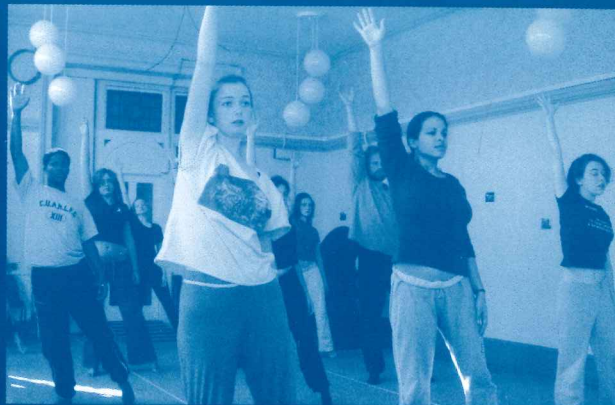


Classics Cambridge



Socrates to Cyberspace: the best little library in Cambridge

Anyone who has spent time in Cambridge and has a connection with Classics will have fond memories of the Classics Faculty library. The number of people who choose to spend their time there, particularly during term, makes clear just how convenient its collection and comfortable its surroundings are – so much so that sometimes on a busy morning in term it can be difficult to find a spare seat. The library continues to function as a place of work for undergraduates, graduates and senior researchers – a combination unusual these days for a Faculty library. Most faculty libraries just provide texts for the Tripos and their usage is heaviest in term time. But the number of

graduates and visitors that use the Classics library means that it is an active place all year round providing challenges to the library staff who need to be able to respond to inquiries ranging from new undergraduates looking for dictionaries to visiting researchers looking for a rare work on papyrology. Subscriptions to over 200 journals and an ever-expanding range of books (some 60,000 volumes at the last count) ensure that it is an excellent resource for Classicists at all stages of their careers.

The Faculty library is unusual in other ways too. The graduate community benefit from late evening and weekend access via a security card system. Very few non-college libraries allow access to the library when staff are not present but this is an important support to the research carried out in the Faculty. The graduates are able to leave their work laid out and reserve books on the table that they regularly access. Some seem to set up home at their desk, customising it with postcards, ornaments and even pot plants.

A modern library also needs up-to-date IT facilities. Laptops click away on one side of the library while the computer room houses a large number of desktop machines all with access to online bibliographical and other information resources. In particular the *Thesaurus Linguae Graecae* is now available online and is an invaluable resource for those studying Greek texts, allowing them to search individual authors or the whole of Greek literature for particular words or phrases. The increase in IT facilities has also altered the job of the library staff. They now have to deal with questions about Greek fonts and software packages as well as requests for more traditional media.

The library is at the forefront of many projects, including taking a lead in the training of new

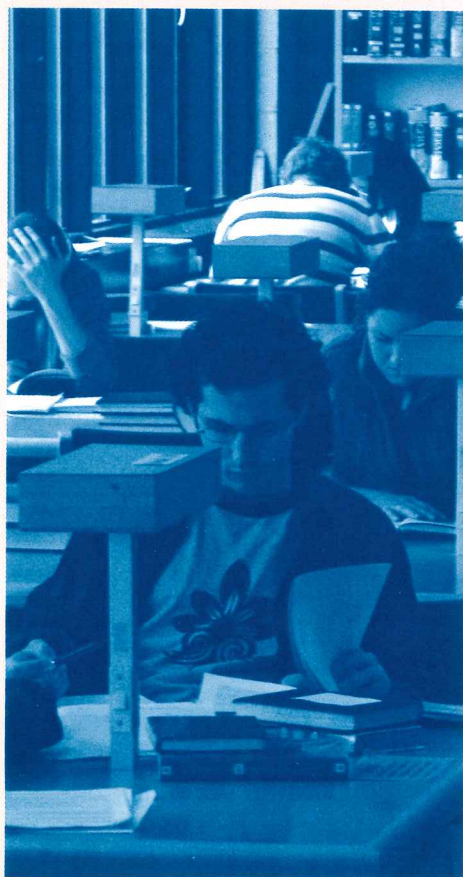
librarians. In 2003 the Faculty Library set up a Graduate Library Trainee position. These posts are recognised nationally for providing graduates with a systematically planned and supervised experience of library work to help prepare them for a postgraduate library course. University courses accredited by CILIP (the Chartered Institute of Library and Information Professionals) welcome students who have undergone the traineeships as they have gained valuable experience and received expert training. The trainee at Classics gains experience in the day-to-day operation of the Library and is trained in cataloguing and classifying as well as the use of electronic resources – important skills for information professionals. The traineeship provides opportunity for the current staff to undertake training and assess their own working practices as they are questioned by enthusiastic people new to the profession.

