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## From the chair

Welcome to the first issue of our Newsletter, which we hope to publish annually from now on. Our attempts to stay in touch with the friends of Oxford Classics have been somewhat random in the past, and the purpose of the newsletter is to keep you informed about our various activities, especially our attempts to communicate to a wider audience the excitement which the ancient world holds.

The argument for the value of the humanities, classical studies among them, needs to be made continuously, inside universities and across society. We strive constantly to overcome the effects of cuts in funding, with the vital help of all the well-wishers from outside the professional academic world, who are so happy a characteristic of our subject. We count on you! However, I am sure that the contributions which follow will make it clear why, for all the pressures, we feel very optimistic about our courses, about our ability to attract the best students, irrespective of background, and in general about the way in which the faculty's work helps promote every area of classical scholarship.

Classics at Oxford received an enormous boost when we were able to move into the new Stelios Ioannou School for Classical and Byzantine Studies – the Faculty now has for the first time a purpose-built building for teaching, conferences and research. You are cordially invited to visit it some time and attend one of the regular events held there (further details on forthcoming events below).

NICHOLAS PURCELL  
CHAIR OF THE CLASSICS FACULTY BOARD ■

## Outreach activities

The University of Oxford Classics Outreach Programme is celebrating its most successful year since its inception in 2004. Over 900 UK schools and colleges are now involved in the events and initiatives run by the Faculty's Outreach team. The Ioannou family's exceptionally generous donation to the Classics Faculty, which enabled us to invest in a new Faculty building in spring 2007, has opened up a myriad of opportunities for the Outreach Programme to flourish, with its own gallery and education room especially devoted to school children, teachers and other visitors who come to participate in the events held all year round.



Saturdays mornings at the Ioannou School: Latin lessons are currently provided for local Year 8 and 9 students who do not have access to Latin at school

## *Aeneid: The Musical*

An adventurous production which sold out instantly and showcased the talents of Faculty tutors, graduates and undergraduates.

Written specifically for the Classics Outreach Programme, *Aeneid: The Musical* generated a huge amount of interest in schools and colleges and gave teachers an opportunity to introduce the whole of Virgil's epic to their students in one evening in an original and unforgettable way. School parties came from as far away as Cardiff, Leeds and Sussex to see the play and were soon clamouring for the film of it to be available on DVD to show to students who hadn't been able to see the original production on stage. 180 schools have now shown the film to classes of students and we have been able to raise over £950 for charity as a result (chosen charity: Macmillan Cancer

## Outreach activities



*Aeneid: The Musical*, written and directed by Elizabeth Sandis for the Classics Outreach Programme

Support). *Aeneid: The Musical* provided the starting point for a great many new relationships with schools and colleges (especially FE and Sixth Form colleges), and sparked a new wave of interest in our Outreach Programme as a whole.

### Schools visits and study days

The Classics Faculty has been liaising with schools and providing visiting speakers for many years, but over the past 18 months the Outreach

Programme has enabled us to expand the number of schools and colleges we are able to visit quite considerably. It has also provided a central focus point for co-ordinating such activities, and this helps us to ensure that all schools and colleges which are interested in taking advantage of the services we have to offer are given fair access to them on the basis of need. Talks and workshops covering a great range of subjects are available (please see the Faculty's Classics Outreach website for examples: [www.classics.ox.ac.uk/outreach](http://www.classics.ox.ac.uk/outreach)), and are delivered on site in schools right across the UK by Faculty tutors and by the Classics Outreach Officer, (the latter specialising in visits to schools where no Classical subjects are taught and a tailor-made approach is required to engage with the interests and abilities of a particular class).

"Just wanted to express my sincere thanks for a great day and a half, Lizzie. You packed in lots in that short time and I know that the kids really appreciated your enthusiasm and expertise. The Year 9 English class particularly enjoyed the Shakespeare & Greek Tragedy session, the links were superbly

brought to life." – Mr John Bell, History teacher at Heaton Manor School, Newcastle

In addition to talks and workshops on site in schools, the Faculty now offers approximately 40 study days for visiting schools and colleges each year. Schools are allotted study days on the basis of need, because the popularity of this service is very great. Each study day features academic talks and workshops, some literary-focused, some with opportunities to handle artefacts and visit the Ashmolean and/or Cast Gallery, as well as have lunch in one of the colleges. Study days are tailor-made to suit each individual school, and so the activities vary greatly depending on the age, ability and interests of each particular group of students.

"Thank you so much for organising the Outreach Day. I had a wonderful time and it was so nice to meet people with similar interests. Please do let me know if there are likely to be any more coming up as I would love to attend." – Lizzie Lawrence, pupil at St Johns School and Community College, Marlborough, Wiltshire



'Can you decipher those Roman numerals?' Year 6s from Cophill School in Lincolnshire visit Oxford University for a Classics Outreach Study Day



Attention to detail: A Year 7 student explores the galleries of the Ashmolean Museum, choosing objects to sketch and making notes about the artefacts

"I wanted to say thank you for yesterday- I had an amazing time! It helped to answer a lot of my questions and the cast gallery left me feeling inspired! The Aeneid play was so much fun, a brilliant end to the day." – Alex Granato, pupil at St Joan of Arc School in Rickmansworth, Hertfordshire



Treasure trove: Professor Bert Smith takes Year 12 on a journey deep into the heart of the Cast Gallery, where cast sculptures are currently being stored awaiting the reopening of the Ashmolean at the end of 2009

“I am just writing to say thank you very much for arranging our visit to Oxford last Thursday. You were certainly very patient with our pupils and facilitated their learning in a very professional and enthusiastic manner. Both Jan and I felt the visit really helped to broaden the horizons of some of the Gifted and Talented pupils at Wakefield City High School and were very impressed with the learning they were able to access throughout the day. Visiting the University has been a real privilege. We would very much like to keep in touch regarding any further outreach work you are undertaking and wish you and your colleagues well with your ongoing work.” – *Tom Butterworth, Humanities Department, Wakefield City High School, Yorkshire*

“I would like to express both on my behalf and that of the students our gratitude for the superb day that we spent with you last week. The outcomes for the students were genuinely excellent. Many of them were able to articulate not only what they had learned, but also their enhanced self-confidence in relation to the ongoing study of classics and indeed the possibility of making an application to a university like Oxford. They all expressed the view that they had felt ‘privileged’ by the experiences that they had on the day – indeed from my perspective as their teacher it felt that you had gone out of your way to secure for them a unique and positive opportunity.” – *Jon Sparke, St Bennett’s Memorial School, Kent*

### Inspiring young children

It is becoming increasingly clear that our decision to target many of our resources at students in the primary and early secondary sector (with provision for Sixth Formers



Sponsoring independent initiatives: Actors from the theatre company ‘Living Classics’ deliver Greek drama workshops for Year 5s, subsidized by Oxford Classics Outreach

unaffected) is an important strategic decision which will bring us the long term results we are looking for. The Classics Outreach Programme at Oxford is praised by other universities and classical organisations for its long-term investment in the future of Classics, avoiding quick-fix projects,

groups. It is with the help of donors like the Ioannou family that we shall continue to provide this important service.

