set of skills, knowledge and sensibilities.¹⁰ The arts are an essential outlet for children who have not developed the necessary sophistication of verbal skills to express themselves.

It is worth considering why some of the humanities that are valued at university level are excluded from the primary curriculum. The National Curriculum appears to edit the list of essential subjects to exclude classics, art history and theology. Rather than signifying that these subjects are of a lesser value, their exemption from the curriculum indicates that their multi-disciplinary nature means that they are taught within other subjects. Classics is incorporated under the general banner of history. It is stipulated that pupils should learn about the ancient civilisations of Greece and Rome within the curriculum.¹¹ Art history is taught within art and design, and famous artists are used to form the basis of art projects. This is in accordance with the curriculum guidelines that at key stages one and two, children should 'know about the great artists, craftsmen and designers, and understand the historical development of their art forms'.¹² Although theology does not appear as a discipline in its own right, all maintained schools in Britain are legally required to make provision for religious education to pupils according to Schedule 19 of the School Standards and Framework Act 1998.¹³ Curriculum guidelines note the importance of religious education as a means for cultural development, especially in an increasingly diverse Britain.¹⁴

The humanities also have a collective value, in addition to teaching subject specific skills. Collaboratively, they develop children's social and cultural awareness, and sense of self. These values can be described as intrinsic, as opposed to instrumental. These intrinsic values have been held dear by humanity since ancient times. As Bruce Janz points out:

⁸ D. Page in D. Rubinstein and C. Stoneman (eds.), *Education for Democracy* (2nd Edition) (Harmondsworth, 1972), 223

⁹ Rubenstein and Stoneman, 8

¹⁰ P. Thompson (ed.), *Doing Visual Research with Children and Young People* (Abingdon, 2008), 14

¹¹ Department for Education (2013), 167

¹² Department for Education (2013), 147

¹³ School Standards and Framework Act 1998 (Commencement No. 5 and Saving and Transitional Provisions) Order 1999. Accessed at <http://www.legislation.gov.uk/ukpga/1998/31/schedule/19> on 29th April 2013

¹⁴ Department for Children, Schools and Families, *Religious education in English schools: Non statutory guidance 2010* (January 2010), 6

It is, after all, what the Delphic Oracle meant with the inscription "Know Yourself", what Socrates meant when he said that the unexamined life is not worth living, and what Kant meant when he summarized enlightenment in the phrase Sapere Aude!¹⁵

Gregory Tague goes as far as to suggest that the humanities serve a biological purpose; that humans have evolved from a purely mammalian brain, to one that is able to create and think morally.¹⁶ Therefore, the humanities are a logical and necessary area of study. Instilling these values of personal heritage and understanding what it is to be human might therefore be considered essential within primary school education. Children's lack of life experience requires that the process of understanding themselves and others begins early. This process begins in primary humanities education, but does not end here; self-awareness carries on into adulthood. John McGuinness eulogises that 'the greatest gift we can give our pupils at school is not academic success, but a mighty sense of personal dignity and worth, coupled with an ability to operate in a variety of social situations.'¹⁷

A case study with the Bristol Single Parents' Action Network (SPAN) illustrates this process. SPAN organises community events and aims to give a voice to single parent families, particularly those from diverse and impoverished backgrounds.¹⁸ Bristol University organised an 'Art Inspired by History' day with the network in March 2013. One of the tasks for the children was to create a collage of their family, and then map their 'journey' to Bristol onto the communal board. This workshop was structured to emphasise the diversity of the group. For many of the parents and children involved with SPAN, English is not their first language, and the family has lived in several countries. By celebrating this, the children could bond over their shared experiences, despite perhaps being at risk of social exclusion in the wider Bristol population. The value of collaging for primary level children has been researched by Ruth Leitch, Professor of Education at Queen's University in Belfast. Her experiments have found that this kind of visual research can help children realise 'individual and collective narratives, [...] helping them to narrate aspects of their consciously lived experience'.¹⁹ In this context, the humanities are significant for these children because they reinforce the positivity of diversity and promote social inclusion.

