

NEWSLETTER



ENDANGERED

Some of the world's best archaeological sites in the Middle East and North Africa

OUTREACH

Engaging with schools and communities; The Oxford Latin Teaching Scheme; Celebrating Greek in schools

ALUMNI EVENTS

Don't miss the Classics Christmas event and the Second Classics Alumni Day

PEOPLE

Sad farewells to Prof Robert Parker and Dr Angus Bowie; Three Classics students share their Oxford stories

LETTER FROM THE CHAIR



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It has been another busy and productive year in the Faculty for students and senior members alike. Among our many research activities, Dr Philomena Probert has been awarded a Leadership Fellowship by the AHRC to study Greek and Latin grammatical thinking about prosody, Prof Tim Rood has won a major grant from the Leverhulme Foundation for

his project 'Anachronism and Antiquity', Dr Armand D'Angour has completed his British Academy-funded project on ancient Greek music, with a programme for BBC Radio 3 and a concert at the British Museum, and Dr Helen Kaufmann has won a grant from the British Academy to launch a new, Oxford-based international network for the study of Late Latin poetry.

In April, graduate students joined forces with students from the Hebrew University in Jerusalem for an interdisciplinary conference on 'Moral Authority, Ancient and Modern'. Classicists, historians, theologians, lawyers, mathematicians, medics, and political scientists shared insights into moral authority in public and private life. They also discovered where to buy kosher pizza in Oxford and all went punting in the rain.

Last year's summer fundraising campaign, The Power of 7, aimed to create a number of scholarships for outstanding graduate students. I am proud and delighted to report that, thanks to the generosity of alumni and in collaboration with colleges, we have been able to create six new graduate scholarships for students beginning one-, three-, or four-year courses next October. We are enormously grateful to everyone who contributed to creating these life-changing opportunities for some of our most talented young researchers.

This year's campaign combines support for postgraduates with support for undergraduate language teaching, and especially for students who have not had the opportunity to study Greek or Latin at school. See 'A lifetime's adventure', opposite.

The results of the EU referendum are likely to have a significant impact on the Faculty, as on higher education as a whole. Classics, however, is international by nature in both its scholarship and community. We will always welcome most warmly students and scholars from continental Europe and beyond to share Oxford's work of interpreting the languages, cultures, and societies of the ancient world. We regard the study of the classical world as a means of challenging misunderstanding and prejudice, and of developing the kinds of linguistic and cultural engagement which help us promote peace, mutual understanding, and prosperity across our continent and the wider world.

A few weeks ago, the current cohort of Year 8 and 9 students from local schools who are studying Latin to GCSE in the Faculty on Saturdays, reached the halfway point in their course. Outreach Officer Mai Musić surveyed them to find out how it was going. Here are some of their comments:

'Latin is hard, but it is my favourite subject.'

'Can we do ancient Greek as well? And hieroglyphics?'

'I'm loving Latin: it has made French so much easier!'

'I would really like to study a classical subject at university and definitely Latin at A-level. I am really, really enjoying the course.'

'I would really like to know what careers could follow any of these classical subjects as I'm really interested in them.'

'Thank you for having us! Latin is brilliant!'

It is hard to imagine a more ringing endorsement of the subject. ■

Prof Teresa Morgan
Chair of the Faculty Board

NEWS FROM THE CURATOR

The portrait gallery of eminent (male and female) Oxford Classicists is currently being curated: the portraits of Gilbert Murray, Hugh Lloyd-Jones (both courtesy of Christ Church), E.R. Dodds and Averil Cameron (courtesy of her family) are already *in situ*. The photographs, which will be hung in the stairwell and first-floor corridor at the back of the building, will follow shortly. Thanks once again to all those who have provided photographs and scans; special thanks are owing to Jacqueline Thalmann (Curator, Christ Church Picture Gallery) for her invaluable expertise and guidance, and to Claire Kenward (APGRD Archivist) for overseeing the scanning and printing of the photographs. Finally, I remain personally indebted to Karen Caines (Graduate Representative of the Ioannou Centre Management Committee), whose advice, good humour and extraordinary efficiency have finally brought this project to fruition.

As my period of office as Curator is about to come to an end, I wish also to extend my sincere gratitude to the Faculty's admin team, with whom it has been a great pleasure to work over a number of years. I wish, especially, to thank those who work tirelessly front of house to maintain this glorious building: Kate Del Nevo (Facilities and Events Officer) and Paul Sawyer (Facilities and Events Support Officer).

If you have any concerns about the Centre or any thoughts about how we can improve the environment for our members and for our visitors, please contact my successor: stephen.harrison@classics.ox.ac.uk.

Prof Fiona Macintosh, Curator, Ioannou Centre

A LIFETIME'S ADVENTURE

GRADUATE TEACHING ASSISTANTSHIPS IN GREEK AND LATIN

In Classics, we work constantly to make our courses accessible to the widest range of students, whether or not they have had the opportunity to study the classical world at school. This is a vital part of our educational vision, and is essential for the subject to survive and thrive in the next generation.

Over half of all undergraduates reading for classical degrees now come to Oxford without Greek, and over a third with neither Greek nor Latin. Nearly all these students take up one or both languages here. Reading texts in the original languages reveals their full richness and significance, and enables students to make the most of their studies.

Core language teaching is organised by the Faculty, and the need for it grows every year. A central part of the programme consists of reading classes led by graduate students, to whom it also gives valuable teaching experience and financial support.

This year, we are developing our support for undergraduates and graduate students together. We aim to create three Faculty Teaching Assistantships (TAs) in Greek and Latin language. These will be held by senior graduate students, who will undertake a fixed number of hours of undergraduate language teaching each term. These TAs will fulfil not just one, but three of our most important aims: teaching Latin and Greek to undergraduates, supporting and developing graduate students, and enabling students from schools without Latin and Greek to study at Oxford.

Each TA will cost £13,000 per year, and the support of our alumni and friends will play a vital role in their creation.

Please consider making a gift today of £100, or at any level, to help us to help all our students: supporting outstanding young scholars and enabling undergraduates from all backgrounds to study at Oxford. We are especially grateful for regular gifts, which will ensure that we can continue our work year after year. Your generosity will launch a new generation on the intellectual adventure of a lifetime.

Making a difference is easy: simply visit our website to make a donation: www.giving.ox.ac.uk/classics

Alternatively, contact Mrs Amy Lamb, Development Officer – Humanities, Radcliffe Humanities, Radcliffe Observatory Quarter, Woodstock Road, Oxford, OX2 6GG, United Kingdom
Tel: +44 (0)1865 611591 • Email: amy.lamb@devoff.ox.ac.uk

On behalf of our students and academic staff,
thank you most warmly for your support.

FACULTY NEWS

SAD FAREWELL TO TWO EMINENT SCHOLARS

ROBERT PARKER

The retirement of Robert Parker from the Wykeham Chair of Ancient History is greeted with a combination of dismay, admiration and affection by friends and colleagues in the Faculty and beyond.