Lyn Bailey, the Faculty's librarian, told us: 'No other Faculty or Departmental library in Cambridge has a trainee programme but a number of the Colleges do. The links with the other trainees in Cambridge allows for joint visits to different types of library to gain further experience of what goes on behind the scenes – recent trips include Cambridge Public Library and the Courtauld Institute of Art Library. Each trainee is also responsible for showing the other trainees round their own library. Last year's trainee researched the origin of some of the collections held in the Classics library and the history of the building to put together a display highlighting the Leake notebooks, the squeezes and the beautiful engravings from the early archaeology books. This provided the trainee with the opportunity to explore the rarer material housed in the Library.'

More information on the Faculty library and access to the catalogue can be found at: www.classics.cam.ac.uk/library/library.html



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Reaching Out

It's a blockbuster time for Classics. With huge projects such as *Troy* and *Alexander* in the cinema, and countless classical programmes on the small screen, it seems that Classics is never out of the news.

The Faculty decided in 2004 to capitalise on the upsurge in interest in the subject by appointing its first Outreach Associate for the year 2004-5. Kathleen McLaughlin, who has studied Classics in Glasgow and Oxford, began work in October and has been working hard to set up a programme of events both to introduce newcomers to the subject and also to encourage interest in young people already studying Classics at school so they might consider continuing their studies at university.

Kathleen not only hosts school visits to Cambridge. An important element of her job is travelling to schools across the country and offering them the chance to find out more about a particular area of Classics or about the subject in general. She has a busy programme of school visits in the months ahead to encourage interest

in Classics and in Classics at university among students from a broad range of educational backgrounds. Schools can choose from two parallel menus of talks on classical subjects, and Kathleen is booked to talk to groups of students ranging from Year 7 to Year 13. The menus cover topics studied in the GCSE and A level syllabi, from Homer to Roman Britain, but they also give schools the chance to hear about something a little more off the beaten track, or to give younger pupils a fun introduction to the subject. But the Faculty is keen to reach out even further than schools which already teach Latin, Greek, and Classical Civilisation. Schools which don't have a Classics department can choose from the 'Thinking with Classics' menu, which links classical topics into other subjects. Art history students can learn about classical sculpture with 'Citizen Bodies' and modern languages students can expand their knowledge of French and the French view of their Roman past with 'Asterix the Gaul'.

Kathleen is also working with Jacqui Strawbridge, Education Officer at the Museum of Classical Archaeology, to encourage secondary schools to use the wonderful resource

of the Faculty's cast gallery. Schools are welcome to book visits at any time, but this spring they also have the opportunity to take part in a Museum Study Day for GCSE and A level students, a revision session on Greek sculpture just in time for the upcoming exam season. The Faculty also has a Sixth Form Study Day planned for September 21st 2005.

"The Faculty is rightly proud of its strong record in outreach," said Kathleen. "With the introduction of the Four Year degree in 2003, which allows students with no previous knowledge of the classical languages to study for a Cambridge Classics degree, we felt that it was the right time to work even harder to bring Classics to young people who might not otherwise hear what we have to offer them."