ELIZABETH SANDIS  
CLASSICS OUTREACH OFFICER  
[www.classics.ox.ac.uk/outreach](http://www.classics.ox.ac.uk/outreach)



Artistic and cultural heritage: Year 3s at St Aloysius Primary School explore the world of Greek mythology and its representation in sculpture and vase painting

# The Stelios Ioannou School for Classical and Byzantine Studies – a new home for Classics at Oxford



The Stelios Ioannou School was formally opened on 24 April 2007, in a ceremony which will long be remembered by all who were there. We can see every day how much difference this has made to our lives. Some 400 students, faculty, and visitors pass through every working day; at 5 o'clock in the evening there are often as many as three research seminars; as 6.30 strikes, the seminar-goers mingle together in the common room. Never has there been so much productive interchange between experts in different areas and between research-project staff and faculty and students. Even on Saturdays the building is put to productive use – indeed, to one of the most important things we are doing, which is to offer free Latin lessons to children living within a thirty-mile radius who do not have the opportunity to study the language in their schools. We are hoping to extend this to Greek as soon as we can. And everything we do is enhanced by the architectural splendour of the School. By common consent this is one of Oxford's finest new buildings. It is a great pleasure to work there, and happy workers are productive workers. We are the envy of the British classical world.

We thought it would be a good idea to collect together some reflections on how life has changed, and how much the School has done for us.

CHRISTOPHER PELLING  
REGIUS PROFESSOR OF GREEK,  
FACULTY OF CLASSICS

## Stelios Ioannou School – the administrator's perspective

My first anniversary here almost coincided with the anniversary of the official opening of the School. What a year it has been to see the School emerge from its fledgling bricks and mortar to a thriving and energetic community of learning. From the moment one steps inside the building for the first time there is a sudden hush as the eyes are drawn upwards to the top of the atrium. Then the light, from various sources, encourages you to look all around you and sense the contrast in textures of the walls, the wood, the glass and the floors.

It is a privilege to help nurture this community. With my colleagues we listen to the students, the staff and the visitors to support them in whatever way we can to develop the academic environment that is unique to Oxford and to Classics. In addition to the teaching and lectures we have hosted conferences, book launches, schools study days, a colloquium and the Lefkandi photographic exhibition.

There is not a room or a space in the building without its own unique characteristic. At times there is a buzz of activity as students come and go for classes, or delegates arrive from all over the world for conferences. Throughout the school one can hear a blend of

languages and cultures that reinforce the dynamic ways that the Classical world is brought to the forefront of the 21st century. At other times there is studious peace and tranquillity, broken only by the shafts of light from the west or the solitary bell ringing next door at Blackfriars.

ANNE SMITH

### Some figures

48 days of conferences  
21 outreach/schools study days  
10 special lectures  
4 postgraduate symposia  
10 days summer school  
7 book launches  
3 colloquia

(May 2007 – September 2008)

Not to mention the parties, admissions, inductions and central/divisional use of the school.

## The Beazley Archive

The Ioannou School has united the Beazley Archive and Faculty of Classics. Although purchased for the Faculty in 1964, the Archive was housed in a basement of the Ashmolean Museum until March 2007. Assets in store since Beazley's death in 1970 can now be used. Staff accustomed to dark underground storerooms can enjoy light and airy offices on the School's top floor. Users who crowded around small tables in a public gallery can now sit in a library surrounded by books and photographs, feeling cosseted by the warm oak tones of the School's distinctive roof. An Archive that had long offered work experience opportunities to students can now offer them an environment that is rare in the Humanities: active engagement with senior academics on 'live' research projects.

These projects have developed with ICT

since 1979. Their commitment to public service has resulted in four websites. [www.beazley.ox.ac.uk](http://www.beazley.ox.ac.uk) receives more than 250,000 hits per day, offering classical pottery, sculpture, gems and cameos, History of Collection and Reception of Classical Art, Antiquarian Books and Photographs to schools and the public in addition to students and senior scholars.

The Archive has been able to exploit web technology from the 1990s to develop a vision of virtual integration for disseminating high quality content to global users. CLAROS ([www.clarosnet.org](http://www.clarosnet.org)) will use groundbreaking image recognition and web 2.0 technologies to bring together the scholarly assets of European research projects. Within Oxford it has the support of OeRC (Oxford e-Research Centre), Engineering Science and Zoology. Physical integration of the Archive into the Ioannou School has already enabled it to create a CLAROS prototype linking names on Greek pottery to records in the Lexicon of Greek Personal Names. With funding CLAROS could disseminate Greek Culture and its Reception from the Ioannou School to a global community.

DONNA KURTZ

## Lexicon of Greek Personal Names

The move to the Ioannou School has been a transformation of an entirely positive kind for the Lexicon of Greek Personal Names. Years of physical isolation from the teaching activities of the faculty, from administrative back-up and to some extent even from other research projects have come to an end. All visitors to the Faculty are also potentially now visitors to the Lexicon, and vice versa (for the benefits flow in both directions). We share excellent premises on the second floor with the Centre for the Study of Ancient Documents, in a way that gives the happiest expression to the indispensable symbiosis between epigraphy and the study of personal names. We benefit from exchange of ideas with the other projects in the building that, like ours, are applying IT

to the humanities in a cutting-edge way: a collaboration has emerged, for instance, with the Beazley Archive just above us. Perhaps the richest programme of seminars in ancient history and classical archaeology anywhere in the world is now being conducted in the same building as the project: it is easy and natural for members of the staff to attend and participate, with great advantage both to their work on the Lexicon and also, for younger researchers in particular, to their career development.

In an informal way too we benefit enormously from the School's spectacular success in establishing itself as the hub of classical research, and the unstructured but productive encounters which this leads to. The physical environment of the project is now superb. For financial reasons, however, we are under-staffed, with just 1½ full time long-term researchers, and the future after the termination of our current AHRC grant in April 2012 remains worryingly uncertain. The financial base needs to be strengthened to complement our splendid working conditions.

ELAINE MATTHEWS

(Please see the obituary to Peter Fraser, the Lexicon's founder, on p. 8.)

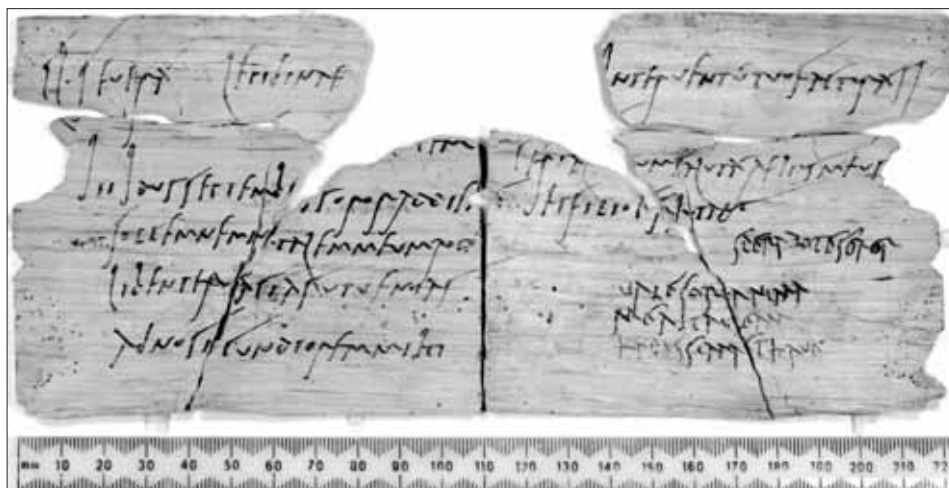
## Centre for the Study of Ancient Documents

The purpose-built premises which the Centre for the Study of Ancient Documents shares with the Lexicon of Greek Personal Names in the Stelios Ioannou School provide new space and working facilities, including study areas and digitising equipment, for the Centre's research collections of squeezes, facsimiles, photographs and archival material. This has brought a transformation for the permanent staff, for postgraduates and for an ever-increasing number of visiting scholars.