The perfect embodiment of the cross-disciplinary nature of our subject, Robert spent the first half of his career in Oxford as the Fellow and Tutor in Languages and Literature at Oriel College before returning to his own undergraduate and graduate college, New, to take up the Wykeham Chair in 1996. That impressive breadth has complemented a capacity for extraordinarily detailed work to produce remarkable and lasting insights on the whole spectrum of the Greek political, cultural and intellectual worlds. Robert's scholarly output, including such indispensable works as *Miasma*, *Athenian Religion*, and *Polytheism and Society*, as well as countless edited volumes and articles, has been reflected in the range of his teaching and supervision. Whether it be running the celebrated epigraphy workshop or taking over the chairmanship of the Greek Personal Names lexicon project, no field of ancient history lies outside Robert's expertise.

To any lectures secretary, Robert has been the dream colleague, generously taking on apparently anything that others have found unappealing. He has fulfilled so many officia with effortless grace and poise, not least as a most caring and attentive Director of Graduate Studies and graduate supervisor, but also gently encouraging us all to appreciate the wealth of intellectual opportunities in Oxford, particularly in the form of visitors from abroad. For many of us, Robert has been and will remain the epitome of the Oxford don – inspiringly intellectual, kind, encouraging and humane. We must all have been struck by his extreme modesty, his readily shared wisdom on so many matters, whether academic or not, his moderation, calm and discretion. We now wish Robert – brilliant and inspiring scholar and tutor, generous, encouraging and hard-working colleague, and supremely trustworthy friend – an exceptionally happy and well-deserved retirement. ■

Dr Katherine Clarke



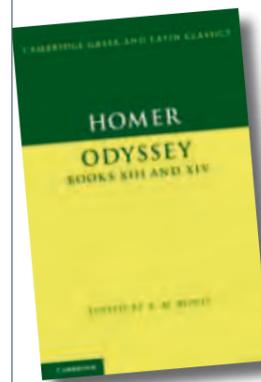
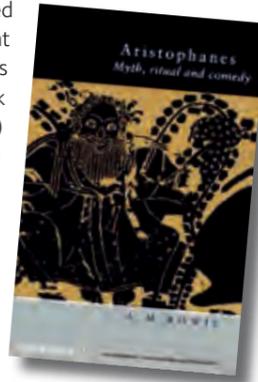
An amazing cake was made to celebrate Prof Parker's retirement. It depicts the temple of Athena Lindia

ANGUS BOWIE

With the retirement of Angus Bowie after 35 years as Lobel Fellow in Classics at Queen's College, the sub-faculty of Classical Languages and Literature celebrates an exceptionally agreeable and conscientious colleague.



Angus came to Oxford after a few years as a Lecturer at the University of Liverpool; prior to that he had been an undergraduate and graduate at Cambridge. He has been an exemplary servant both of the Faculty (notably as Chair of the Faculty Board from 2011–14) and of the University (particularly as Assessor for a year). He has also displayed a remarkable range of research interests, covering both Greek and Latin literature and embracing traditional philology as well as literary theory: few others can boast of having moved from study of *The Poetic Dialect of Sappho and Alcaeus* (his 1981 book, based on his doctoral thesis) to engagement with French structuralist approaches to myth (especially in his 1993 book *Aristophanes: Myth, Ritual and Comedy*) and with Lacanian psychoanalysis (in an article on Virgil) – a tricky topic which he explained with amazing lucidity in Masters seminars on literary theory, much to the gratification of the seminar organiser. He has also been a committed contributor to a collaborative series on narratology, enjoying good hospitality as well as good discussion in Amsterdam and Ghent. Further evidence of his continental outlook is the fact that he has a Wikipedia entry in German but not English – perhaps something for his former students to remedy!



In recent years he has turned his hands to commentaries, producing admirably crisp editions in the Cambridge 'Green & Yellow' series of *Herodotus Book VIII* (incorporating recent developments in scholarship on the Persian empire) and of *Homer: Odyssey Books XIII–XIV*; we can look forward in his retirement to seeing a commentary on book 3 of the *Iliad*, and we can at least hope that there will be more to follow. We wish him all the very best. ■

Prof Timothy Rood

A LATIN PAPYRUS FROM BRITTANY: MULTI- AND HYPER-SPECTRAL IMAGING ENHANCES READING

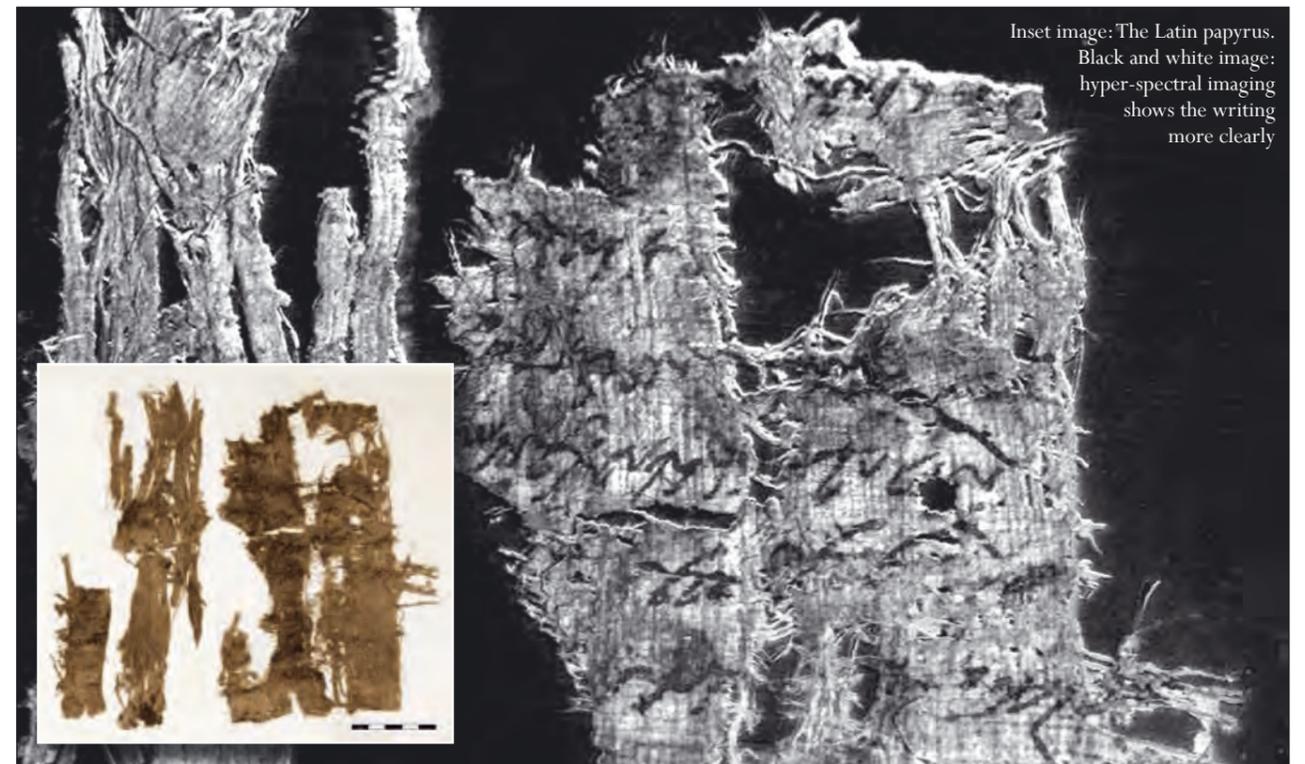
There is a great deal of palaeontology and archaeology in and around the town of Plouhinec in Côtes-d'Armor, Brittany. But from among the fossils, dolmens and Neolithic to Gallo-Roman settlements, French archaeologists made a remarkable and unexpected discovery, unearthing a Latin papyrus during excavations at the Villa of Mané-Vechen. The survival and discovery so far north of a papyrus containing text makes it unique: papyrus fragments have previously been found in Corbridge in Northumberland, but with no sign of writing on them. Papyri normally only survive in very dry conditions, making this find in the damp oceanic climate of Brittany still more unexpected. The survival of the three very tattered fragments at Plouhinec was probably made possible by their containment, along with a hoard of coins, in a sealed vessel. These coins have also helped with dating the find: the best examples have been identified as coming from the Flavian and Antonine periods, which is consistent with the Old Roman Cursive of the papyrus text. On the basis of similarities between the Plouhinec text and documents from Carlisle, Vindolanda and Egypt, the papyrus has been dated to the later second or early third century AD.