For more information on the Faculty's outreach activities, see our website at <http://www.classics.cam.ac.uk/Faculty/outreach.html>, or contact Kathleen at the Faculty (Email: km405@cam.ac.uk; Tel. 01223 767044). She still has a few dates free for school visits in May and June and there are still a few places free on the Museum Study Days.

A note from the Chairman

Just occasionally I indulge in some wistful nostalgia. Anyone who came up to read Classics, as I did, before about 1980 will vividly remember the Old Faculty in Mill Lane. The focus of it all was that top floor library. The smell of Benson and Hedges gently (or pungently, depending on your point of view) wafted down the whole of the room from the two end bays where smoking was still allowed. Classics must have been about the last Library in the University to encourage students drastically to reduce their life expectancy by condoning smoking at work – and at the same time risking a book-burning incident of almost Alexandrian proportions. Meanwhile at coffee- and tea-time, mysterious giggles were regularly to be heard from the other side of the heavy brown door that guarded the Librarians' Office – definitely off-limits. We never did discover exactly what, if anything, was going on.

Fifty yards away in the library in the 'Old Ark' things were rather different. No smoking, as I recall; but properly paid-up Part II archaeologists were tended with cups of tea by the Museum assistants, Messrs Thompson and Jones ('Bill' and 'Evan' as they came to be called by the end

of the year). The tea was, in fact, a hard won privilege, reserved for those doing the full complement of D papers. I was only taking what was then called the 'Sculpture paper' and looked on enviously as my friends got full waiter service to their desks.

Classicists are a nostalgic bunch. But they are also adept at puncturing the nostalgia they so enjoy. Every time I find myself drifting back to the 1970s, it doesn't take much to remember how much better, in so many ways, things are now. In the 'new' building, we have come to take it for granted that we should be able to consult archaeology books next to books on literature, history and philosophy (however *did* we manage with the collection split in two?). We assume that it will be possible to make photocopies when we need to and, while our current librarians are well known to enjoy a laugh, their office door is much more likely to be open than shut. The few remaining smokers, needless to say, now huddle – in good twenty-first-century fashion – outside the front door.

There are bigger changes too over the last thirty or so years that I have known the Faculty. It is a much more cosmopolitan place than ever it was: we welcome students and academic visitors from Europe, the United States, Australia and the Far East. We are much more enterprising and ambitious too, as the article on research projects

in this Newsletter makes very clear. We are also even more concerned than we were to ensure that no one of talent is prevented by the limited opportunities they might have had at school from making the most of what we can offer here.

But – predictably – all this is extremely expensive. The University as a whole (like most of the higher education sector) is facing a funding crisis. The Classics Faculty is not exempt, and indeed is confronting the need to make savings over the next five years equivalent to two full time lectureships. This hits at our core activities: teaching, outreach and library funding. We know that many of you have given generously in the past. But if you can spare anything now, to enable others to benefit in the future from what you enjoyed in the past, we would be immensely grateful. To give just a simple example of the difference it would make: if everyone in an average year of students contributed £150, they alone would be able to fund the Library Trainee whose work is so vital in providing services to readers in the Library.

Full details of how you can contribute, or find out more information, are given on p.4. We would be most grateful for anything you can donate – though I am afraid we cannot promise to bring back the waiter-service tea for those taking Archaeology!

Mary Beard: chairman@classics.cam.ac.uk

News and forthcoming events

Cambridge Greek Play

The 2004 Cambridge Greek Play, *Oedipus Rex*, was a great success playing to packed houses at the Cambridge Arts Theatre. Corin Redgrave picked it out as one of his theatrical highlights of the year: 'It had a great director-teacher, Annie Castledine, in charge and was designed by Stephen Brimson Lewis, with *Oedipus* played by Marta Zlatic, and *Jocaster* by Adetomiwa Edun. It was as urgent and disquieting as any play I have seen this year.'