As a result, the CSAD has been able to accelerate progress on existing research projects and undertake new ones. These include the Corpus of Greek Inscriptions from Chios, the Vindolanda Tablets, Roman Inscriptions of Britain, and work on the archives of Christopher Cox and Michael Ballance, which contain a rich range of epigraphic, archaeological, biographical and ethnographic material from Phrygia, particularly important for the history of the spread of Christianity in Asia Minor. Photographs and other documents from these archives are displayed in an exhibition at the School (January – March 2009). This will eventually result in the publication by Dr Peter Thonemann of a new volume in the series *Monumenta Asiae Minoris Antiqua*.

The CSAD continues to expand its pioneering role in applications of Information Technology to damaged and degraded texts. Two innovative projects, in which the CSAD collaborates with the Department of Engineering Science and the Oxford e-Research Centre, have recently received major awards, one for a pilot study to construct a Virtual Workspace for the Study of Ancient Documents, enabling researchers in widely separated locations to collaborate in deciphering and editing ancient



A Vindolanda tablet. Digital reproductions with explanations can be found on the project's website, <http://www.csad.ox.ac.uk>

texts; the other to investigate the visual and cognitive processes involved in deciphering damaged texts and develop tools to support these scholarly processes in a computing environment. A third initiative will involve collaboration with scientists at the Diamond synchrotron to use x-radiography for detecting the remains of incisions on stone inscriptions.

The Ioannou School now enables the CSAD to expand plans for future conferences, workshops and exhibitions which will display material from its extensive archives of documents and photographs.

ALAN BOWMAN

### **Imaging Papyri, Reception of Greek Literature: Traditions of the Fragment 300 BC-AD 800, Friends of Herculaneum Society, The Oxyrhynchus Papyri**

The above four projects, directed by Dr D Obbink (Christ Church) have enjoyed outstanding accommodation and services from the new Ioannou School for Classical and Byzantine Studies, being

housed in two cosy rooms on the first and second floors on the inside of the front building overlooking the spacious atrium, which affords both natural light and a pleasant view. In addition, this project has a humidity-controlled store-room in the basement - though sadly we still need state-of-the-art storage and laboratory conditions for the store and treatment of the projects' precious ancient artifacts and archives, including 800 boxes of unpublished ancient Greek manuscripts on papyri: these now have to be kept off-site in a Bodleian storage facility in the countryside south of Oxford at Nuneham Courtney. We look forward to the time when we are able to enhance the basement facility in the Ioannou School and unite this material with the existing collection of papyri: this would help us to make these manuscripts, previously unpublished, available to scholars and the interested public alike via a digital archive on the WWW.

All four projects deliver their digital output from a common server located in the School. *Imaging Papyri*, which is devoted to the dissemination

of images and texts of ancient Greek manuscripts preserved on papyrus and other perishable materials, employs one and a half FTEs (full-time-equivalent staff), for whom the School provides workspace enabling the processing and digital archiving of thousands of images per week. In 2007 the project produced the first high-quality digital (multi-spectral) images of the Derveni Papyrus in the Archaeological Museum, Thessaloniki, the oldest preserved book in the Western tradition. *Reception of Greek Literature* maintains an archive and database of manuscript and print records pertaining to the survival and editing of fragmentary Greek texts that did not survive the dark ages, and charts the history of their collecting and editing from antiquity through the Renaissance to the present day. *Friends of the Herculaneum Society* is an outreach research project and registered charity dedicated to informing the public about the World Heritage site of Herculaneum on the Bay of Naples and the preservation of its ancient library. It organizes conferences, including



one in September 2007 on 'The Villa of the Papyri' which hosted 15 speakers and was attended by over 150 participants. *The Oxyrhynchus Papyri*, which curates the collection of manuscripts from the Graeco-Roman capital Oxyrhynchus in central Egypt now in the Sackler Library, enjoys office space in the Ioannou School for coordination of teaching and collaborative work on the papyri (please see the separate article).

The technology, the space, and the pleasant ambience of the Ioannou School have made it an attractive and successful centre for students and visitors to view and be trained in editing these original two thousand year old books and manuscripts written in ancient Greek. The training of papyrologists has long been a speciality of the Oxford faculty; it has helped us to strengthen it even further. We look forward to being able to do even more of the same: for instance, since the output of these projects is partly or even largely digital, i.e. images and texts, access and usability of these for teaching, research, and conferences could be greatly enhanced through the provision in the Ioannou School of a seminar/digital-archive-consultation room equipped with individual, interactive monitors for the display of images and text to groups (conferences, seminars & classes) or by individual users and visitors.

DIRK OBBINK

## Graduate research

The new Ioannou School has had an especially positive impact on the life of graduate students in all the classical disciplines. Here at last they have their own territory within the Faculty, with ample working space and work stations in a pleasing architectural environment, a quiet small reading room with some key texts, and a spectacular atrium and common room space which lends itself naturally to social gatherings after academic events. The new lecture theatre and seminar rooms have allowed us to locate most of

our seminars in the new building, and there is a constant flow of classicists at all levels through the School which makes interaction easy. Open lunch and coffee sessions also provide opportunities for meeting people with similar interests, and of course the various research projects and faculty officers are on hand for consultation. Easy access to printing, scanning and other IT facilities is also a great benefit of the new space.

STEPHEN HARRISON  
DIRECTOR OF GRADUATE STUDIES, SUB-FACULTY OF LANGUAGES AND LITERATURE

## A Graduate perspective

Last year's graduate students were the first to take advantage of a brand new resource-base in the form of the Ioannou School; an inspiringly modern and spacious building located close enough to the Ashmolean Museum and Sackler Library to become a favourite haunt for even the most lethargic. While the intuitively designed study areas and ICT facilities, not to mention the state of the art seminar rooms and lecture theatre, have been a perpetual hub of activity over the past four terms it is in the centre's common room – a venue for lunches, coffee sessions and post-lecture drinks – that the true benefit of the facility is best observed. A casual conversation in this friendly meeting-spot, for example, could easily evolve into a seminar paper, draw attention to an overlooked flaw in a dissertation or give a new and useful perspective on an age-old problem. At the same time, however, the deep-seated sense

## In the next Newsletter

**The Social and Cultural Construction of Emotions: The Greek Paradigm**, a new research project directed by Angelos Chaniotis.

of camaraderie and the unthreatening nature of a multi-disciplinary graduate community have made the School an appropriate place to discuss problems of both an academic and personal nature with those who are best equipped to provide advice. In short, the new building has provided a much needed focus for Oxford's classical community and physically reinforces the faculty's commitment to provide a lively and stimulating environment for study.

MAURICE WALTERS ■



# Obituary

**PETER MARSHALL FRASER, historian and classical scholar: born 6 April 1918; MC 1944; Lecturer in Hellenistic History, Oxford University 1948–64, Reader 1964–85; Fellow, All Souls College, Oxford 1954–85 (Emeritus), Acting Warden 1985–87; FBA 1960; Director, British School at Athens 1968–71; married 1940 Catherine Heaton-Renshaw (one son, three daughters), 1955 Ruth Renfer (two sons), 1973 Ann Stewart; died Oxford 15 September 2007.**

The Oxford scholar Peter Fraser was the pre-eminent historian of the Hellenistic age, the world created by Alexander. There was no kind of evidence he could not handle with mastery – for instance, he knew Arabic – but his special expertise was Greek inscriptions on stone. He had several lives, both in succession and in tandem (for three years from 1968 he contrived to combine his university readership with the directorship of the British School in Athens, two jobs normally considered full-time), including an unusually interesting war behind enemy lines in Greece.

