



Sustaining excellence
Continuity and renewal in the Faculty of Classics



Philanthropia and related words


φιλανθρωπέυμα ατος *n.* [φιλανθρωπέουμαι] **act of kindness, act of charity** Plu.

φιλανθρωπέουμαι *mid.vb.* [φιλάνθρωπος] **be generous** Men.
—w. πρὸς + ACC. *towards someone* D.

φιλανθρωπέω *contr.vb.* **be friendly towards** —*someone* Plb.;
treat (someone) **kindly** Plb.; (of a commander) **be generous towards** —*cities* Plb.

φιλανθρωπία ἄς *f.* [φιλανθρωπέω] **1 benevolence, kindness, goodwill** (shown by persons, gods) Att.orats. Pl. X. Arist. Plu.; **thoughtfulness** (towards someone) NT. Plu.; **leniency, clemency** (towards prisoners or sim.) X. Plb. Plu.; **mercifulness, humanity** (of a law) D.; **beneficial character, usefulness** (of agriculture) X.
2 generosity (towards someone) Plb.; **generosity, philanthropy** (as a character trait) Plu.
3 (concr.) **act of kindness** D. Plb.; **act of generosity** Plu.
4 friendliness, friendly behaviour Att.orats.; **diplomacy** (in negotiations or sim.) Att.orats. Plb.
5 intimacy (w. someone) Aeschin.

This excerpt, and that on the back page, is copyright of the new *Ancient Greek-English Lexicon*, a major initiative within the Faculty of Classics. Now in its final stages, the *Lexicon* will be published by Cambridge University Press. It has been made possible thanks to the thoughtfulness, generosity, humanity (and occasional diplomacy) of many of our alumni and friends.



“To put this as crisply as I can, the study of the classics is the study of what happens in the gap between antiquity and ourselves. It is not only the dialogue that we have with the culture of the classical world; it is also the dialogue that we have with those who have gone before us who were themselves in dialogue with the classical world ...

But if it's going to be a useful and constructive dialogue, not an incoherent and ultimately pointless Babel, it needs to be founded on expertise in the ancient world and in ancient languages. Now I don't mean by that that everyone should learn Latin and Greek. ... Luckily, cultural understanding is a collaborative, social operation.

The important cultural point is that some people should have read Virgil and Dante. To put it another way, the overall strength of the classics is not to be measured by exactly how many young people know Latin and Greek from high school or university. It is better measured by asking how many believe that there should be people in the world who do know Latin and Greek, how many people think that there is an expertise in that worth taking seriously – and ultimately, paying for.”

From 'Do the Classics Have a Future?', a Lecture given by Mary Beard at the New York Public Library on 30.11.2011, and published in *The New York Review of Books*

For 800 years, Cambridge has been pre-eminent in the study of Classics because the discipline has been led by outstanding scholars, renewed by successive generations, and sustained by its supporters. The syllabus of the medieval University was dominated by the study of Aristotle. The revival of classical studies in the Renaissance under Erasmus' influence was the key element in a sweeping reform of the Cambridge curriculum in the 16th century. Since that time, some of the giants in the history of classical scholarship have held chairs here.

Today, Cambridge is singularly well placed to continue this illustrious tradition. Consistently ranked first in the UK government's Research Assessment Exercises, the Faculty of Classics has an unrivalled reputation for research and teaching of the highest order. Its distinctive provision integrates the rigours of traditional Classics skills with innovative inter-disciplinary approaches. It maintains expertise across all branches of the discipline, embracing language, literature, philosophy, history, archaeology, philology and linguistics.

It is no wonder that more students than ever are opting to study Classics at Cambridge. Moreover, 16% of current undergraduates are taking the four-year degree, designed to provide those who did not have the opportunity to learn Latin or Greek in school with a foundational year. This course was introduced in 2003 to enable those whose state and other schools had been unable to offer teaching in Latin (let alone in Greek) to undertake a linguistically rich Classics degree.

The recent renewal of interest in classics in UK state schools needs to be nurtured, with support from our academics. Philanthropic partnership in the following areas will enable Cambridge to continue to lead the world in classical scholarship that illuminates who we are by evoking who we were, and what we might become.