Meeting the challenge: European perspectives on the teaching and learning of Latin

A conference to be held in the Faculty of Classics, Cambridge, 22-24 July 2005. The aim of this conference is to identify common issues facing Latin teachers in schools and universities and share possible solutions, particularly those making use of new technologies. 30 speakers from 14 different countries have submitted papers. For information on conference charges and full details of the programme visit the conference website at www.egl.ku.dk/cambridge.

Triennial conference of the Greek and Roman Societies

This international gathering will be held in Cambridge on 25-29 July 2005 and offers a range of plenary lectures and smaller sessions covering all aspects of Classics research and teaching. Parties, receptions, and excursions add to the week's variety. For further information and booking details see <http://www.classics.cam.ac.uk/triennial/default.html> or write to the conference secretary, Pauline Hire, c/o the Faculty of Classics.

Productive year

In the last twelve months six members of the Faculty have celebrated the births of new babies. Perhaps there is a special added ingredient in the Faculty's coffee supply...

Who's new?

William Fitzgerald

After taking a BA in Classics at Oxford in 1974 I left for the States to study Comparative Literature at Princeton and only returned to England to take up my post at Cambridge in 2003. At Princeton I wrote a dissertation under Froma Zeitlin and Robert Fagles and then I moved West to sunnier climes. I taught at the University of California for 23 years, first at UC San Diego, in the Department of Literature, and then at Berkeley, where I was Professor of Classics and Rhetoric. Most of my work has been on the Lyric, ancient and modern, including a book on Pindar and the European Pindaric tradition (*Agonistic Poetry*) and another on Catullus (*Catullan Provocations*). While writing an article on Horace's "Persicos odi" I became interested in the figure of slavery in Latin literature and the result was *Slavery and the Roman Literary Imagination*. At the

moment I am revising a book on Martial, who kept cropping up when I was working both on Catullus and on slavery. I am particularly intrigued by the question of what makes a book of epigrams a book. Cambridge is the most stimulating place to study Classics I can imagine, and the Faculty's interest in reception studies of all kinds is very congenial to me. Compared with American students Cambridge students are reluctant to speak during lectures, but once in a supervision they're wonderfully responsive and full of ideas. You never know where the discussion is going to take you, and that is very exciting. The Cambridge Tripos demands that the students, and their teachers, think about all aspects of the ancient world, and its significance for us. It's a very demanding course, but I'm always amazed that so many of my students have the time and the talent for other pursuits as well. You could probably raise a fine orchestra and choir from the ranks of our students!



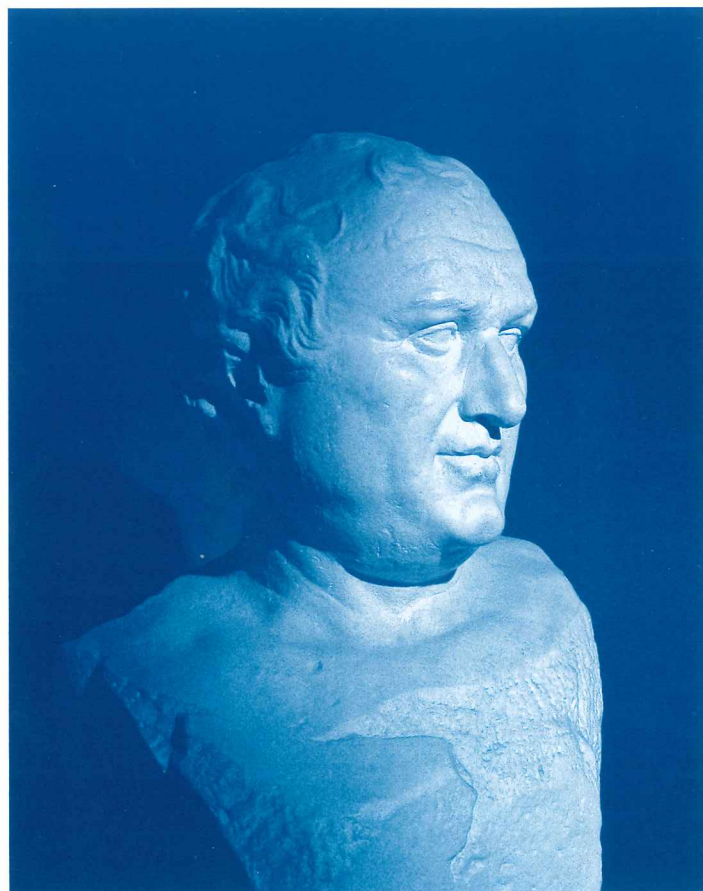
The future of Classics research?