His second Greek identity was an essential part of him. He spoke Greek impeccably, and this, and nerves of iron, once got him through a lengthy Gestapo interrogation. Visits to the country which he loved, though with a critical and ironic affection, always had a noticeably rejuvenating effect.

Deeply and widely learned, Fraser was also phenomenally productive. He published, when not far off 80, an important and original book about the city-foundations of Alexander – *Cities of Alexander the Great* (1996) – which reduced the usually accepted total by means of a brilliant literary hypothesis, a royal “battle of the books”. He posited a mendacious Ptolemaic list which attributed cities to Alexander himself, so as to diminish the achievement of the rival dynasty, the Seleucids, who had really founded them.

The book built on his period (1972–82) of leading involvement in the Society for Afghan Studies, when he masterminded British excavations in Old Kandahar in southern Afghanistan, and visited that still more-or-less normally functioning country several times until the Soviet Russian invasion put a stop to everything.

In a month spent there in 1978 with his wife Ann and some academic friends, he showed his enviable ability to drink hard – malt whisky for preference – and talk entertainingly till far into the night, with no noticeable effects next morning. The embassy Landrover driver, a tiny Afghan, must have recently graduated from donkeys, because he never changed down gears when climbing hills, but urged the vehicle on by a series of “gee-up!” movements, to Ann’s futile exasperation.

A short Greek metrical inscription found during the excavations, published by Fraser in 1979 (“The son of Aristonax at Kandahar” in the journal *Afghan Studies*), indicated that Kandahar was a foundation of Alexander himself: “Alexandria in Arachosia”. But Fraser was not content with this new evidence; to write the book, he familiarised himself with Chinese and other exotic sources, and came up with further new proofs, derived from an Arabic adapter of a late Greek geographer, to clinch the Kandahar identification.

His most enduring achievement and legacy is, however, A Lexicon of Greek Personal Names, a multi-volume, multi-contributor project which, when complete, as it nearly is, will facilitate and make more exact the writing of the social and political history of the ancient Greek world – prosopography, migration, demography, servile origins, the spread of cults – from the Archaic to Byzantine periods.

He started this lexicon on a small scale at the beginning of the 1970s, when it consisted of cards in shoe-boxes in one of the Hawksmoor towers in his college of All Souls. By his death it was, thanks to a remarkable collaboration between him and his co-editor Elaine Matthews, an internationally admired computer-based resource, adopted many years earlier as a major research project by the British Academy and eventually affiliated to Oxford University. A conference at the British Academy in 1998 to mark his 80th birthday resulted in an unusual festschrift, *Greek Personal Names: their value as evidence* – unusual because the honorand was persuaded to contribute.

Five majestic Lexicon volumes appeared between 1987 and 2005, and there are a couple more in the pipeline. In 2006, when nearly 90, he completed his final book, *Greek Ethnic Terminology*, in effect a monograph about the sources of an important but gappy and inscrutable compilation of place-names, the *Ethnika* of Stephanus of Byzantium. It was a great source of satisfaction to him to know that this will be published by the British Academy, of which he was a Fellow for nearly half a century.

Fraser was proud to be not only a Scot but a highland Scot, who served with the Seaforth Highlanders in the Second World War. He went to City of London School. Then, as a young undergraduate, he met one day, over tea at the Hellenic Society in London, the dominant Hellenistic historian of the day, William Woodthorpe Tarn, another highlander, but by marriage and residence; like Fraser, he lived to nearly 90 (he died exactly 50 years ago). The meeting was formative, as Fraser acknowledged long afterwards in the preface to the Alexander book.

His undergraduate college was Brasenose, which to his enormous pleasure made him an honorary fellow in 1977. He took Mods, the first half of the Oxford classics degree course, but the war intervened and he never completed it by sitting Greats. He was parachuted in 1943 into the Peloponnese as part of Special Operations Executive, and though for most of his life he rarely spoke about the war, and never wrote about it (this attitude softened towards the end), it is known that he blew up the airport near Argos, and that by the end of the war, still only 27, he was in effective command of the Volos region. He was



decorated with the Military Cross in 1944.

It was in this early phase that he made his first acquaintance with Alexandria in Egypt, which was to be the subject of his magnificent three-volume Ptolemaic Alexandria (1972); his knowledge of the poetry of Cavafy and his collection of Cavafiana were superb, and represented a continuing personal link with the city. But he only ever taught modern Greek literature as a visiting professor at Bloomington Indiana in the 1970s.

Returning to Oxford to do research after such a war cannot have been easy for him, or others like him; but the support of the Camden Professor of Ancient History, Hugh Last, was decisive. Fraser set to work on a thesis about Hellenistic Rhodes, an island which became part of the Greek state only in 1947 and was for a while under British occupation. Scorning to supplicate for a doctorate with this, he instead, rather superbly, entered it for the prestigious and lucrative Conington Prize, which it duly won. He did not publish it as such, but built on it for two later books on Rhodian epigraphy and monuments.

Fraser applied for conventional Oxford tutorial posts at this period, including that at Oriel, in succession to the great Marcus Niebuhr Tod. Another Last protégé, Peter Brunt, himself a future Camden Professor, went in gloom to see Last after the Oriel interviews, sure that Fraser would be elected, but Last said, "You needn't worry about Fraser, he's made it clear to the fellows of Oriel that he doesn't want to teach."

Actually he did teach undergraduates at Brasenose for a few years in the early 1950s, and his pupils at that time included the future Wykeham professor George Forrest from New College – whom he taught relatively early Roman history, from a distinctively Greek viewpoint.

It might be thought that All Souls, that famously undergraduate-free institution to which he migrated in 1954, was the perfect berth for the man who "didn't want to teach". But that would be wrong. He held a specially created university post in Hellenistic history in combination with his All Souls Fellowship, and he did teach, in two valuable ways. First, he supervised a choice but outstanding series of successful doctoral students, in decades when truly professional supervision of ancient history graduates at Oxford tended to be confined (David Lewis apart) to the Roman side of the sub-faculty. Second, he "taught the teachers", by a series of extraordinary high-level seminars, most famously on the bafflingly obscure poet Lycophron (his long article in the 1996 edition of The Oxford Classical Dictionary is a gem), but more often on the inscriptions of Cyrene, Rhodes, Asia Minor, the Antigonids, and so on.

His attitude to All Souls was loyal and affectionate – he edited anonymously but with typical care and precision a collection of college memorial addresses – but at times wary: in early decades he did not much like being patronised by clever and sometimes conceited junior fellows. But when in the 1980s he served as acting warden for a couple of years, as surrogate for the warden Patrick Neill in his period as Vice-Chancellor, he became an unexpectedly popular, even cult, figure with precisely that frivolous constituency, largely because of his amusing, but subversive and unprintable, "Fraserisms". He was also a surprisingly good and courteous chairman, there and elsewhere – surprising only if one knew his private opinion of some of the committee members.

SIMON HORNBLOWER

Reprinted with permission from The Independent, Tuesday, 25 September 2007. ■

## The student experience

While Oxford Classics has offered candidates the chance to learn Greek from scratch since the early 1970s, the opening-up of the course to those with neither language to A Level (Classics II) only came into existence some ten years ago. The decade that had seen the breakdown of the Soviet Union, the coming of New Labour, and the birth of modern Internet now had something else to worry about, and few could predict how this new species of Classicist was going to affect the delicate Oxford ecosystem. Fortunately, however, the world didn't end, and what came as more of a surprise to some Oxford professors was that some of the savages could even converse in English! What, then, does this one Course II Classicist think of the

new world order?