The fragments do not join together, and there appears to be writing on only one side of each piece. Initial photographs of the fragments showed the writing quite clearly, but it was evident that in order to read the text effectively, a further set of images using multi-spectral techniques would be needed. Curator Paul-André Besombes therefore approached the Centre for the Study of Ancient

Documents (CSAD), where Professor Alan Bowman and Dr Charles Crowther are well known for their expertise in advanced imaging techniques that improve the reading of a variety of document types, from stone inscriptions to wooden ink and stylus tablets, lead curse tablets, and papyri. Professor Dirk Obbink arranged for the team to have access to the imaging equipment in the Papyrology Rooms in the Sackler Library, where a first series of photographs was taken using their multi-spectral imaging system. The papyrus was then taken to the Weston Library Conservation Research Laboratory where David Howell and Ian Maybury photographed the fragments using their recently-acquired state of the art hyper-spectral camera, which enables very fine colour distinctions to be made.

After obtaining the best possible images of the papyrus, legibility in crucial areas of the papyrus was significantly improved. A few whole words can be seen on the largest fragment though only traces are visible on the other two. As is often the case with Old Roman Cursive, other than the few more or less complete words, the groups of letters are often ambiguous and can offer multiple possible readings. The best-preserved lines on the large fragment, however, suggest that this is a personal letter or memorandum of some kind, rather than an account, and unless the papyrus was simply used as wrapping paper, the association with the coins makes it likely that it deals with some financial matters. ■

Prof Alan Bowman, Dr Charles Crowther, Dr Roger Tomlin



Inset image: The Latin papyrus. Black and white image: hyper-spectral imaging shows the writing more clearly

GETTING RHYTHM

PROSE-RHYTHM, PLUTARCH, AND APPIAN

If people ask you what you're working on and you say it's interesting, they look polite; if you say it's really very boring, they look intrigued. Prose-rhythm could be thought excruciatingly dull; but actually it turns the light on: with it you can suddenly see how much ancient prose works, and you discern the contours of the whole literary landscape.

Most literatures that I know of distinguish between poetry and prose; the distinction has something to do with the fixed rhythmic organisation of most poetry. Greek literature starts without any prose; prose hasn't been going all that long before people start to experiment with tightening prose (and loosening verse). The Hellenistic period sees a fashion which limits the endings of most sentences and parts of sentences; with Latin the fashion catches on in Cicero, and then most Imperial writers – except historians and technical writers. In Imperial Greek the position has never been properly investigated. It hasn't really been known whether most Imperial Greek prose is rhythmic, or hardly any.

I started by scanning metrically all Appian's *Civil Wars* (645 Teubner pages, over 20,000 endings to phrases and sentences). You may not know or remember Appian; for myself I was gripped when as an undergraduate I read his account of Rome falling apart from the Gracchi onwards. Most people, though, think he's a sloppy writer. They used to think he was a sloppy historian, but that view is changing. His style comes sharply into focus once you realise his prose is split into rhythmic phrases – you can see graphically how different it is from pre-Hellenistic prose if you compare their sentence-endings statistically. And his trenchant and energetic

writing packs the rhythms together more tightly at moments critical for the narrative or the thematic argument; the contours of his landscape come into view.

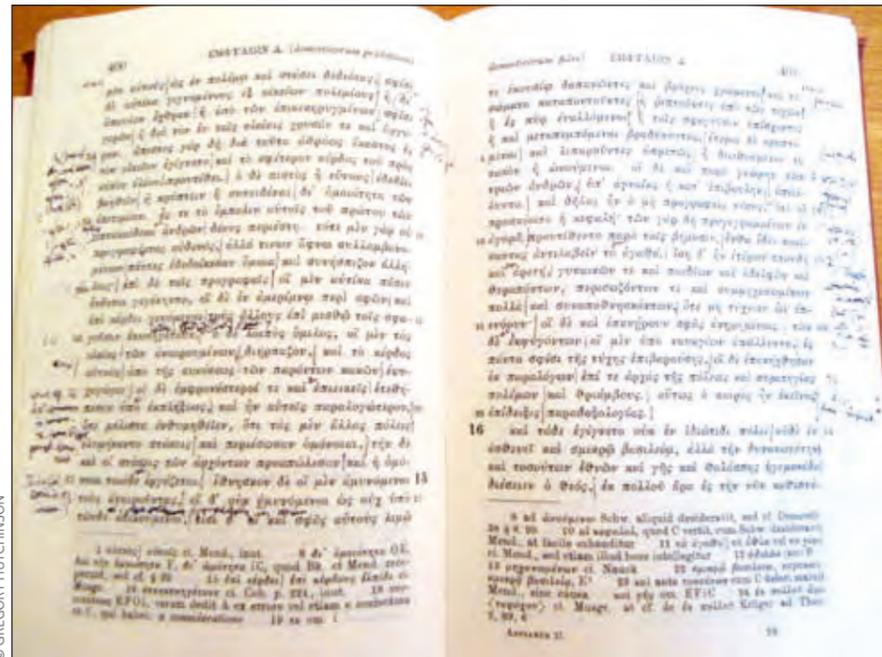
I tried some rash predictions about other writers on the basis of limited samples and a bit of would-be mathematical trickery; somewhat to my surprise, more adequate samples confirm most – not all – of the predictions. I've taken random samples of 400 sentence-endings (all sentences if the work has fewer) from each of 61 works and authors, mostly Imperial, some pre-Hellenistic, including one group of 400 sentences from 20 different pre-Hellenistic authors. The pre-Hellenistic authors bunch statistically; there's a big gap between them and clearly rhythmic writers like Appian, but there are authors to fill the spaces in between. Imperial Greek writers are most likely to write rhythmically if they tell a story: most novelists so write, and most historians – a striking contrast with Roman historians, who want to seem archaic and ultra-Roman. It's also unexpected that the clearly rhythmic group contains more philosophers than orators. Over half of the writers from 31 BC to AD 300 don't end their sentences randomly, at least; some vary wildly from work to work, like the unstoppable Galen. We get a thought-provoking vista over Imperial writing.