You might think that researchers in Classics are solitary creatures, each pursuing a particular and specialised interest and conversing through annual journals. But increasingly, there is a culture of collaborative work and research groups who work closely together to investigate an area of interest, often by combining a number of different approaches and specialist techniques. This model of research is perhaps more familiar from the sciences, but the Classics Faculty has been finding that it can be productive for us too. External funding bodies, such as the Arts and Humanities Research Board (AHRB) and the Leverhulme Trust, have allowed the Faculty to host exciting research groups which, during the three or four years of their operation, can contribute to the research and teaching culture of the Faculty as a whole while also providing much needed sources of funding for graduate students and post-doctoral researchers. These projects not only bring important resources to the Faculty. They also help to focus conferences, seminars and other events which bring together all members of the Faculty and other interested scholars and students from around the world. The only major drawback seems to be that the Faculty has been so successful in its applications that it is becoming hard to find office space for everyone to use!

2004 and is to run for four years. The aim is to explore variation in the patterns of interactions between colonists and indigenous societies through a series of case studies. These will work at a variety of scales from the local and regional upward towards the pan-European. The research team (Dr Sara Owen, Dr Jason Lucas and Dr Carrie Roth-Murray) will be working with Professor Martin Millett and in collaboration with local scholars to produce a set of local studies drawing on the results of recent archaeological work in a series of locations. They will also use Geographical Information Systems (GIS) to produce a map of settlement and other patterns in the material record. This computerised information will offer a new resource and a new model for all further research into this period.

The first century BC was an era of cataclysmic change for philosophy. The philosophical schools all but abandoned their metropolitan headquarters at Athens, dispersing to rival centres across the Mediterranean. The style of philosophising changed too: no longer the maintenance of a living tradition in the very school founded by Plato, Aristotle or Zeno, but more typically its re-creation through the historical study and exegesis of canonical texts. The Faculty's new AHRB project to begin in October 2005, 'First-century BC philosophy', will bring together a team to study the nature of this little-understood transformation. The aim is not just to focus on major Greek and Roman philosophers of the period, but to place them in the context of current political, social and cultural upheavals and the effect of these on schools, libraries and other institutions. The project will fund one

Herm of Cicero, from the Museum of Classical Archaeology



Ph.D. student, along with two postdoctoral researchers.

For more information of these and other Faculty hosted projects, see the website at: <http://www.classics.cam.ac.uk/faculty/faculty.html#proj>

For a number of years Professor Robin Osborne has been coordinating a group of five people (two post-doctoral researchers and three doctoral students) examining the culture, literature, and politics of Athens in late fifth and early fourth century B.C. This 'Anatomy of Cultural Revolution' AHRB Project has been able to combine literary, historical and archaeological studies to look at this crucial period of Athenian history from a number of perspectives.

The success of this model has now led to two more large research projects being hosted by the Faculty, further increasing the atmosphere of collaborative and multi-disciplinary inquiry into the classical world.

'Greek Colonization and the Archaeology of European Development' a project funded by the Leverhulme Trust, began in September

Donations

If you would like to contribute to the projects described in this Newsletter or to any other of the Faculty's activities, you can send a donation (payable to the 'University of Cambridge') to:

Mrs T James, Faculty of Classics,
Sidgwick Avenue, Cambridge CB3 9DA.

She can also answer any queries about giving that you may have and may be contacted by email:
administrator@classics.cam.ac.uk.

We are very grateful indeed for all the financial and other support we receive from alumni/ae.