When I began Sixth Form, one would be forgiven for thinking that I wouldn't end up doing Classics at Oxford. My first four AS Levels were all science-based – Double Maths, Physics, and Economics – while only a Demosthenic piece of oratory from my Head of Classics had persuaded me to take up Classical Civilization over Chemistry, if only to 'give myself a bit of breadth'.

Well, that was the starting point, and from then on there was no looking back. Very quickly I decided to take Classics further and began to look



Chris Tudor

around for who would take me. Plenty of universities still offer Classics of course,

## The student experience

but for people like me, looking to start language from scratch, there are only two options, Oxford or Cambridge, a combined total of perhaps twenty five places.

The course itself is difficult, despite the fact that less text needs to be tackled for Mods. Indeed, the reputation among the Classics community at Oxford at times seems to be that those who study Course II, because they have less text, have an easier gig. In response, I would point out that before we can even begin translating our text, we have to learn the language! And this is no walk in the University Parks.

Oxford takes its language-learning very seriously, and before I had even arrived, my tutors e-mailed to tell me to head off to Bryanston for their two-week intensive course in Classical Greek. Moreover, when I did arrive at Oxford, my first two terms saw me attending hour-long lessons every morning. These lessons put even the most able linguists through their paces, populated as they are by the likes of Dr. Mary Whitby – a fearsome academic who once told a young Dr. Llewelyn Morgan that his Latin would never amount to anything – and Juliane Kerkhecker – the tutor who allegedly makes her students learn Catullus off by heart. Despite all this there is no doubt that they get the job done, and by the end a very good standard of Latin or Greek is achieved – no worse, by any means, than those who studied that language up to A Level.

After Mods, Course I and Course II theoretically merge, in the sense that those doing Course II are now expected to take on the same amount of text as everyone else – everyone who does Greek Core reads some Pindaric odes, everyone who does Greek Tragedy reads the Agamemnon, and everyone doing Early Greek Hexameter Poetry reads the Works and Days. In my case, in fact, given all my options are from the Greek world, it is not unlikely that I am now translating more Greek than a good number of proper Classicists. And all this from someone who didn't read a word of it three years ago! Quel horreur!

There you have it then – a fleeting glimpse into the world of the Course II Classicist. I do hope, if anything, I have

shown that it's not all fun and games for those of us who study fewer texts for Mods, and that – come Greats – we are just as (in)competent linguists as everyone else. On the other hand, it is certainly worth it, given that, unimaginable as it was four years ago, I am now a Greats student. And that is still fun and games, just as it ever was!

CHRIS TUDOR

As a student who did my undergraduate work outside Oxford (at the University of Calgary, Canada), I arrived in Oxford for an MPhil in Ancient History with



Lindsay Driediger

some trepidation. Had all Oxford types been fencing since they could walk and reading Greek since the age of two? When I met face-to-face the fellows whose books I had read, would they be haughty and aloof? In such a big faculty (the largest in the world), would I be a part of a greater whole, or would I slip through the cracks?

After three years of graduate study at Oxford (having made it through the MPhil, I was privileged to be able to stay on for a DPhil), I can confidently say that my initial fears could not have been more misplaced. The faculty and students engaged in Classics at Oxford were warmly welcoming when I first arrived and remain so today. My supervisor (in whose presence at our first meeting I was tongue-tied and stammering) soon put me at ease with kindness, encouragement, and the boundless enthusiasm for our subject

that is such a hallmark of the Classics community here. Though graduate study by its nature depends on independent labour and many solitary hours in the library, the Classics faculty hosts a variety of seminars and guest-lectures, followed by lively question sessions, that unite fellows and graduate students. Graduate students are also made part of the Classics community through presentations at weekly 'Graduate Work-in-Progress' sessions and special colloquia, introductions to faculty members and visiting scholars, and social events such as post-seminar dinners and book launches. Members of the Classics Faculty (be they supervisors, college advisors, fellows met occasionally, or the staff in the Classics office) display genuine interest in graduate students and concern for their welfare.

Graduate research at Oxford also benefits from a wide range of resources, including the Sackler library (where I am continually struck by the breadth of the holdings, extending to the most obscure or specialist works), access to the collections of the Centre for the Study of Ancient Documents (papyri and inscriptions) and the Ashmolean Museum, and stimulating exchanges (such as the Oxford-Princeton collaborative seminar in which I participated over the last two years). We are also encouraged to make full use of the new Ioannou School for Classical and Byzantine Studies, completed in summer 2007, whose graduate working area and up-to-date IT facilities are a great help (indeed, salvation last year, when my laptop suddenly gave up the ghost one month before my thesis was due!)

I think what most stands out for me about Classics at Oxford, though, in complete contrast to all my early fears, is the sense that those here, both students and staff, really love what they do and are delighted to have the chance to do it. There can be no more fulfilling environment in which to do research than one where this is true, and I feel fortunate to be a part of it.

LINDSAY DRIEDIGER ■

## The Oxyrhynchus Papyri

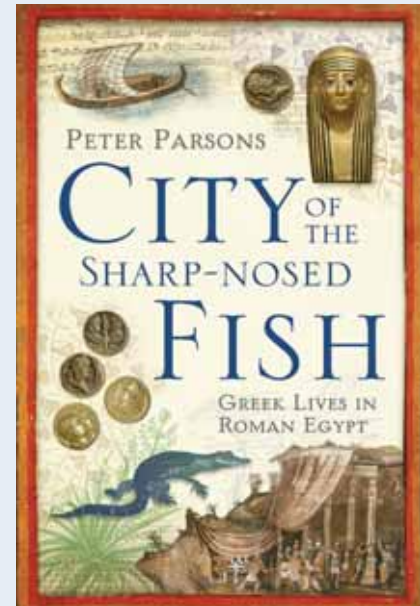
The Oxyrhynchus Papyri Project is centred around Europe's largest collection of ancient Greek manuscripts written on papyrus. These papyri were recovered over a hundred years ago by two young Oxford archaeologists, Bernard P. Grenfell and Arthur S. Hunt, from the rubbish mounds of the ancient city of Oxyrhynchus in Middle Egypt, where the dry sands preserved them for posterity. The majority of the hundreds of thousands of pieces and scraps salvaged are housed today in a special workroom of the Sackler Library, which serves as the headquarters of the Project, and are owned by the Egypt Exploration Society. The collection consists of new and known literary texts (about 10%) as well as a variety of official and private documents (90%), dating predominantly from the first seven centuries A.D. and written mostly in Greek.

The Project is directed by Dr. Dirk Obbink (Christ Church) and is currently supported by a grant from the Arts and Humanities Research Council. Its principal activities are the conservation, cataloguing, and publication of the papyri of the collection. Conservation work is under the charge of Dr. Daniela Colomo, who joined the Project in 2006 as curator. It includes the mounting of published and soon-to-be published papyri in glass frames, the replacement of the old folders of unmounted papyri with acid-free paper, and the physical restoration of fragments. Besides Dr. Colomo, the Project also employs part-time research assistants for editorial and cataloguing work.