Still more we get a view over and into particular writers. I've scanned every part of all sentences in Plutarch's *Lives* (2,297 Teubner pages) and just the sentence-endings of his other works. (Incidentally, computer people say this would have been hard to do electronically, but a former student of mine has got some clever ideas...) The *Lives* are rhythmically written, less highly so than Appian, but more so than most of Plutarch's non-biographical works; as in Appian, the *Lives* rise into crucial moments. These passages, heightened and articulated by rhythm, bring out the shaping and concerns of the *Lives*, which are a single, extremely complex work – a bit like Ovid's *Metamorphoses*. So in Plutarch's *Life* of the early king Numa, the usually history-like writing ascends into lyricism and unreality: 'feasts and festivals | . . . filled Italy; | from Numa's wisdom | as from a spring | what was beautiful and right | flowed into all; | the stillness around him | was diffused overall. |' Every phrase here ends rhythmically, and most syllables are part of the rhythm. Not just a party-filled end to the summer term, but a philosophical and political vision.

Once rhythm catches you, there's no escape from its happy chains; but my readers can escape, I hope intrigued. ■

Prof Gregory Hutchinson

Pages of Appian defaced by Prof Gregory Hutchinson



© GREGORY HUTCHINSON

NEWS FROM THE APGRD

ARCHIVE OF PERFORMANCES OF GREEK & ROMAN DRAMA

For details of all APGRD events and publications, visit our website: www.apgrd.ox.ac.uk

The APGRD is delighted to announce that the first of its Arts and Humanities Research Council (AHRC)-funded interactive/multimedia e-books has been published. *Medea, a performance history*, co-curated by Prof Fiona Macintosh, Claire Kenward and Tom Wrobel, was published in April 2016 and is freely available as an iBook (for Mac/iOS users) and in an epub3 version (for all other devices, with slightly fewer interactive features). Download links are on our homepage: www.apgrd.ox.ac.uk.

Agamemnon, a performance history, co-curated by Prof Fiona Macintosh and Claire Kenward, will appear in November 2016.

The e-books, on the performance histories of *Medea* and *Agamemnon*, draw on our existing published research, considerably enhanced by our photographic, audio and video archival material as well as newly commissioned interviews and performances from scholars and theatre practitioners. The e-books are designed to appeal to a variety of audiences from across the globe – in schools, universities, in the creative industries and amongst the wider public. We would be grateful for any comments.

This year we have continued our collaborations with theatre practitioners. Theatre director Iqbal Khan and playwright Shomit Dutta spent five days as APGRD Artists in Residence working with students on a new play set during the Trojan War, *The Changing of the Guard*, which received its premiere in Keble's O'Reilly Theatre on 13 January 2016.

We also hosted a rehearsed reading in March of *ICONS*, a new play from Blazon Theatre by Paula B Stanic, about the Amazons; a rehearsed reading in June of the Italian playwright Roberto Cavo's *Bellissima Maria*; and a performance of Book 1 of the *Iliad* by the Australian actor, William Zappa, at the end of June.

Practitioners also featured prominently in our public lecture series: Irish playwright Marina Carr speaking about her new play, *Hecuba*, staged by the RSC in Stratford; and Adele Thomas (director) and Rory Mullarkey (translator) about their *Oresteia* at the Globe Theatre.

Display cabinet from the *Oedipus Rex* exhibition



Pages from *Medea, a performance history*

Other APGRD speakers included: Peter Wiseman on 'Rhinthon and the Roman Audience'; Apostolis Doxiadis on 'The Tyranny of Greece over Greece'; David Scourfield on 'EM Forster's Tragic Interior'; and Laura Ginters on '*Agamemnon*, OUDS, SUDS: the play that began it all'. Professor Mark Franko (Temple University) was an APGRD Academic Visitor during March and gave a talk on Serge Lifar and French dance. We were also delighted to have our Honorary Research Associate, Marina Warner, with us this summer to co-convene our 'Italy and the Classics' event, during her tenure of the Weidenfeld Chair of Comparative European Literature at St Anne's.

Perhaps the highlight of the year was the exhibition, curated by APGRD archivist, Dr Claire Kenward, of the 1960 English premiere of Stravinsky's *Oedipus Rex*, directed by Michel Saint-Denis, conducted by Colin Davis and with designs by Abd'Elkader Farrah. This was accompanied by a study afternoon with speakers including: Jonathan Cross (on Stravinsky's score); Stephen Harrison (on Daniélou's Latin libretto); the V&A Curator, Jane Pritchard, on Farrah's designs; Terry Hands (Artistic Director of the RSC, Clwyd Theatr Cymru) and Roger Howells (RSC Stage Manager), both on Farrah's work for the RSC.

Finally and very sadly, this year we have had to say farewell to two very close colleagues at the APGRD. First, Dr Tom Wrobel, our Data Developer, who has been with us since 2011, has moved to the Bodleian's Digital Library Systems and Services to become a software engineer. Secondly, Dr Justine McConnell who has also been with us since 2011, first on *Performing Epic*, then as co-editor of *The Oxford Handbook of Greek Drama in the Americas*, has recently been appointed Lecturer in Comparative Literature at KCL. Both continue to remain closely associated with us and we are delighted that Justine will return this autumn as co-convenor with Dr Constanze G thenke of the Faculty's reception seminar.

We hope you can join us for our future events, starting with a reading by the highly distinguished poet, Alice Oswald, at 3.15pm on Monday 17 October 2016. ■

Prof Fiona Macintosh, Director, APGRD

ENDANGERED ARCHAEOLOGY IN THE MIDDLE EAST AND NORTH AFRICA (EAMENA)

Prof Andrew Wilson and Dr Robert Bewley,
School of Archaeology

The Middle East and North Africa are home to some of the world's best preserved archaeological remains, dating from the earliest hominids to the first complex agricultural societies, cities and empires. The region is the birthplace of the world's great monotheistic religions, containing the legendary river valleys of Mesopotamia and Egypt – variously known as the Fertile Crescent, the Holy Land, and the Cradle of Western Civilisation. There are estimated to be as many as five million archaeological sites across the region, with the vast majority still unrecorded.

The potential for new discoveries is thus extraordinary. Growing threats, however, are endangering this rich cultural heritage. Urbanisation, quarrying, agricultural expansion, climate change, looting and conflict are today destroying these sites at an unprecedented and accelerating rate. Political instability has severely restricted the efforts of heritage professionals to visit these sites, to record and monitor them. Recording is a necessary first step towards preservation.