My ability to assist during this practical experience with SPAN also demonstrates the importance of the humanities beyond primary level. I was able to provide effective help in this position because of my own 'emotional literacy' and particular skill set that was developed through my choice of humanities degree. The children required help with expressing their personal journeys, appreciating how their unique path brought them to where they are, and the actual aesthetics of arranging their collage. A prolonged study of humanities has equipped me with an appreciation of cultures, and the relevant communication and social skills needed for this kind of role with diverse groups of children.

¹⁵ B. B. Janz, 'What Can I Do with a Humanities Degree?', *University of Central Florida*. Accessed at <http://pegasus.cc.ucf.edu/~janzb/humanities/humcareers.htm> on 15th April 2013

¹⁶ G. F. Tague, 'The Scientific Case for the Humanities', *4humanities.org* (11th September, 2012). Accessed at <http://4humanities.org/2012/09/gregory-f-tague-the-scientific-case-for-the-humanities> on 27th April 2013.

¹⁷ P. Lang (ed.), *Thinking About Personal and Social Education in the Primary School* (Oxford, 1988), 323

¹⁸ 'Policy and Research', *span.org.uk*. Accessed at www.span.org.uk/policy on 10th May 2013.

¹⁹ Thompson (2008), 37

As well as these emotional and social skills, or perhaps because of them, the value of the humanities lies in their ability to produce a certain type of thinker. Whilst a STEM student is used to researching specific information to find a specific answer, the humanities student will be comparatively more familiar with using resources from other disciplines. Art history, for example, relies on texts from the canon of English literature, classics, historical sources, and social theories, as well as specific disciplinary texts. Several scholars recognise the importance of this multifaceted approach. Professor Carrie Paechter's study of interdisciplinary teaching methods found that they improved learning in children as skills were practised in various guises.²⁰ Sir Jim Rose aimed to revolutionise primary teaching in 2010 with his review of the National Curriculum. He envisioned primary education taking an interdisciplinary approach, and grouped traditional subjects into 'six broad areas of learning' which would help children 'apply what they have learnt in new contexts'.²¹ His justification for doing so was observations by Ofsted that it is 'clear that some of the most effective learning occurs when connections are made between subjects'.²² An interdisciplinary humanities approach to study, therefore, produces the kind of holistic thinker that is able to forge links between disparate gaps of knowledge. Nicholas Negroponte, the founder of the Massachusetts Institute of Technology Media Lab, agrees with this statement:

The ability to make big leaps of thought usually resides in people with very wide backgrounds, multidisciplinary minds and a broad spectrum of experiences.²³

This holistic approach to thinking, which begins in the humanities classroom in primary school, is developed through continued study of humanities throughout secondary school and university.

Beyond this school environment, the creative thinking that derives from the humanities approach is a quality necessary in great leaders and innovators. A. G. Lafley, the former CEO of Procter and Gamble recalls:

[...] as someone who spent many years assessing the skills and talents of management prospects for a wide range of disciplines and industries, I know that the candidates who were the most attractive manager prospects were those with a well-exercised mind, leadership potential, and the passion to make a difference. These success factors can be cultivated in many ways, but all are best developed by taking courses in the liberal arts and sciences.²⁴

²⁰ C. Paechter, *Crossing Subject Boundaries: The Micropolitics of Curriculum Innovation* (School of Education, King's College, University of London, 1995), 102

²¹ Qualifications and Curriculum Authority, *National Curriculum: Introducing the New Primary Curriculum: Guidance for Primary Schools* (February 2010), 8

²² Qualifications and Curriculum Authority (2010), 8

²³ J. Landy, *In Defense of Humanities*, Talk given at Stanford University (5th December 2010). Accessed at <http://news.stanford.edu/news/2010/december/humanities-defense-landy-120710.html> on 25th April 2013.