Since their discovery the Oxyrhynchus papyri have provided an inexhaustible supply of new primary material for ancient historians, literary and textual critics, and biblical scholars. This is reflected in the regular publication of papyrus editions in *The Oxyrhynchus Papyri* (now in its 72nd volume), to which a host of international experts, the general editors of the series, and post-graduate students contribute. The four volumes published in the past three years (LXIX–LXXII) are testimony to the prolific vitality of the collection: among the 225 pieces edited, highlights



PETER PARSONS, Regius Professor of Greek emeritus, continues to be involved with the Oxyrhynchus Papyri Project. His book *City of the Sharp-Nosed Fish: Greek Lives in Roman Egypt* was published in 2007 and was awarded the 2007 John D. Criticos Annual Prize (see <http://criticos.jceff.org/home.php>)



include a substantial narrative in elegiacs by Archilochus on the myth of Telephus; a fragment of a lost play by Sophocles (*Epigonoï*); new hexameter poetry of the Hellenistic and Imperial periods; the first papyrus of Lucian's authentic works; documents relating to a wealthy Alexandrian woman of the third century A.D. by the name of Claudia Isidora; and administrative documents from the 'Apion archive' (papers of an estate belonging to an aristocratic consular dynasty of the sixth century).

Besides *The Oxyrhynchus Papyri*, two important publications relating to the Oxyrhynchus collection appeared in 2007. The first is *City of the Sharp-Nosed Fish: Greek Lives in Roman Egypt* by Peter J. Parsons, Regius Professor of Greek Emeritus and a General Editor of *The Oxyrhynchus Papyri*. The book, summing up the life-long study of the site and its papyri by one of the doyens of the field, is both a lively introduction of Oxyrhynchus and its texts to a non-specialized audience and a masterful synopsis for the specialist. Its first two chapters explore the intriguing history of the excavations by Grenfell and Hunt and place them in their cultural context.

The remaining ten chapters synthesize what the papyri tell about the different facets of life and society in this cultured provincial town during the Roman period, from trade and bureaucracy to poetry and religion. The lavishly illustrated book is written in a characteristically elegant and witty style and interspersed with fascinating anecdotes and details.

The second publication of note relating to Oxyrhynchus was A. K. Bowman *et al.* (edd.), *Oxyrhynchus: A City and its Texts* (London 2007), a wide-ranging collection of 27 essays charting a decade of work on the site since the centenary celebration in 1998 of the first volume of *The Oxyrhynchus Papyri*. Various scholars who have been involved with the study of Oxyrhynchus and its papyri offer the latest survey on the archaeology, material culture and history of the site as well as syntheses of the different kinds of texts and subjects of study represented in the papyrus collection. These include drawing and draftsmanship, science (astronomy), and scribal culture, as well as the food supply of this middle-Egyptian provincial capital

cont. p. 12

# Approaches to the ancient Mediterranean world: Religion, memory, history

## A day for Simon Price

On Monday, 22 September 2008, the Faculty celebrated the work and marked the early retirement of Simon Price with a one-day colloquium held at the Ioannou Centre. The eight papers (presented by John North, Martin Goodman, Peter Thonemann, Bert Smith, Beate Dignas, David Levene, Nicholas Purcell and Lucia Nixon) reflected Simon Price's wide-ranging interests and the tremendous scope of his research. All the papers focused in different ways on the role of religious and cultural memory in ancient Mediterranean societies. Crete, Asia Minor, and the interaction of Greek, Roman, Jewish, and Christian ideas naturally formed central themes of the day.

The organisers of the day, Beate Dignas and Bert Smith, welcomed a large and interdisciplinary audience of over 100, who barely fitted into the lecture theatre. Simon had characteristically vetoed panegyrics. Bert Smith's introduction outlined Simon's big international impact as a scholar as well as his exceptional qualities as a faculty colleague. After the papers and a lot of good discussion around them, John North spoke warmly on the theme of 'Working with Simon': he brought to life the rigour, fun, and intellectual excitement that Simon's collaborators have experienced working with him on a wide range of projects. In concluding the colloquium, Beate Dignas spoke about studying with Simon and about his deep and beneficial effect on Ancient History at Oxford since taking up his post in 1981. The organisers also announced OUP's interest in publishing a volume "Creating the past, controlling the present: historical and religious memory in the ancient world", in honour of Simon Price and based on the papers presented at the colloquium but also including further contributions by Mary Beard, Aude Busine, Richard Gordon, and John Scheid.

The day was concluded by a reception and dinner at Somerville College, attended by Simon and his family and 70 guests. After dinner, Simon reflected on his career and spoke with candour and humour on many aspects of academic life. At present, he is, working on a Penguin volume on "Classical Europe", in collaboration with Peter Thonemann, and he is editing two volumes of "Oxford Readings in Roman Religion" together with John North.

It was a splendid day and an important event. The occasion, Simon's early retirement, was sad, but there was a lively informal atmosphere and everyone present was engaged in the themes of the day and carried forward by Simon's irrepressible courage and energy.

BEATE DIGNAS ■



Lucia Nixon and Simon Price, with Elisabeth and Miranda Nixon. Photo: Dan Miller.

### The Oxyrhynchus Papyri cont.

in Graeco-Roman times.

The Oxyrhynchus Papyri Project is a focus for the teaching of papyrology at Oxford: the past two years have seen the completion of three doctoral theses on the papyri of Oxyrhynchus and the teaching of numerous Master's

level students. The Project has also showcased the papyrus collection to a number of recent important visitors, such as the Minister of Foreign Affairs of Greece, Ms. Dora Bakoyiannis, on 6 November 2007, and participants in the 'Oxford Conference in the Synoptic Problem' on 9 April 2008.

The Project is a close collaborator with two other Oxford research initiatives led by Dr. Obbink, namely 'Imaging Papyri' and 'Reception of Greek Literature 300 BC-AD 800: Traditions of the Fragment'.

DIRK OBBINK ■

## Exploring the ancient world at Oxford

At the core of it all, there remains the traditional Classics course, with its strong emphasis on reading ancient texts in the original language, as well as the key ingredients of literature, history, archaeology, and philosophy, including modern philosophy. However, this course has been adjusted in a variety of ways, so as to take into account the fact that students now come up to Oxford with a different level of linguistic facility than was normal fifty years ago, as well as to give archaeology and historical linguistics a firmer foothold within the course.

As Classics as an academic discipline evolved, so did the Classics course. A major change occurred in the 1960s, when the traditional format of studying literature for Mods and history and philosophy for Greats was modified, a move led by Donald Russell and Robin Nisbet. It was now possible to study literature in Greats as well (although 'old style' Greats remains a possibility, pursued by a substantial minority). Various literature papers, reflecting developments in current research in Classics, were devised over time, like a paper on the reception of classical literature in English literature or one on the ancient novel. More recently, options on the Latin literature of the Empire and on Renaissance Latin poetry have been added. Our current plan is to review the options available to undergraduates every five years, so as to remain responsive to emerging trends.

Another recent innovation is the so-called Texts & Contexts paper in the Mods syllabus, which aims to introduce first and second year students to the ancient world by making them consider primary evidence from a literary, historical, and archaeological perspective at the same time. One of the reasons for introducing this paper was the fact that much current cutting-edge research has an interdisciplinary angle, and it is hoped that studying familiar texts in their wider cultural context will broaden the intellectual horizon of our students. It is fair to say that this paper and the way in which it is taught have stimulated an intense and ongoing debate among faculty members about our goals in

educating our students, but continued reflection and debate of this kind can only be a good thing.