The challenge is to make an accessible record of these sites and the assessment of the threats to them; this is an urgent need and requires national and international partnerships. This is why in January 2015, a new team of archaeologists was created in Oxford University (with a generous donation from the Arcadia Fund), in collaboration with the University of Leicester. The task is to examine, using satellite imagery, the entire Middle East and North Africa. The project is soon to expand its collaborations by joining with the University of Durham, and also including the study of illegal looting and illicit trafficking of cultural objects.

Called Endangered Archaeology in the Middle East and North Africa (or EAMENA for short, www.eamena.org), this project is the first to analyse aerial imagery from across the whole region and the first to focus on all levels and types of threats to sites, including looting. This approach enables archaeologists to search for ancient sites across large areas and in places such as Syria, Iraq, Libya and Yemen, where ground-level work is dangerous or severely restricted. Through satellite monitoring and recording of areas that have high archaeological potential or known value, we will prioritise at-risk sites for protection and heritage management.

94811
SITES
RECORDED

10
COUNTRIES

75%
NEW TO THE
HISTORICAL
RECORD

The EAMENA archaeologists are creating an accessible online record enabling national and international heritage professionals to target those sites most in danger. This information will allow for better decisions to be made about the future preservation and protection of the cultural heritage.

By liaising with relevant national agencies about their planned infrastructure projects, our information has been used to target key areas at risk, to reduce future damage to archaeological sites, and, in areas of conflict, to quickly draft reports on 'no-strike zones'. The database is available online for heritage professionals to access from anywhere in the world. For example, we were able to help during the construction of a ring road around Madaba in Jordan. We recorded 141 sites in the area; 11 sites are likely to be affected by the road itself. The Department of Antiquities is now examining these sites in greater detail, and construction on the road has been halted.

As well as known sites, the methodology we have developed creates a record of previously unknown sites and their significance. Of the 94,811 sites (in 10 countries) recorded in our database, approximately 75% are new to the historical record, and many of these are also under threat. A good example is in the eastern desert of Egypt, where the ancient mining landscapes (mainly dating from the Classical period) have undergone considerable and very recent changes. Although the small stone-built structures, presumed to be remnants of the ancient mining infrastructure, are largely untouched, huge swathes of the landscape (containing the precious metals and minerals) have been bulldozed, leaving a pock-marked and devastated landscape, as a result of this uncontrolled development.

Training in the EAMENA methodology in the region (where it is safe to do so) is a key objective to foster better working relationships with partner agencies and archaeologists in all the countries we cover. Building on existing networks in Jordan, Lebanon, Morocco, Libya, Syria, Oman and Saudi Arabia, we have begun training a network of field workers, comprising local professional staff, volunteers and students, to routinely monitor threatened sites and landscapes. Having recently undertaken a workshop (March 2016) to train Libyan archaeologists, our next one will take place in Sulaimania, in the Kurdistan region of Iraq.

The project is still in its data-collection phase and is hoping to obtain funding for at least another three years, as there are still so many more sites and landscapes to explore and document. ■



Qasr Bshir is the best-preserved Roman fort in Jordan, perhaps in the Middle East. The site consists of the fort, two buildings on the northwest side and a large reservoir c. 500 m to the west-southwest. Above the main entrance of the main building, the lintel bears a Latin inscription dating its creation to 293–305 CE. Excavations have confirmed the construction date as c. 300 CE, and research has revealed the fort was later used during the Umayyad period. It has an unusual design and in the inscription is called *Castra Praetoria* so is thought to have been a road-station-cum-residence for the governor of this region.



Classics students from Cheney School on an annual trip to Hadrian's Wall – June 2016

CLASSICS OUTREACH PROGRAMME

ENGAGING WITH SCHOOLS AND COMMUNITIES

It has been another busy year for the Faculty's Outreach Programme. A record number of our academics have gone into schools, and schools have visited the Faculty for taster and study days with the support of our University Classics colleges and the Ashmolean Museum. The Faculty has also supported a number of teacher training events.

SUPPORTING TEACHER TRAINING

Since February 2015, and as part of the Warwick University Impact Fund, the Faculty of Classics at Oxford has been proud to participate as a partner with the Ashmolean Museum to offer an In Service Training Day (INSET) on teaching with artifacts and inscriptions for Classics teachers and Postgraduate Certificate of Education (PGCE) students. In February, Cambridge and King's College London PGCE students were treated to talks and workshops on *Telling Stories in Rome* (Prof Alison Cooley), *Inscriptions in the Classroom* (Dr Jane Masségli), and *Engaging with Technology* (Alex Peck). We look forward to continuing this fruitful partnership by offering an informative and productive day for teachers and PGCE students in the coming years.

In early June the Faculty supported St Helen and St Katharine School in their annual INSET day for Classics teachers and PGCE students from all regions. The day was attended by forty teaching delegates and included talks on the new A-level set texts given by Oxford Classics academics – Dr Andrew Sillett on *Getting Away with Murder: Cicero's Strategies of Defence in the Pro Milone*; Dr Ed Bispham on Tacitus, *Annals*; Dr Llewelyn Morgan on *Virgil's Iliad: some thoughts on Aeneid VIII and X*; and Prof Stephen Harrison on *Reading Roman Elegy: Tibullus, Propertius, Ovid*.

Continuing with our teacher training theme, the Faculty, in partnership with the Oxford, Cambridge and RSA Examination Board (OCR), offered its first teaching conference on Classics in the

Classroom. Seventy teaching delegates attended the conference, participating in talks and workshops that offered fresh and dynamic approaches to teaching the Classical subjects in schools (see programme below).

- *Hobbits, Heroes and Homer: using film to teach epic poetry*, Caroline Bristow
- *A dramatic approach to teaching Greek tragedy*, Luke Marquez
- *Learning from objects*, Clare Cory
- *New approaches to Greek: The Liverpool Greek Course*, Francis Browne
- *The Latin Programme – New approaches to Latin*, Zanna Wing-Davey
- *Language learning across languages*, Dr Philomen Probert

The day ended with Dr Arlene Holmes-Henderson giving a keynote lecture on *Widening access to Classics through Classical Civilisation and Ancient History: the 'FORTGRIT' project*.

CLASSICS EVENTS FOR STUDENTS

Last academic year we embarked on our first Year 12 Classics and English study day, a joint venture with Oriel College and Regent's Park College. Thirty students from schools across the UK took part in a programme of activities which included academic seminar talks, lunch in the main dining hall, college tours with current students, and a presentation on Oxford's Classics admissions process. In the seminars, participants explored the enduring influence of the family in tragedy and epic with Oxford Classics tutors. Following on from this initial success we were very pleased to offer this day again in June 2016. This year's seminar topic was titled 'From Rome to Panem: satire, epic and the city': it explored the rise and fall of

cities in ancient and modern literature. These seminars were led by Dr Peta Fowler, Dr Lynne Robson, Dr Llewelyn Morgan, and Prof Matthew Leigh.