²⁴ A. G. Lafley, 'A Liberal Education: Preparation for Career Success', *Huffington Post* (12th June 2011). Accessed at http://www.huffingtonpost.com/ag-lafley/a-liberal-education-prepa_b_1132511.html on 24th April 2013

A recent book entitled *The Innovator's DNA* details how curiosity is a key trait for successful entrepreneurs, and that this quality is nurtured by the arts and humanities.²⁵ There are numerous examples of outstanding figures at the forefront of invention that could credit humanities for their imaginative spark. Two of the most well known figures from the world of technology have humanities backgrounds, despite the prevalent idea that the two fields are conflicting. Mark Zuckerberg excelled in classics, and went on to create the most popular social networking site ever made.²⁶ Steve Jobs, one of the most successful technological innovators, described himself as 'a humanities person'.²⁷ Although he never completed his university education, he credits a calligraphy course for the beauty of Mac's typography:

[Learning calligraphy] was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating. [...] If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts.²⁸

Jobs is an illustrative example of how the humanities 'help us to think about how to use technology to make the world a better home for humanity'.²⁹ The typography is arguably not essential to the Mac, but it contributes to making the computer enjoyable to use. The leadership potential that Lafley speaks of can be exemplified by Barack Obama, whose degree in international relations was the starting point of his political career.³⁰ England's own prime-minister Winston Churchill won the Nobel Prize for literature in 1953, and the presentation speech by S. Siwertz established the link between Churchill's skill as a writer and his skill as a political leader and orator.³¹ All four of these figures have certain traits in common. As well as incredible intelligence and determination within their own fields, they all share an innovative and pioneering way of thinking that may well have spawned from studying humanities. Susan Frost agrees that the humanities create 'visionary, creative and critical thinkers': all essential characteristics for individuals at the forefront of most professions.³²

This counteracts the commonly held opinion that the humanities are not the right choice for obtaining a profession or financial success.³³ Using their subject specific

²⁵ J. Dyer et al., *The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators* (Boston, 2011)

²⁶ M. A. Lusted, *Mark Zuckerberg: Facebook Creator* (Edina, 2012), 22, 7

²⁷ W. Isaacson, 'The Genius of Jobs', *The New York Times Sunday Review* (30th October 2011), 1

²⁸ Stanford University Archive, 'Steve Jobs' Commencement Address' (given 12th June 2005). Prepared text accessed at <http://archive.is/20120711/http://news-service.stanford.edu/news/2005/june15/jobs-061505.html> on 29th April 2013

²⁹ B. Smoot, 'Humanities in the Twenty-First Century', *Edutopia.org* (20th July 2011). Accessed at <http://www.edutopia.org/blog/humanities-twenty-first-century-bill-smoot> on 27th April 2013

³⁰ S. Boss-Bicak, 'Barack Obama '83', *Columbia College Today* (January 2005). Accessed at http://www.college.columbia.edu/cct_archive/jan05/cover.php on 1st May 2013

³¹ 'The Nobel Prize in Literature 1953', *Nobelprize.org*. Accessed at http://www.nobelprize.org/nobel_prizes/literature/laureates/1953/ on 1st May 2013

³² S. Frost, 'Thinking Through the Humanities', *4humanities.org* (18th April 2013). Accessed at <http://4humanities.org/2013/04/thinking-through-the-humanities/> on 29th April 2013.

³³ C. Henseler, 'Looking for a Job? Cash in on the Humanities', *4humanities.org* (2nd September 2012). Accessed at <http://4humanities.org/2012/09/christine-henseler-looking-for-a-job-cash-in-on-the-humanities/> on 29th April 2013.

knowledge, humanities students can find employment within the creative field. Christopher Breward puts forth the importance of art and humanities research for the Victoria and Albert Museum, and how a national institution such as this has an 'extraordinary capacity' to pass this knowledge on to the public.³⁴ Furthermore, the creative field is expanding. Figures from the government's Department for Culture, Media and Sport (DCMS) in 2008 show that the creative industries have grown at twice the rate of the rest of the economy since 1998.³⁵ Logically, it makes financial sense to find employment in a growing sector. Arthur Razzell makes a perceptive observation:

It is not sound economics to prepare the nation's children for a way of life which has already ceased to exist. In the Edwardian days there was a need for an adequate supply of counting-house clerks and literate workmen. Today there is a need for men and women with more sophisticated skills.³⁶