A major change in the way in which the main Classics course, i.e. Mods and Greats, is now delivered by the faculty has to do with the language instruction. One sometimes hears or reads that Classics at Oxford has gone downhill because of the decline in Latin and Greek language teaching in schools. In fact, the opposite is true. As the linguistic abilities of our intake weakened, we have set up and expanded a language teaching programme within the faculty, which now comprises a dedicated language teaching team of four permanent postholders, supplemented and supported by a substantial number of our graduate students. As a result, one can now study Classics in the traditional Oxford way but learn both ancient languages during the course. And the students on this version of the course would probably challenge anyone who claims that this is an easy course; it is up there among the toughest available across the University. Nor is there reason to think that the careful and detailed study of Greek and Latin texts depends on learning both languages at school from the age of nine. While that is undeniably a bonus, Latin and Greek are no different from Sanskrit or Syriac, or indeed Arabic, Mandarin and Cantonese, languages which are typically acquired only at university, but then rapidly and to a very high level.

The ancient world can also be studied in the joint schools Classics and English, Classics and Modern Languages, and Classics and Oriental Studies (i.e. Akkadian, Arabic, Aramaic and Syriac, Armenian, Coptic, Egyptian, Hebrew, Old Iranian, Pali, Persian, Sanskrit or Turkish). These degrees also cater, like the main Classics course, for those who come to Oxford without knowledge of Latin and Greek. All of these joint schools benefit from Oxford's considerable strength in the Humanities in general, which



Students in the Ioannou School of Classical and Byzantine Studies

manifests itself in the size and strength of the faculties in question, student numbers, as well as collections of material artefacts, including coins, vases, and manuscripts.

Classical Archaeology and Ancient History is a comparatively new course. This course combines study of the history, archaeology and art of the classical world. It looks at the societies and cultures of the ancient Mediterranean world through their written texts, visual art and material remains, and has at its centre the two dominant classical cultures of Greece and Rome. It is aimed at anyone interested in ancient civilisations and their monuments, from ruined cities, Greek temples and Roman amphitheatres, to marble statues, wall-paintings and the poignant residues of everyday life. While it is primarily a historical and non-linguistic degree, ancient languages can be used or learned.

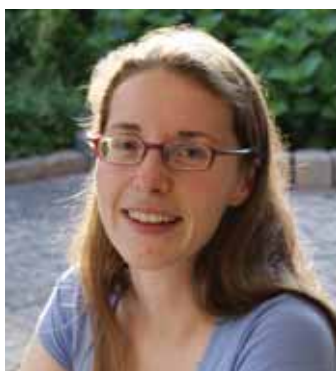
Finally, there is Ancient and Modern History. This course enables students to combine options of the modern History course which runs from AD 285 to the present with a variety of options in Greek and Roman history. Fruitful comparisons between ancient and modern history abound and the subject-matter and methodologies are mutually illuminating. ■

# Arrivals and departures 2007–8

Many scholars and researchers who hold temporary appointments contribute to the variety and liveliness of Classics at Oxford.

Recent additions to the faculty include **J. ALISON ROSENBLITT**, who holds the Mary Ewart Junior Research Fellowship at Somerville College. She is a Roman historian whose focus is on Sallust, although she is also interested in Tacitus. She also works on the political history of the late Republic.

**HENRIETTE VAN DER BLOM** is a lecturer in Ancient History at Merton College (2007–9) and a Carlsberg Research Fellow (2008–09); her research has recently focused on Cicero and his use of historical exempla in his attempt to build up a political persona. Her next research project looks at Roman politicians and the role of oratory in the Republic.



**YANNIS GALANAKIS** is the Sackler Junior Research Fellow (2007–2009) at Worcester College. He has recently completed a thesis on Late Bronze Age tholos tombs in the Aegean (1700–1200 BC), in which he examined the role of monumental funerary architecture and elite burial practices in negotiating social identities. Currently he is involved in the redevelopment of the Ashmolean Museum as Project Curator for Bronze Age Greece and is also writing the guide book to accompany the new gallery.

**GUNTHER MARTIN** is a Domus Fellow at Lady Margaret Hall and Departmental Lecturer (2007–10). He has been working on historiography and oratory, dealing with a range of questions from rhetorical analysis to textual criticism. His book on religious argumentation in Demosthenes is forthcoming with OUP in 2009. Recently, he has extended his areas of research to ancient drama. His particular interest is in the analysis of persuasive strategies and of how speakers and authors bring it about that the same text can mean different things to different people.

**JAMES BURBIDGE** is Lecturer in Classics at Queen's College (2008–9). His research is mainly concerned with Latin poetry of the late first century BC, and particularly with Vergil. He is currently writing a book about the use of allusion to the Eclogues and the Georgics in the Aeneid, which is to be published by OUP.

**ALMUT FRIES** has been elected to a three-year Junior Research Fellowship at University College with effect from 1st October 2008. Her main research interests lie in Greek Tragedy, Homer and other early epic and lyric poetry, and she is currently preparing a commentary on the Rhesus. Future plans include an edition with introduction and commentary on Pindar's First Pythian Ode.

**OLIVER THOMAS** has been elected Christopher Tower Junior Research Fellow in Greek Mythology at Christ Church (continuing his tour of Oxford colleges, having been an undergraduate at New College and a graduate at Balliol). He is currently working on a commentary on the Homeric Hymn to Hermes.

New permanent appointments include **PETER THONEMANN**, who was appointed as Forrest–Derow Fellow and Tutor in Ancient History at Wadham College in 2007. His main research interests are in the history and archaeology of pre-Islamic Turkey, Hellenistic history and coinage, and land tenure and village life in the Byzantine world. His doctoral thesis, *Maiandros: Studies in the Historical Geography of the Maeander Valley*, was awarded the Hellenic Foundation thesis prize for 2006 (ancient/classical category).

**ANNA CLARK** is Official Student and Tutor in Roman History at Christ Church and University Lecturer in Ancient History (from 2007). Her research to date has focused on Republican Roman history, particularly how Romans thought about themselves, through an exploration of interactions in and with urban and cult-related contexts (*Divine Qualities: Cult and Community in Republican Rome*, 2007). She continues to be interested in contexts of social interaction in the Roman world, especially of non-elites, in both Republic and Empire. She is currently exploring ways in which local environments were shaped by different social strata.



**RHIANNON ASH**, formerly Senior Lecturer in the Department of Greek and Latin at University College London, took up the post of Fellow and Tutor in Classics at Merton College

in 2007. Her research to date has been in the area of Roman Historiography, particularly Tacitus. Her main publications are *Ordering Anarchy: Armies and Leaders in Tacitus' Histories* (1999) and a commentary, *Tacitus Histories Book II* (2007) in the Cambridge 'Green and Yellow' series. She has also published various articles on Plutarch, Pliny the Younger and Pliny the Elder, and with Dr Bob Cowan she co-organised a faculty seminar



on Pliny Natural History 9 in Trinity Term 2008. She is currently working on Oxford Readings in Tacitus.



From October 2008 **FELIX BUDELMANN** has taken up the Tutorial Fellowship in Classics at Magdalen in association with a University Lecturership in Greek and Latin languages and literature as successor to Oliver Taplin. His research interests are in Greek literature, especially lyric and drama, and its reception. He is working on a commentary on selections from Greek lyric, and is planning a monograph on Greek tragedy and cognitive theory.

**ADRIAN KELLY** has taken up the Tutorial Fellowship in Ancient Greek Literature at Balliol College as successor to Jasper Griffin. He is the author of *A Referential Commentary and Lexicon to Homer, Iliad VIII* (2007) and *Sophocles: Oedipus at Colonus* (2008). His research is focused on Archaic epic poetry and Athenian drama, and particularly concerned with the use of tradition in the interpretation of ancient literature. He is currently working on a commentary on Iliad XXIII.