We are planning further cross-discipline days in the coming academic year, including Ancient Modern History, Classics & Oriental Studies, and Classics & Modern Languages. Please do keep a look out for further information in the next months on our website: www.classics.ox.ac.uk/offer.html.

FORTHCOMING EVENTS

Our programme for the three University-wide open days that took place this academic year included talks by Dr Bill Allan on Greek tragedy, Dr Charlotte Potts on death in Etruria, Dr Amin Benaissa on papyri, and Dr Armand D'Angour on the sound of Latin and Greek. In addition we look forward to hosting the annual Oxbridge Classics open day which will return to Oxford on Friday 17 March 2017.

Now in its second year running, the Faculty is proud to support the Ashmolean Museum's Classical Civilisation Sixth Form Study Day which will take place on Thursday 6 October 2016 and offers an inspiring day of lectures and workshops, with guided tours of the Greco-Roman galleries. This year, lectures will be given on 'What can archaeology tell us about Roman everyday life' by Dr Paul Roberts, and 'Heroes in Greek and Roman literature' by Dr Llewelyn Morgan. In small workshop groups, students will also get a chance to handle artifacts and learn about Greek and Roman life through objects and inscriptions, Greek vase paintings and Greek sculptures.

Booking: www.oxfordplayhouse.com/ticketsoxford/#venue=90
For further information: clare.cory@ashmus.ox.ac.uk.

Since the creation of the Classics Centre at Cheney School in October 2014 – organised by Dr Lorna Robinson from the Iris Project in association with the Faculty of Classics at Oxford – we

have seen a fantastic impact on local school pupils and the local community. Through our impressively committed and wonderful student community and teaching body, the Faculty has been involved in supporting the Classics Centre's programme of talks, workshops, festivals, language classes, 8 to 10 week taster courses and much more! Cheney School is now not only offering Latin to GCSE and A-level, but also an Introduction to Greek Short Course, and Classical Civilisation at GCSE and A-level. In addition, the Classics Centre has been given museum status which has been made possible by a generous donation from a private donor (a Classics graduate herself). Dr Lorna Robinson is now the Classics lead at Cheney School, which is a ringing endorsement for all her hard work in making the Classics Centre at Cheney School a huge success. We are very proud to support Lorna and her commitment to making Classics accessible to all. ■

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Mai Musié, Classics Outreach Officer



Upcoming event at the Classics Centre at Cheney School:

FESTIVAL OF ANCIENT AND MODERN SCIENCE

Tuesday 7 February 2017

2–5.30pm (stalls & activities)

6pm: talks by Prof Robert Winston,
Prof Helen King and Prof Anthony Grayling

For further information contact
Dr Lorna Robinson: lorna@irisproject.org.uk

AMO, AMAS, AMAT AND ALL THAT... THE OXFORD LATIN TEACHING SCHEME

OXLAT UPDATE SUMMER 2016

Since my last update our students have been working very hard and have made excellent progress: we have very nearly finished working through the new Latin to GCSE course book by John Taylor and Henry Cullen, and the majority of the vocabulary and grammar required by the exam syllabus has now been covered. This leaves us free to get stuck into the set texts when we return in September. Our translation readings have followed the story of Aeneas and the history of Rome, and the students have been very eager to learn more about the historical and cultural context of the language and literature: from Troy to the legendary kings of Rome, through to the heroes and villains of the early Republic and (so far) up to the Second Punic war. The students have been brimming with questions and queries, and my ability as an Ancient Historian has been healthily tested on a regular basis by their curiosity and thirst for knowledge. I have just covered Trasimene and Cannae – to much heartbreak and disbelief – aided by some stationery with pencil-cases standing in for Hannibal's cavalry.

This term the students were treated to a talk on Vergil and the *Aeneid* by our wonderful Regius Professor of Greek, Gregory Hutchinson, who very generously gave up his Saturday morning to come and enthuse about Book 1 (with a bit of Wagner thrown in for stormy effect). In Michaelmas term we plan to have talks on Pliny the Younger's *Epistulae* and Tacitus' *Annals*. Prof Hutchinson's talk was followed by an end of term picnic at Trinity at the invitation of the Senior Tutor, Prof Valerie Worth, and our own Dr Gail Trimble. Despite the rather pluvial weather of late, the sun shone and the

students had an absolutely wonderful time enjoying their sandwiches and cakes out on Trinity's lawn. Not just a celebration of a year's worth of hard work and effort, it was also a brilliant opportunity for them to visit a college and get to know a little bit more about the organisation of the Faculty and the University as a whole.

In other news, John and Henry popped in one weekend to meet all the students (I'm not sure they quite expected to be mobbed for autographs, but they were!) and discuss the contributions that OxLAT might make to the new online database of teaching materials which accompany their book and to help support and encourage other universities and schools to introduce Latin on a reduced timetable. It's an exciting and promising time in Classics outreach as we further increase access to and participation in Classical subjects at all levels.

Over the course of the last year and a half it has become apparent that we have some supremely competent and capable linguists on the Scheme who demonstrate a dedicated and passionate flair for the language. Many wish to continue onto A-level and so we are looking to see what options might be viable. During the small group 'tutorial' consolidation sessions that I teach I have been thoroughly impressed by their inquisitiveness and work ethic. I am privileged to have had the opportunity to share this language, which has brought me so much joy (although maybe not Vitruvius), with such a wonderful bunch of eager and committed students. ■

Emma Searle, Co-ordinator of the OxLAT scheme



Primary pupils explore the ancient Greeks

Greek language & culture event, Hellenic Centre, London

Conference on Classics education, Cambridge

CLASSICS IN COMMUNITIES CELEBRATING GREEK IN SCHOOLS

Dr Arlene Holmes-Henderson

The Classics in Communities project is a partnership between the University of Oxford, the University of Cambridge, and the Iris Project. It was set up in response to the primary curriculum reforms implemented in England from September 2014.

BACKGROUND, PURPOSE AND AIMS

In the Key Stage 2 (KS2) Languages curriculum policy, for the first time, Classical Greek and Latin can be chosen for study by pupils aged 6–11 in place of a modern language. The project has twin aims: to equip teachers in primary schools with the skills and knowledge necessary to teach these languages; and to conduct parallel research to determine the impact of Classical language learning on children's cognitive development.

WHAT HAS BEEN ACHIEVED TO DATE?

In 2015–16 the project focussed on Greek language and culture education in schools. Three elements are of particular note:

Widening access to Classical languages in schools and communities, two years on

INTERNATIONAL CONFERENCE ON CLASSICS EDUCATION, UNIVERSITY OF CAMBRIDGE, SEPTEMBER 2015

The second *Classics in Communities* event was attended by more than 100 people, including delegates from Australia, Sweden and the USA. The issue of reviving Classical languages in UK schools stimulated interest from policy-makers, school leaders, teachers and students. Presentations included 'Why Latin is flourishing in London's most socio-economically deprived borough'; 'Classics education in Australia'; and 'Playing with pedagogy – a fresh approach to Latin for 7–11 year-olds'. Prof Tim Whitmarsh and author Tom Holland gave keynote speeches. Teachers enjoyed professional networking during a drinks reception and were able to browse a wide range of published resources.