Whilst this comment must be understood as rhetoric rather than complete fact, it makes a valid point. An individual may well have great success in financial industries and business, but Razzell argues that in this modern age, the humanities-inspired industries such as media, tourism and communication offer engaging prospects, too. The DCMS findings show that the two million people employed in the creative sector contribute around £60 billion to the British economy.³⁷ Physical examples of the economic value of the arts and humanities are cities like Bilbao, and an area like Shoreditch in London, which owe their renovation to a thriving creative sector.³⁸

As this essay has shown, however, humanities students are not limited to the creative industries where they have specific knowledge. The transferable skills gained from their studies can be put to use in a variety of professions that are seemingly unrelated to the humanities, such as business and technology. Mike Press acknowledges that 'these creative disciplines provide unique skills and knowledge that can be usefully applied to diverse real world problems'.³⁹ The lateral way of thinking that the humanities promote can be utilised for providing creative business solutions and inventive strategies. The value of the humanities, therefore, is that not only can they prepare students for a career in the expanding creative industries, but the transferable skills they teach have a widespread implication on Britain's 'economy, innovation and well-being' in terms of so-called big business.⁴⁰

Unfortunately, it is necessary to justify the humanities using this economic vocabulary that evaluates education based on return on investment. Though the analysis above demonstrates that the humanities *can* withstand this interrogation, this

³⁴ C. Breward in J. Bate (ed.), *The Public Value of the Humanities* (London, 2011), 183

³⁵ Department for Culture, Media and Sport, *Creative Britain: New Talents for the New Economy* (February 2008). Accessed at <http://webarchive.nationalarchives.gov.uk/+http://www.culture.gov.uk/images/publications/CEPFeb2008.pdf> on 2nd May 2013, 6

³⁶ A. Razzell in Rubinstein and Stoneman, 119

³⁷ Department for Culture, Media and Sport (2008), 6

³⁸ R. Howells in Bate, 237

³⁹ M. Press in Bate, 156

⁴⁰ Press in Bate, 169

understanding of value fails to pay any significance to the other kinds of capital that the humanities contribute to. Bourdieu describes these as symbolic ('prestige, recognition, honour') and cultural ('formal and social education that allows understanding of the arts').⁴¹ As well as contributing to the nation's economic and commercial success, the humanities contribute to these other forms of capital through tourism and the arts.

Furthermore, a value of the humanities that is not solely related to the economy is that many graduates go on to be teachers. Figures show that in some humanities subjects, as many as 20% of graduates go on to study teacher training.⁴² The graph below illustrates that humanities teachers have a higher percentage of degrees at 2.1 or above than teachers of science, maths or ICT.