Continuity: today's world-leading academics

The Faculty places the highest priority on maintaining a critical mass of expertise across the spectrum, so that it can provide outstanding teaching and postgraduate supervision in each subject area and undertake leading, specialized research. It is through judicious management of philanthropic gifts over generations that the Faculty has been able to maintain this balance. To sustain this level of excellence, the endowment of two posts – as yet unnamed – is required. While there is flexibility as to the subject areas, there

is particular scope for consolidating and enhancing provision in the fields in which Professors Mary Beard and Simon Goldhill specialize: Roman and Greek literature and culture respectively.

A gift from circa £1.7 million would permanently endow one existing Lectureship and provide for a supporting fund for dynamic programmatic activity.

Renewal: the next generation of outstanding scholars

Tomorrow's leading academics are to be found amongst today's students. Drawn from a global, highly competitive field, graduate students maintain the vitality of scholarship by bringing fresh approaches to bear on their subjects, and opening up new paths of enquiry. They go on to play leading roles, too, in professions and vocations as varied as journalists and judges, poets and politicians, diplomats and industrialists.

It is no wonder that the world's best graduate students want to study Classics at Cambridge – and Cambridge wants to take them. So that it can do so on the basis of talent alone, it is essential that the Faculty is able to provide full support packages. In light of the cumulative burden of tuition fees (particularly acute where the four-year Classics degree is concerned), and accompanying reductions in sources of public funding, the need for philanthropic support of PhD students is critical. A gift of circa £30,000 would support one (overseas) graduate student for a year. A variety of fixed-term and permanent endowment options is available: the University would be delighted to discuss these.

The classical explorers of the future: public education

Central to the Faculty's mission to promote public understanding and raise educational aspiration is its highly-regarded education and outreach programme. Based in the Museum of Classical Archaeology, its activities are as varied as its audiences are diverse.

Young children, for instance, take part in myth-telling mornings, while teenagers participate in creative writing workshops (using, for example, Ovid's *Metamorphosis* to explore the idea of change). People of all ages undertake 'Meet the Classical Ancestors' tours, and attend popular talks such as 'What's so tragic about Greek tragedy?'. A programme for sixth-formers illuminates the relevance of Classical history and culture to their broader curriculum.

After a decade of supporting all of this activity through a single, half-time post underpinned by short-term, precarious funding, we now hope to have two members of the Museum's staff involved in education and outreach. One of these will be funded short-term by the Arts Council. Sustaining this impetus, however, will require new investment. The annual cost of the programme (£35,000) is not large: there is scope to make a substantial impact here.

Founded in 1884, the Museum came to be regarded as 'the hearth and home' of the Cambridge Archaeological School where leading explorers of the classical world were trained. As well as providing a vital teaching and research resource, it enables Cambridge to harness the timeless fascination of the heroes and heroines, monsters and messengers of Greek and Roman mythology to nurture new generations of explorers of the classical world, alive to its enduring legacy.

They join today's outstanding students and scholars of Classics in a 'wondrous shared voyage of exploration' that Mary Beard writes about so eloquently in the article quoted opposite. Supporters of Classics – fellow travelers on the voyage – are warmly invited to discuss how, together, we can continue to advance insight into the classical world and its deep imprint on the way we think about and understand our world.

The illustrative costs quoted above assume a 2013/14 start and payment by 31.7.13.



Philanthropos:

φιλ-άνθρωπος ον *adj.* **1** (of gods, their actions) **benevolent**

towards mankind A. Ar. Pl. Plu.; (of legislation or sim.) **benevolent, beneficial** Isoc. X. Arist. Plb.

2 (of persons, their actions; sts. iron., esp. in Att.orats.) benevolent towards other people, **altruistic** Att.orats. X. Arist.; **humane, kind** Att.orats. Arist. Men. Plb. Plu.; **lenient** (towards enemies, captives, or sim.) D. Plb.Plu. || NEUT.SB. altruism Plu.; lenience Plb.

3 (of persons, letters, speeches, or sim.; sts. iron.) **courteous, polite** D. Men. Plb. Plu.

4 (transf., of wine) **generous, good-quality** Plu.; (of literary plots) **satisfying** (for the audience) Arist.

5 (of animals) fond of mankind, **tame, non-aggressive** X. || NEUT.SB. fondness for human company (shown by dogs) X.; sociability (of a person) Plu.

—φιλανθρώπως *adv.* **humanely, benevolently** Att.orats. Plb.

NT. Plu.; **in a friendly manner** Aeschin. Arist. Men. Plb.; **politely** D. Men. Plb.

Next steps

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Images:

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