A celebration of Greek language and culture education in the UK

ADVOCACY EVENT, HELLENIC CENTRE, LONDON, JUNE 2016

Hosted by Mr Konstantinos Bikas, Ambassador of the Hellenic Republic to the UK, and the *Classics in Communities* project, this event had multiple aims: to bring together a variety of teachers, committees and associations to discuss the state of Greek language and culture education in the UK; to anticipate and confront the challenges; and to collaborate to find solutions and action plans for its survival and growth. The programme included updates from *Classics in Communities*; the Classical Association outreach officer; the Greek Archaeological Committee in the UK; the Welsh Classics hub; teachers of New Testament Greek; teachers of modern Greek; and museum professionals. Six teachers of Classical Greek outlined the challenges facing Greek language education in UK schools. There were many important conversations throughout the day, which helped consolidate our collective efforts and identify key areas for future development to secure and extend Greek provision in schools.

Research: What impact does learning Classical Greek have on children's cognitive development?

The project's researcher visited three primary schools to observe teaching and learning in Classical Languages. Attitudes towards learning Classical Greek were sought from pupils, teachers, school leaders and parents.

In School 1, Greek is taught on-timetable to all students in Year 5 and 6 as a means of enriching and extending learning in literacy. After a successful pilot year, this approach will be expanded to all pupils in Years 3–6. The children enjoyed learning Greek; one said, 'I think more children our age should get the chance to learn Greek because it's really fun and makes you see the world differently'.

In School 2, Year 3 children did a topic on the Greeks as part of the primary History project. Children examined the presentation of gods, humans and monsters on Greek vases. The children then decorated their own vase and wrote a story to explain the characters depicted. This combined a number of curricular subjects including English, literacy, art, religious studies, and design and technology.

In school 3, Greek is taught as an after-school club and is open to pupils from schools across the county. Every week, students aged 10–14 spend 30 minutes learning the Greek language and 30 minutes studying an aspect of Greek history and culture. One 11 year-old commented, 'The history is interesting and helps explain why the same things keep happening today – it's all part of us being human and fallible. I enjoy the language best – it's more puzzle-like than French, Spanish or German'.

Attainment data is currently being collected from primary schools around the UK and will be analysed to inform what impact learning a Classical language has on children's cognitive development. Findings will be published in Forward with Classics! Classical Languages in Schools and Communities, currently under contract.

WHAT NEXT?

Next year we hope to make some short films, falling into two categories, the first, pedagogical. Teachers often ask how to introduce key topics or concepts to primary children. These videos will feature experienced practitioners discussing effective teaching strategies and offering suggestions for classroom activities. The second category will provide some examples of advocacy for Greek language and culture education. These films will feature adults, at various stages of their careers, reflecting on the value they gained from studying the Greeks.

Further collaboration is planned with colleagues worldwide. We will host an international conference in Oxford in September 2017, to include presentations by teachers, community educators, language education experts, and representatives of Classics education abroad. Full details will be available next year on the project's website classicsincommunities.org. ■

For more information, see the article 'Teaching Latin and Greek in primary classrooms' (May 2016) in the Journal of Classics Teaching: http://journals.cambridge.org/abstract_S2058631016000131.

STUDENT PROFILES

THREE STUDENTS SHARE THEIR OXFORD STORIES



EMMA SEARLE

DPhil Ancient History, Merton College

My doctoral research investigates the consumption of art in the houses of Roman Italy in the period 200 BC–AD 100, looking in particular at the reasons why Romans purchased works of art for their homes, and the factors that motivated and determined what they chose.

These questions are not in themselves new and have been the topic of multiple studies over the last 30 years. However, this existing research operates within a restrictive framework built around a single theory of consumer motivation that is problematic in multiple respects. The concept of 'conspicuous consumption' dominates previous interpretations of domestic art consumption at the exclusion of other significant 'consumption narratives'. In response, I analyse the material and textual sources from a perspective informed by the critical consideration of multiple theories of consumer motivation and synthesise a revised investigative and interpretative framework that identifies and explores the multiple and variable factors which can be seen to motivate and determine consumer behaviour in Roman society.

My aim is to achieve a more comprehensive and nuanced understanding of how the material remains relate to the domestic spaces they decorate, and of the significance that works of art (in the form of wall-paintings, mosaics, sculpture, and tableware) had to those who possessed them in their homes. I identify and discuss several ignored 'consumption narratives' and in particular demonstrate the evidence for personal 'pleasure' (*voluptas, delectatio, ἡδονή*) and enjoyment-seeking as an autonomous interpretative method and motivating factor in consumption behaviour, and explore the role of works of art in the householders' construction of a sense of self that is augmented by pleasurable fantasy and day-dreaming ('self-illusory hedonism').

In addition to my academic research I am also passionate about widening access to, and participation in, Classical subjects at all levels. My part-time employment with several of the Faculty's outreach projects (Classics in Communities and OxLAT, the Latin teaching scheme) is in part necessitated by financial considerations as, along with the majority of my fellow graduate students in the Faculty, I am self-funding my doctoral research.

Financial anxieties are thoroughly detrimental to academic work and it has not been easy balancing my time and energy between research and paid employment (my thesis has certainly taken much longer to write than it otherwise would), but it has been a necessity. However, my involvement in these projects has been immensely rewarding in allowing me to contribute to, and observe the impressive impact of, the Faculty's outreach work. ■



ELLA SACKVILLE-ADJEI

Third year, Classics (Lit. Hum.), Wadham College

Hello, I'm Ella and I'm going into my third year studying Classics at Wadham – I'm originally from Lewisham in south east London.

I have studied Latin since I was 14, and have always been fascinated by the ability it gives to recognise linguistic patterns and similarities between what was said thousands of years ago and what is said now – which sounds clichéd but is nevertheless true. It was this, alongside a desire to delve deeper into the literature of the Greeks and Romans, which drove me to apply for Classics (rather than English Literature, which I also considered).

I applied to Oxford for the same reason everyone does I suppose – hoping to be lucky enough to benefit from being taught by world class academics, in beautiful and historic settings. Despite this, I spent a lot of time deliberating about accepting my offer because I worried that Oxford wasn't the place for me, that I wouldn't belong because I'm not white and I didn't go to public school. However, I'm glad I did accept it in the end because I've been pleasantly surprised by how happy I have been and how little I have felt out of place.