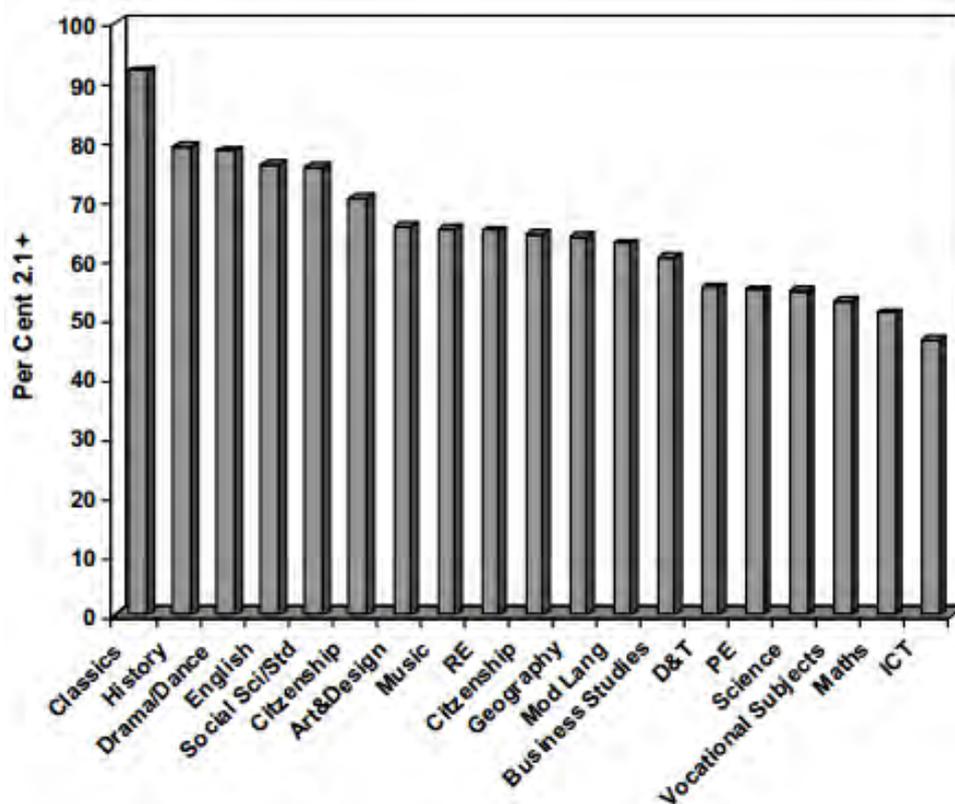


Figure 1: Graph Showing Recipients of Qualified Teacher Status receiving a 2.1 or higher.
Source: A. Smithers, and P. Robinson, *The Good Teacher Training Guide 2011* (Buckingham, 2011)

Researchers found that 'this pattern has persisted over a number of years and it is indicative of the competition for places'. In other words, the prominence of humanities graduates in teaching has raised the level of competition for places. This has a positive effect on humanities teaching; because of the high competition, only the best applicants succeed. Therefore, the standard of humanities teaching is generally higher than that of STEM subjects. The accompanying analysis to the graph concedes the same point: 'children are more likely to find themselves with knowledgeable teachers in subjects like history and

⁴¹ Bate, 235

⁴² 'Where do Arts and Humanities Graduates Start Work?', *TargetJobs.co.uk*. Accessed at <http://targetjobs.co.uk/news/314909-so-where-exactly-do-arts-and-humanities-graduates-start-work> on 30th April 2013

English than in maths, the physical sciences and ICT'.⁴³ The circle whereby many humanities graduates go on to be teachers is essential. These graduates have the relevant knowledge to impart, but also the social and emotional skills that make them able to teach children. Therefore, the humanities have value to the public because they produce excellent teachers, who are then able to produce successful humanities students. Many of these students will go on to teach, creating an important educational feedback loop.

This essay has attempted to demonstrate the value of the humanities in the context of a primary school setting for subject specific reasons, and because of the transferable skills they impart. Teaching humanities in primary school starts children on a journey. The skills they learn at this stage of their education are built upon throughout schooling, and the choice to continue studying humanities at levels of higher education is a very valid one. An individual's subject specific knowledge base deepens, personal and social skills improve, and the essential humanities approach to thinking develops. The ability to make interdisciplinary links between subjects develops creative, innovative thinkers. Several business and educational leaders have cited the importance of this 'big leap' thinking, so individuals who excel in this manner of thinking are ripe for positions at the forefront of their discipline. This may be in the expanding creative industries, or in professions traditionally thought to oppose the humanities such as technology or big business. The expansion of the creative industries over the past decade demonstrates their economic significance, and innovative, robust businesses have long been the giants of a thriving capitalist economy. This demonstrates that, although much lip-service is paid to the contrary, the humanities are in fact good for our economy. However, their value extends beyond generating capital. The prominence of humanities graduates choosing to become teachers sustains a high quality of humanities education within primary school, which is where the virtuous circle of humanities' value begins.

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⁴³ A. Smithers and P. Robinson, *The Good Teacher Training Guide 2011* (Buckingham, 2011), 22

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Sophie Whenham

Teaching in the Round: Classical Reception Studies and Interactive Workshops

What makes a workshop truly 'interactive'? If the desired learning outcome is to get the students actively involved in the discussion and to facilitate the exchange of information then how can we best achieve that?