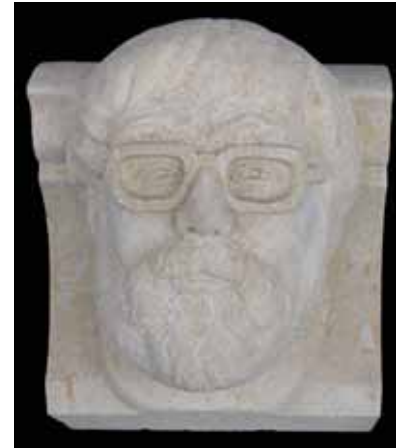
**ALFONSO MORENO** is the new Andrew and Randall Crawley Fellow and Tutor in Ancient History at Magdalen College (a position he previously held fixed-term since 2003). Al holds degrees in Classics from Harvard and Oxford, and in Law from Georgetown; he is also a member of the Bar of the State of New York. He has previously taught at the Universidad Nacional de Colombia (Bogotá) and was a lecturer at Balliol and St John's Colleges, Oxford. His research focuses on Greek economic and social history, Athens, and the Aegean and Black Seas. He is the author of *Feeding the Democracy: the Athenian Grain Supply in the Fifth and Fourth Centuries BC* (2007), and is now working on a new synthesis of the Classical Athenian economy.



**TOBIAS REINHARDT** has taken up the Corpus Christi Professorship of the Latin Language and Literature. Previously he was Tutorial Fellow in Latin and Greek at Somerville College. He is interested in Latin literature, ancient philosophy, and Latin textual criticism. His current major project is a critical edition of and a commentary on Cicero's *Academica*.

Four long-serving colleagues have retired recently.

In January 2008 **EWEN L. BOWIE** retired from the E. P. Warren Praelectorship in Classics at Corpus Christi College. The fact that he has been immortalised (with beard) as a gargoyle, on the façade of Corpus, says it all. Ewen is famous among other things for the wide range of his interests, including some (like the Greek novel) which he helped put on the map in the first place. He will continue to be a presence in Corpus and the Faculty.



**ADRIAN HOLLIS** retired as Tutorial Fellow in Classics at Keble, leaving for the moment a vacancy in a central area of Greek literature, Hellenistic poetry. His monumental *Fragments of Roman Poetry c. 60 B.C. – AD 20* was published by OUP in May 2007.

In September 2008 **OLIVER TAPLIN** retired from the Tutorial Fellowship in Classics at Magdalen College, which he had held since 1973. His contribution to Classics at Oxford has been incalculable. Apart from being an adventurous and innovative researcher, a much admired tutor, and a selfless and fair-minded colleague, he founded the Archive for the Performance of Ancient Drama together with Edith Hall in 1996, which has provided a focal point for reception studies at Oxford. Oliver is staying on as a director of the Archive.

Elsewhere in this newsletter we have devoted a separate article to **SIMON PRICE**.

# A summary of recent and forthcoming events at the Ioannou School

Use of the Ioannou School for conferences and events has increased since 2007, with the Oxford Internet Institute and the Humanities Division both regularly booking facilities for meetings and receptions during 2008.

The **Oxford Plutarch Conference**, entitled 'Plutarch and Philosophy: Scholarship and / or Dilettantism', was organised by Dr Eleni Kechagia (BA Post-Doctoral Fellow of Keble College), and ran over two days at the School on 14 and 15 July 2008, attracting a number of students. Oxford University Press set up shop in the Atrium for the duration, and reported takings for impromptu buys from their Classic catalogue in excess of £800.

The School was almost entirely taken over for the week commencing 28 July by the **Greek Paleography Summer School**, co-ordinated and organised by another BA Post-Doctoral fellow, Dr Christos Simelidis of Lincoln College. Starting with the Admission Ceremony at the Bodleian for the international group of students taking part, seminars and lectures by such as Dr Niels Gaul, Dr Timothy Janz, and Dr Simelidis continued all week, and covered such topics as "The Revival of Learning: MSS and Byzantine Scholarship", "Fieldwork in the Library: Describing Greek Manuscripts" and "The Codex Sinaiticus" (as presented by Professor David Parker of Birmingham University).

The closing lecture, "**Renaissance and Post-Byzantine Greek Manuscripts**" was delivered by Professor Elizabeth Jeffreys, and followed by a wine reception at the Ioannou School, before dinner at Lincoln College to round off the week.

'**Poetry and Performance: A Conference in Honour of Oliver Taplin**' took place on 26-27 September. Over two days, colleagues and pupils of Professor Taplin delivered papers on topics ranging from 'Homer on the Radio' to the exact shape of the auditorium of the theatre of Dionysus in Athens.

In addition to events organised by senior members of the faculty, the School has also seen a rise in use for graduate conferences. Most recently, the '**Archaic Song Symposium**', which took place on Saturday 18 October, was organised by Liesl Nunns. The keynote speaker was Professor Chris Carey, with eight graduate speakers (from Oxford, UCL, Liverpool, and Nottingham).

The first **Gilbert Murray Lecture** on Classics and Internationalism took place at 5.00 p.m. on 3 December 2008, and was followed by a drinks reception. The speaker was Oswyn Murray, on 'Momigliano on Peace and Liberty (1940)'.

In connection with the **HESTIA project** (Herodotus Encoded Space-Text-Imaging Archive), a workshop was held in January 2009, organized by Dr Elton Barker. The project seeks to identify, detail and investigate different ways in which space is represented and conceived in Herodotus' History. Its working hypothesis is that Herodotus presents a notion of space which is experienced rather than abstract; that different peoples conceive of space differently; and that the Mediterranean world he describes may be characterised in terms of network, relation and flow. At the workshop preliminary results of the project's spatial 'mark-up' of Herodotus' text were presented, and other methodological standpoints or examples from antiquity were discussed.

**The Archive of Performances of Greek and Roman Drama** provides a list of upcoming events on its own webpage (<http://www.apgrd.ox.ac.uk/index.htm>), but most notable for Hilary Term 2009 are Bernhard Zimmermann (Seminar für Klassische Philologie, Albert-Ludwigs-Universität Freiburg) who gave a lecture on '**Recent stagings of Homer and Euripides in Germany**' on Monday 26 January in the Lecture Theatre of the Ioannou School whilst Vassilios Lambropoulos (Department of Comparative Literature, University of Michigan), will give a lecture on '**The Death of Tragedy and the Return of**

**the God Pan after Nietzsche**' on 23 February, again in the Lecture Theatre. This will be a joint lecture with Modern Greek Studies at the University of Oxford.

In Trinity Term 2009 there will be a number of important annual events: the first **Haynes Lecture** will be given on 27 April by Dr David Ridgway (University of Edinburgh). The Haynes Lectures will be devoted to Italic and Etruscan archaeology and have been made possible through a generous donation from Dr Sybille Haynes MBE. The annual **Don Fowler Lecture** will be delivered by Professor Alessandro Schiesaro (La Sapienza, Rome) on 7 May. The annual **Lewis Lecture** will be on 27 May, to be given by Dr Angelos Matthaiou, followed by the **Gaisford Lecture** on 11 June, to be given by Professor Suzanne Saïd (Columbia University, New York).

Details of upcoming events are regularly posted on the Classics Faculty webpage ([www.classics.ox.ac.uk](http://www.classics.ox.ac.uk)). These include popular lectures of wider interest on the regular lecture list.

EMMA WYNDHAM BLAKE  
ADMINISTRATIVE AND EVENTS ASSISTANT ■

This Newsletter was edited by Ed Bispham and Tobias Reinhardt.

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They would welcome comments and suggestions on this newsletter; these could be sent to

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