I have struggled frequently with my studies, particularly with some of the language and grammar work that makes up part of the Mods course, but I have loved being able to have so much choice over my Greats options. I really enjoyed getting the chance to study Greek Tragedy in depth last term and am particularly looking forward to papers about comparative philology and the reception of classical literature in 20th century poetry – I'm not sure I realised, when I applied, just how much choice there was, but now it's something I really appreciate. ■



© JAMES HOOKER, GENESIS GRAPHICS



OLIVIA THOMPSON

DPhil Ancient History, Balliol College

I grew up in Kirkby, Lancashire, and am the first on both sides of my family to attend university, though my mother (who grew up among British expatriates in Cyprus) and father (eldest of a family of shopkeepers from Punjab in north-west India) both speak several languages. I was determined to read 'Classics at Oxford', which I knew to be the traditional training course of civil servants abroad. I had studied no humanities subjects besides GCSE English Literature, but my school offered Latin (the last remaining state school in the area to do so, as well as the only grammar school); and my Latin teacher sent me to evening class to learn Greek, and to a summer school at Eton for state school aspirants to Oxbridge.

I duly read Literae Humaniores at Corpus Christi College, which has one of the largest cohorts of classicists in the University and a strong tradition in the study of Classical Reception across the world, and upon graduating in 2015, I received the Dean Ireland Prize for the highest overall average in Final Honour Schools. This year I completed an MSt in Ancient History, and in October I shall start a DPhil in Ancient History and my sixth year at Oxford. My DPhil supervisor, Anna Clark, was also my undergraduate history tutor, but I am lucky enough to retain close relationships with all my previous tutors, who have always sought to orientate and refine my own strengths into something approaching scholarship, and who encouraged me to brave a career in academia.

Some of the strengths of Oxford's Classics faculty are the promotion of the study of sources (both primary and secondary) in the original language, the regular exchange of knowledge and experience between scholars at various stages in their careers, and the integration of its course structures, which reward the pursuit of connections and collaborations. These strengths are particularly

'I have also been interested in Latin as an aid for learning English, and in comparative study of classical languages, their ancient neighbours (particularly Sanskrit), and modern descendants (particularly Modern Greek)...'

helpful with respect to the greatest challenge I feel many graduates face: articulating in what field one's 'special interest' lies, and what lies in the vicinity. Despite having focussed predominantly on literature at Greats, I gradually realised that my own special interest (the science of language and its effect on perception) opened more intriguing avenues in the study of history, though the background in literary criticism remains essential to the subject of my DPhil, in which I intend to investigate the triangular relationship between Romans' cognition of their governmental structures, their 'political' vocabulary, and the topography of the city of Rome.

As a side project I am compiling an updated print/digital translation and commentary on Cicero's letters; in Oxford I have the chance to develop this through networks at the Bodleian Libraries (in the Department of Special Collections and Centre for Digital Scholarship), and my postgraduate college, Balliol, which has a record of enabling graduates to direct collaborative research projects. Since I was an undergraduate I have also been interested in the use of Latin as an aid for learning English, and in comparative study of classical languages alongside each other, their ancient neighbours (particularly Sanskrit), and modern descendants (particularly Modern Greek, which I learned in Greece as part of my BA).

To discuss something I love with people who have loved it for longer is a privilege I hope to use well. That I can continue to pursue this hope in the largest Classics department in the world is thanks to the immense generosity of individuals and bodies within and outside Oxford: Balliol College and John Stonehouse, who jointly financed my MSt; the Wolfson Foundation, without which I could not pursue my DPhil studies; and the confidence and support of staff at the Faculty, who put both erudition and understanding at the service of fledgling Oxford classicists. Financial aid does not bring with it academic capability, but I aspire throughout my studies to help underline the importance of, and potential fruits of, continued financial support for students from diverse socio-economic backgrounds to pursue careers in the humanities. ■



ALUMNI EVENTS

TO JOIN THE CLASSICS FRIENDS MAILING LIST AND RECEIVE UPDATES ON THE FACULTY'S SEMINARS, LECTURES, AND EVENTS PLEASE EMAIL RECEPTION@CLASSICS.OX.AC.UK



CLASSICS CHRISTMAS EVENT

This annual event will have a musical twist for 2016. Featuring Dr Armand D'Angour and students from the Faculty of Classics and the Faculty of Music please do join us for what promises to be a truly festive evening!

Tuesday 13 December 2016

*Holywell Music rooms,
followed by a reception at Wadham College*



SECOND CLASSICS ALUMNI DAY

Featuring Robin Lane Fox speaking on 'Changing History: Alexander'

Saturday 11 March 2017

Following on from the initial success of our first Faculty alumni day we are very pleased to welcome you all once again to our Faculty. The day will consist of talks by Faculty members, alumni panel sessions, and a chance to catch up with old friends and make new ones over food and drinks.

Faculty of Classics, Ioannou Centre, Oxford

For more information on both events please see <http://www.classics.ox.ac.uk/Alumni-Events.html>

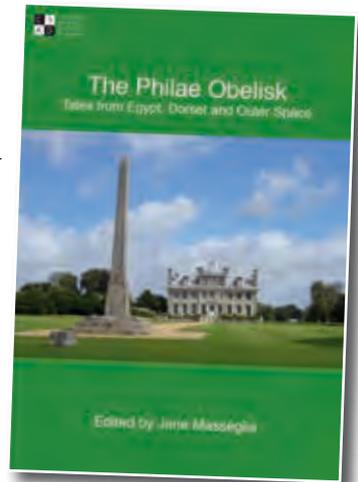


Mosaic representing the battle of Alexander the Great against Darius (III) the Great

THE ADVENTURES OF ASTEROID* AND OBELISK

**JANE MASSÉGLIA (ED.),
THE PHILAE OBELISK: TALES
FROM EGYPT, DORSET AND
OUTER SPACE, (CSAD,
OXFORD, 2016)**

The CSAD team behind the recent study of the Philae obelisk at Kingston Lacy have joined forces with colleagues from the British Museum, UCL, GOM UK and the European Space Agency's *Philae* Cometary Mission, to produce a booklet to celebrate their campaign to capture and revise the obelisk's bilingual inscriptions.



The Philae Obelisk: Tales from Egypt, Dorset and Outer Space is aimed at the general reader, and illustrated throughout in colour. It comprises ten chapters on the life of the obelisk, from its origins in Ptolemaic Egypt and its role in the nineteenth-century decipherment of hieroglyphs, to the recent study with RTI and 3D-imaging technology and the eponymous space mission.

Contributions come from Alan Bowman, Charles Crowther, Lindsay MacDonald, Rachel Mairs, Jane Masséglia, Kyriakos Savvopoulos, Sarah Norodom, Ben Altshuler, Patricia Usick, Andrew Cuffley, Ian Wright and Judith Pillinger.

Copies are available to purchase, priced £5, from the Centre for the Study of Ancient Documents, on the second floor of the Ioannou Centre, and by contacting Maggy Sasanow by email: margaret.sasanow@classics.ox.ac.uk. ■

* Well almost. Strictly speaking it's a comet not an asteroid...

MAKE A GIFT THAT LASTS

If you would like to give to Oxford Classics, please contact amy.lamb@devoff.ox.ac.uk.

You can telephone Amy Lamb on +44 (0)1865 611591 or write to Amy Lamb, Development Officer – Humanities, Radcliffe Humanities, Radcliffe Observatory Quarter, Woodstock Road, Oxford OX2 6GG, United Kingdom