These were the key questions that concerned Professor Nancy Rabinowitz (Hamilton College, USA) and I as the co-organisers of a half-day workshop designed to explore the theme of *Greek Tragedy, Women and War* (27/06/2013). During the preparatory stage we discussed extensively how best to get the students involved. We wanted to avoid duplicating the framework of a colloquium with us doing all the talking and delegating the students to the role of listener who only had the opportunity to ask a few questions at the end. We were aiming for a much more 'interactive' approach, but the burning question was how best to realise this goal.

The context

This workshop was the third in the 2012-13 series organised by the Classical Reception Studies Network (CRSN) in collaboration with the Institute of Classical Studies. This collaboration has proven particularly fruitful. The network with the help of the Institute has been organising an annual series of London based graduate workshops since 2005. Professor Lorna Hardwick was instrumental in setting up the collaboration under the aegis of an AHRC research project based at the Institute and designed to investigate the state of postgraduate provision in the Classics. She felt that classical reception studies was an area of our discipline that would benefit from the organisation of more workshops designed to bring together researchers and interested graduate students. After the success of the initial round of workshops it was felt that the momentum should be sustained by establishing an annual series of workshops staffed by volunteers drawn from the network's members.

I was invited to join the team as a representative of the Institute in which role I continued until 2009. My involvement continued uninterrupted when I moved to The Open University. It has proved particularly inspiring to be involved with such an active group, particularly as my own experience as a doctoral student working on a reception thesis was an isolating one. I keenly felt the lack of personal interaction with other students working in classical reception studies and with other academic voices that could provide me with different perspectives. It is precisely this gap that the annual series of classical reception studies graduate workshops is intended to fill.

Workshops over the years have had a number of different themes including classical reception theory and methodology, a focus on careers as well as particular research clusters within classical reception studies such as cinematic receptions. What has remained a constant is the desire to involve the students in the discussion of all these themes. Before the *Annual Meeting of Postgraduates in the Reception of the Ancient World* (AMPRAW) was created, the series used to include the opportunity for a work-in-progress research day when students could present papers that featured their own research. More than that, though, one of the guiding principles set down by Professor Hardwick was that students ought to have the opportunity to become participants rather than simply passive listeners. The network seeks to foster rather than to dictate students' activities.

Advertising is key

A key way in which one can signpost that 'interactivity' of a workshop is to set it up as a participatory event from the very beginning. This is how our workshop was advertised in all the advance publicity that I sent out:

This workshop seeks to explore the impact of war on the female characters of Greek drama in light of recent trends in feminist theory and classical reception. We will investigate how the ancient texts have been appropriated to address modern concerns and how such receptions can contribute not only to our engagement with ancient Greek dramatic texts, but also our understanding of the world we live in. The contributors of the workshop will debate these themes with reference to particular case studies drawn from their own research.

Rather than packing the programme with talks by experts we deliberately left plenty of time for Q&A.

The path of interactivity

Nancy and I devoted the entire second half of the workshop to an interactive session which was headed by a series of questions that we thought would foster debate. These were agreed upon by Nancy and me from the beginning, so that they were also included in all the publicity. We asked students to reflect on the following themes/questions in this interactive session:

- The active role that female characters play in the dramas.
- Are the plays anti-war, or is it just the modern versions that are?
- How does promoting audience understanding through the ancient plays, as the *Theater of War* does, change if we emphasize women?
- To reflect on how modern theatrical revivals and cinematic receptions have contributed to public debates about modern conflicts.

Our reasoning for this approach was that this would familiarise students with our intentions and clearly signpost to them that we were proposing a debate rather than a series of lectures. The workshop concluded with a plenary discussion that summed up the ideas and the theoretical and methodological approaches interrogated during the workshop, as well as looking forward to new possibilities for the future. Quotations from the feedback forms include the following:

- 'Everyone got the opportunity to talk and share ideas.'
- 'Very interesting to hear different views and interpretations of Greek tragedy'
- 'Informal discussion was enjoyable and extremely valuable in gaining insights into a range of receptions'
- 'It was very useful for my own research'
- The 'workshop helped me push my academic studies, getting confidence to participate at a higher level'

The success of the workshop and the very positive feedback we received from the participants suggests that this half-day format works well when the aim is to focus closely on a specialised theme in contrast to other CRSN workshops which offer a larger canvas of themes and approaches. I would argue that a balance of both types of workshops is needed in order for the CRSN to meet its mission to deliver exciting, innovative and interactive events that reflect the variety and vigour of classical reception studies. As the saying goes, watch this space...

CRSN Website: www.open.ac.uk/arts/research/crsn

Workshops are advertised on the Events page.

Classics Confidential interview on the theme of the workshop:
<http://classicsconfidential.co.uk/2013/10/07/greek-tragedy-women-and-war-with-nancy-rabinowitz/>

Anastasia Bakogianni, The Open University

The Liverpool Classics Graduate Teaching Fellow Partnership: Interim Report¹

Introduction

As of the end of July 2013, this project, supported financially by *Classics for All*, has been running for five school terms (from January 2012). As reported in full elsewhere (*JCT* 26, 22-24), the project sends graduate students from the University of Liverpool to schools without Classics in Merseyside to teach Latin or Greek on a weekly basis. Schools pay into the scheme for the teaching they receive at an hourly rate, which subsidises salaries for those teaching on the project through adding to the seed-money granted by *Classics for All*: the longevity of the project is therefore reliant on the uptake from schools, since more schools means more subsidy, and thus salaries can continue and the project roll on from year to year.

This short report offers a sketch of what the scheme has achieved in the last eighteen months, and some musings as to what seem to me to be the real obstacles to getting Latin back into schools, based on my experience so far of talking to schools and teachers involved in this project. I hope what follows may be useful to others planning outreach projects, but also food for thought for those involved in more strategic approaches to encouraging Classics in schools.

Overview of Developments

In short, the scheme has been a success. To give some broad figures, since January 2012 just over 250 hours of Latin and Greek have been taught across 9 schools. At its peak (reached in March 2013), the scheme was teaching 7.5 hours per week and was employing three graduate students to meet demand (each on 0.1FTE contracts). The scheme has developed the teaching skills of these three postgraduate students, one of whom is now employed teaching secondary Classics, as well as financially supporting their studies over a long period of time. To date, it has effectively cost its funder just under £7,000,² with the rest of the costs covered by schools: this substantial buffer, and the large number of schools signed up to continue from September means it is financially in good health and looks to continue for some time.

Four schools are looking to increase the number of hours of Latin taught from September 2013, and while recruitment of new schools remains a constant challenge (space opens up as some schools can only commit for a short block of lessons, and the scheme is always looking to expand), on average one school per term joins the scheme. Almost all schools in the project already work with the University of Liverpool's Educational Opportunities department, and it has on the whole only been possible to pass on

¹ Since writing this report, Amy Coker has stepped down as Co-ordinator of the scheme because of a move of institution in September 2013; Jan Haywood, a former tutor on the scheme, has taken over running the project, and can be reached on Jan.Haywood@liverpool.ac.uk.

² i.e. the difference between the original grant of £16,4500 and what is currently in reserve in the account.

information to the right person in a school (often the G&T coordinator or an Assistant Head running enrichment activities), and thus recruit them, through these channels: 'cold calling' or emailing schools directly has almost always been fruitless.³ As an unexpected side-effect of this, almost all schools in the project educate students who come from areas of the city with high levels of deprivation, and traditionally poor educational achievement: nonetheless, these are schools who are working hard to increase the attainment of their pupils at GCSE and beyond, which is why they seek links with Universities and to expose their students to new educational experiences, like learning Latin. 'Improving cultural capital' and 'widening horizons' are phrases which I have heard over and over again when talking to partner schools and pupils, and it is heartening that through offering Latin this scheme represents so much more to these pupils than just a bit of grammar.

Challenges

This is all very positive. However, all classes still take place outside the formal school day in the enrichment hour slot (3-4pm) or later, and the real challenge is in moving Latin back into the curriculum. From talking to schools who are the greatest supporters of the scheme, it appears there are two main obstacles: timetabling and staffing.

Timetabling

Pressure on the timetable strikes me as one of the biggest single challenges. Putting Latin into an already full timetable will mean that something will have to be taken out, and the most natural choice for a school will often be one of the modern languages, which are themselves already struggling in many schools: one of my schools has recently dropped German altogether and now only offers French and Spanish, and there are similar stories from elsewhere (with German in particular in trouble in many schools, it seems). This is a wider problem over which Classicists have little control, although it does perhaps suggest that Classics needs to start talking to MFL and find out what measures they are taking collectively: as a larger community, MFL may be a useful ally.

One of my contacts was however more positive: he suggested that all that was needed was a 'leap of faith' on the part of the school, and that if a school really wanted to reintroduce Latin into the school day, this would be possible (he noted that parent response is highly unpredictable and varies wildly between cohorts, so is perhaps not such an important consideration as one might think). I suspect for many schools, keeping Latin after school is the easier option: they can offer it to those pupils who are keen to take it up, and yet not have the hassle of having to change the curriculum, or employ an additional regular member of staff.

What this boils down to is the fact that the decision as to whether to add Latin to a curriculum is fundamentally – I think – down to the choice of a Head or members of Senior Management Teams: I suspect this will always be a matter of personal choice, but some concerted method of lobbying Heads, Assistant Heads or other members of SMTs would surely be useful, possibly riding the recent wave of Ancient world documentaries? Latin will

³ Special mention must go to Deonne Hill from Ed Opps, who has been phenomenally supportive throughout this project.

not suddenly reappear overnight in schools, but a top-down approach in concert with the many local programmes and activities working from the bottom-up across the UK may be a welcome boost.

Staffing

It is well-known that there is a shortage of trained Latin teachers and, while not playing down issues over the lack of PGCE places, alternative routes should be considered. Several schools I worked with have members of staff who would be interested in being able to offer Latin alongside their main subject, e.g. English teachers who have some Latin already, or in particular MFL teachers who have the language teaching experience but lack subject-specific knowledge. Re-training teachers who are in post in Classics-less schools is in particular important for the reintroduction of Latin: a school is taking less of a risk if they use a teacher whom they already employ in another capacity to teach Latin than if they were to look for a new teacher of Classics exclusively. I wonder whether it would be useful to offer a short course to such constituencies (as I believe has happened in the past and is being talked about in some circles), marketed through MFL networks, and/or exam boards, perhaps even as part of the JACT Latin Summer School.

Feedback & Conclusions

In sum, there is a clear desire on the part of many schools to be able to offer Latin to their pupils, but we must continue to encourage them at each stage to take the next step, from no Latin to after-school Latin, to a few hours in the timetable to taking on a teacher themselves. This will be a slow and cumulative process, but there are positive signs of progress nonetheless. Bottom-up projects like this one can only make progress alongside action taken on a more strategic level.

To finish on an uplifting note, I append some feedback from the 11-13 year old pupils (years 7 and 8) who came to an end of year celebration event for those involved in the scheme, held in the University in May 2013. Pupils were asked three questions, and these are some of the answers to questions 2 and 3; some of these pupils themselves are surprisingly savvy when it comes to their education, but all highlight those reasons for which we all know Latin is still a good thing.

Q. 2 What do your parents think about you learning Latin?

- 'They think I am extremely privileged. It's an amazing educational opportunity'
- 'They think it's a very good idea for me to do this. They think it is a good opportunity for me that I should grab with both hands'

Q. 3 What's the best thing about learning Latin?

- 'It helps me learn about the past and how people lived. It's a completely new learning experience.'

- 'It will help me in the future to get jobs, and it might help me to get to Uni, it will help me with my English'
- 'It gives us an edge. I think that learning Latin is a great skill for the future. I want to work with words in the future and Latin words have relationships with the English language. It's fun to learn about the Roman culture too.'

Amy Coker, University of Manchester